Executive Summary

The University of Alberta has the vision and momentum to ensure that Alberta—Canada’s fastest-growing province—realizes its promise and potential. Year by year, we strive to equip talented students, researchers, and scholars with knowledge and tools to be active and engaged citizens, leaders, and thinkers. We seek excellence and aspire to be a community of leaders and change makers.

The U of A’s Dare to Discover vision is to build a great global university, by inspiring outstanding learning, discovery, and citizenship for the public good. By pursuing our strategic goals and objectives, we are in a continuous process of positive evolution, based on developing enriched undergraduate and graduate educational experiences, finding new ways to foster and sustain leading-edge research, and reviewing how best to serve the complex needs of the 21st-century public, and in doing so, create widespread societal benefit.

We do this work because it matters. In the last year, the U of A released a landmark study measuring the public good accomplished by our alumni. The study, conducted by professors Tony Briggs and Jennifer Jennings, assessed the annual revenues of companies started by U of A alumni, the nature of the mission of those companies, and the factors that influenced alumni on their path to success. A first of its kind in Canada, the study used similar methodology as studies conducted at Stanford, MIT, and Tsinghua University in China. Remarkably, the survey concluded that U of A alumni have an impact in Alberta similar to that of Stanford University’s alumni impact in California.

U of A alumni have collectively founded 70,258 organizations globally, creating more than 1.5 million jobs and generating annual revenues of $348.5 billion. Of those jobs, 390,221 have been founded in Alberta. In fact, one in five Albertans work for organizations founded by U of A alumni. One-third of U of A alumni-founded organizations are non-profit or have a cultural, environmental, or social
The U of A is indeed an intellectual community dedicated to the public good and the uplifting of the whole people.

The U of A not only aspires to be a community of change makers—we are that community of change makers. The qualitative data and quantitative content that follow in this 2013–2014 Dare to Discover Report Card illustrate how we continue to inspire, teach, and prepare students to become the change makers of the future. This report shows that the U of A is indeed an intellectual community dedicated to the public good and the uplifting of the whole people.

The following 2013–2014 Dare to Discover Report Card includes a broad overview of the many and diverse initiatives undertaken by faculties, departments, and units between April 1, 2013, and March 31, 2014. This is not an exhaustive report of all activities; rather, it consists of representative examples of the full extent of the work that is ongoing across the U of A’s five campuses.

In addition to these qualitative indications of our progress, there are 17 quantitative measures included, which show how the U of A compares to 13 peer institutions in Canada and the United States in terms of critical inputs and outcomes. A full account of the methodology used is available in the appendix of the report (p. 52).

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

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

Over the last decade, the U of A has reached many of the measurable goals and objectives in Dare to Discover.

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

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

Readers of this year’s report will note that the charts and graphs depict, wherever possible, change since the establishment of Dare to Discover in 2005. (Some variation in the exact time period of each chart does occur depending on the availability and comparability of data from nearly a decade ago to now.) The overall story revealed in these measures underscores how much growth has occurred at the U of A since 2005.

Over the last decade, with increases in several of the key inputs outlined above, the U of A has reached many of the measurable goals and objectives in Dare to Discover, such as enriching student experience, especially in the area of experiential learning; increasing research, study abroad, and internship opportunities in five targeted international regions; improving residence life programs as well as increasing residential spaces; and establishing strong local and international community connections.

We are also seeing gains in longer-term objectives that are more difficult to quantify, such as facilitating both basic and applied research programs leading to breakthrough discoveries and technological innovations; fostering a culture of lifelong learning in students, staff, and alumni; expediting the transfer of new knowledge into society; and advancing the university’s international reputation for excellence.

Taken together, the qualitative data and quantitative content of the 2013–2014 Dare to Discover Report Card show that, although challenges remain, the U of A continues to make significant progress, producing benefits that serve the public good and the uplifting of the whole people.

Priority: Strengthening Undergraduate Student Experience

Attracting talented undergraduate students and providing them with highly competitive, enriched learning experiences continue to be two of the University of Alberta’s key priorities. This report card contains multiple examples of significant changes aimed at enriching and extending student experience. We continue to expand opportunities for students to engage in community service learning, undergraduate research, studying and working abroad, and capstone
projects. Embedded certificates that recognize the skills and knowledge gained in extra- and co-curricular activities that cross disciplinary and faculty lines are also increasing in areas as diverse as sustainability, writing, and global citizenship. Nearly 80 per cent of fourth-year students at the U of A rated their overall experience as good or excellent in the most recent 2014 National Survey of Student Engagement (see Figure 5).

Assessing the possibilities and viability of new digital learning technologies has been a major focus of the institution throughout 2013–2014. A research and development committee was struck in early 2013 to test pilots in both blended learning and massive open online courses, or MOOCs. This committee led the successful creation, launch, and implementation of the U of A’s first MOOC (Dino 101) and a series of core blended courses in the Faculty of Education. Outcomes indicate that Dino 101 and its associated on-campus courses, Paleo 200 and 201, have performed very well, with excellent participation and completion rates.

Another key priority of the past year was the establishment of the Peter Lougheed Leadership College, now under the leadership of its founding principal, the Right Honourable Kim Campbell. Launching with a small pioneer cohort in September 2015, the college will provide broad, inclusive undergraduate leadership development that will enhance students’ leadership potential through formal and co-curricular learning, engagement, and mentorship. The college is part of the broader Peter Lougheed Leadership Initiative, a partnership between the U of A and The Banff Centre. This partnership will bring together the respective strengths of both institutions to build a leadership development program in Alberta that is recognized as one of the finest in the world.

Faculties across the university also continue to review and revise course and degree offerings and requirements to ensure that they meet the highest academic standards while also meeting student demand, workplace needs, and accreditation processes. In the past year, the faculties of medicine and dentistry, engineering, and physical education and recreation underwent rigorous accreditation reviews; all received outstanding assessments and are now accredited for the full period allowed by their respective regulatory bodies.

In addition to the work done to enrich students’ academic experience, the U of A has steadily improved the systems that help students manage the “business” of being a student. The U of A has steadily improved the systems that help students manage the “business” of being a student.
Success Centre, a one-stop centre for students who need assistance dealing with academic, financial, physical, or mental health difficulties.

**Priority: Enriching Graduate Student Experience**

Providing an excellent learning environment for graduate students is another major priority for the University of Alberta. An enriched graduate student experience at its best should provide mentorship, inspiration, and support for original, innovative research—research with the potential for revolutionizing old ways of thinking and tired methods of approaching major questions and challenges. To achieve this kind of environment, our aim is to recruit major talents and create the right mix of undergraduate and graduate students. Our long-term target is to achieve the undergraduate-to-graduate student ratio of 3:1 that is common among our peer institutions (see Figure 2 for our progress).

As has been detailed in past report cards, the U of A has been engaged in a major process of review, analysis, and revision of graduate student education over the last two years. The goal is to ensure that the university has appropriate and competitive systems, funding, educational offerings, and pedagogical frameworks in place to identify and nurture exceptional graduate talent. It is also critical that our graduate students leave their studies with the academic and professional experience, skills, and achievements they need to succeed in a wide range of future endeavours. With the major review now completed, recommendations and new systems are being implemented throughout all faculties and schools, as well as the Faculty of Graduate Studies and Research.

**Priority: Extending International Reach**

Raising the University of Alberta’s international reputation and enriching the learning experiences of both undergraduate and graduate students is closely tied to our ability to build partnerships across local, national, and international communities. A main focus of *Dare to Discover* has been the development of significant, influential, and effective international partnerships.

Over the last several years, the university community has taken a targeted, strategic approach, with focus on India, China, Germany, the United States, and Brazil. We created high-quality, multi-level partnerships that are more than exchange agreements. Our goal has been to enable interdisciplinary, cross-border research teams and projects; open up graduate student and post-doctoral internships; and link universities with industry, community organizations, and government agencies. The continued success of major partnerships is illustrated within the pages of this report.
As our international reach has extended and deepened, the U of A’s international reputation has also grown. In 2013–2014, the Academic Ranking of World Universities (ARWU) and Quacquarelli Symonds (QS), both of which measure research output from citations and other indicators such as percentage of international students and employer reputation, placed us around 109th and 96th in the world, respectively. The Department of English and Film Studies was ranked 22nd in the world and second in Canada in the QS subject area rankings. Other QS subject area highlights include pharmacy’s ranking of 42 and a ranking in the 51-to-100 group for accounting and finance, agriculture and forestry, education and training, civic and structural engineering, environmental sciences, mathematics, philosophy, and sociology. The School of Business MBA program also continues to be ranked well: it was rated 22nd in the 2013 QS Top Universities Ranking of Business Schools in North America, and 48th in the Shanghai Jiao Tong 2013 Top 200 Ranking of Business/Economic Schools.

It is important to note that although international rankings can be a useful indicator of a university’s international research reputation, they still cannot fully or reliably capture any institution’s critically important impact on the local, regional, national, or international community. For this, we must continue to look to studies such as the alumni survey mentioned above and to reports such as this Dare to Discover Report Card.

Priority: Deepening Provincial Connections

In addition to the work done on building international networks, the University of Alberta has also effectively strengthened connections throughout the Edmonton region and Alberta, and has been an instrumental partner in the economic, social, and physical well-being of the public we most directly serve.

In 2013–2014, the U of A continued to build strong relationships with Campus Alberta partners. For example, the university implemented a $10-million Campus
Alberta Unified Service Project that allows participating institutions to manage core business needs in a common administrative service environment. Through another innovative proposal, NAIT asked the U of A to take over management of its security division because of the high level of professionalism and customer service provided by U of A Protective Services.

The U of A also plays a fundamental role in health-care delivery in this province. In 2013–2014, the Faculty of Rehabilitation Medicine launched or expanded several online credit courses to enable health professionals across the province to continue professional development after graduation. More than 1,000 people have been enrolled.

In partnership with northern colleges, the Alberta Teacher Education Program celebrated its 10th anniversary this year. Expanding the program over the last decade, the U of A has been delivering the education that teachers need in the communities where they live and helping Aboriginal communities and teachers understand how best to develop pedagogies and curricula that will meet the needs of their students and help those students succeed.

To help extend and strengthen these kinds of rural connections throughout Alberta, the Office of the Vice-President (University Relations) led four “Advancing Alberta Tours” in 2013–2014, covering Parkland County; Hinton, Edson, and Whitecourt; Banff, Lake Louise, Canmore, and Kananaskis; and the Wainwright region. The tours reached 92 community leaders representing 49 stakeholder groups. Each tour showcased U of A research relevant to the particular region and collected new ideas for collaboration with rural partners.

Priority: Ensuring long-term financial and administrative sustainability

In 2013–2014, the University of Alberta managed one of the most significant financial challenges faced in its recent history. A four-point action plan was developed to help guide decision-making and to ensure that the university retains momentum and is able to move forward in as strong a position as possible. Through dedicated advocacy efforts, the university won important reinvestments from government, such as funding for staffing in specified areas, a $14.4-million boost to the Campus Alberta grant, and tuition-freeze backfill. A voluntary severance program was offered to staff members under the academic staff agreements; 121 individuals participated, including faculty, faculty service officers, librarians, and administrative professional officers. Several new avenues for revenue generation at both the institutional and faculty level have been explored and are in the process of implementation.
In spite of these challenges, the university continues to attract support from donors and alumni. As this report details, more U of A alumni are now involved, connected, and giving to their alma mater than ever before, setting the stage for the next major fundraising campaign. At 2014 fiscal year end, the university endowment grew to $994 million, nearing the major milestone of one billion dollars. This growth is the result of years of effort from deans, chairs, faculty, staff, and volunteer champions working on behalf of the U of A. Another significant milestone will soon be reached: in the last decade, one billion dollars in total has been raised for both endowed and non-endowed initiatives.

Conclusion

As this 2013–2014 Dare to Discover Report Card shows, the University of Alberta’s outstanding reputation in Alberta, Canada, and the world is based on the outstanding quality of our people and the work we do to fulfill the Dare to Discover vision and the research and teaching-intensive mission of the university. We have built a foundation for excellence, for global and local engagement and impact, that brings tangible and important benefits to the students and public we serve.

We will continue on this path of development. Together with the support of partners in government, business, and the broader community, U of A faculty, staff, and students are committed to meeting our own high expectations for excellence and to continuing to earn and retain our reputation as one of the world’s top public research universities through our achievements and service to the province, the nation, and the world.
our cornerstones

Talented People

Learning, Discovery and Citizenship

Connecting Communities

Transformative Organization and Support
The world’s most talented faculty, most promising students, most dedicated staff—the world’s most creative thinkers, most prolific researchers, most innovative teachers—seek a university that offers the support, facilities, and commitment to excellence they need to thrive. The right environment is essential if the University of Alberta is to become a supermagnet for superstars.
THE STRATEGY: Attract outstanding students from Alberta, Canada, and the world.

The University of Alberta is the destination of choice for hundreds of Alberta’s top high-school students each year. Through the efforts of the Registrar’s Office, recruitment activities and student services are in a continual process of evolution to meet the changing needs and demands of today’s students. International admissions and national admissions units are now one unit. This new integrated admissions unit is strictly focused on admissions, and processes all undergraduate applications from local, national, international, bridging program, general open studies, and transfer credit students.

Over 2013–2014, the national recruitment team visited more than 118 rural, Aboriginal, and urban communities across Canada, connecting prospective students and the public to the U of A. On campus, the UAlberta Ambassador team, consisting of 75 student volunteers, spent more than 7,000 hours providing public tours to prospective students and their parents. They also represented the U of A at community league events (in partnership with University Relations), donor relations events (in partnership with Advancement), and large community gatherings (such as the Edmonton Pride Parade).

Other major recruitment efforts included events such as Open House, which attracted more than 7,000 attendees in fall 2013, and On Your Way, two events that targeted prospective students in Vancouver, Edmonton, and Calgary.

In September 2013, the new student service centre, Student Connect, officially opened. Based on input from students and staff and enabled by new technology, Student Connect is designed to serve students more effectively through a student-first ethic that focuses on the idea of “one”:

» One service counter for one point of contact
» One continuous interaction
» One request that gets results, eliminating the need for repeated explanations or requests
» One recording of the interaction and information

Exponential Student Impact

More than degree holders, the University of Alberta prides itself on graduating global citizens and leaders. But even amidst the ever-increasing glow of its rising stars, there are always a few whose impact is immediate. From the moment he arrived on campus, Emerson Csorba made his presence felt. The political science graduate of Campus Saint-Jean served on the Students’ Union Council, co-ordinated the Stand Up for Edmonton: The University of Alberta’s Place in Edmonton event, was named a 3M National Student Fellow, spoke at the United Nations as part of the International Youth Leadership Assembly, and co-founded The Wanderer Online, one of Edmonton’s most-read daily online magazines. Csorba, who is now off to Cambridge, also led and co-edited Leading U, an e-book in which 36 leaders with U of A connections share their on-campus experiences and reflections. “Developing particular kinds of knowledge and skills is important, but there’s a human dimension to university life that I view as exponentially more important,” says Csorba.
international students:

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

FIGURE 1
International Student Proportion of Undergraduate Enrolment, University of Alberta and Selected Peers

Notes: Enrolment represents a headcount of all full-time and part-time undergraduate students, excluding post-graduate medical education residents and first professional programs (law, medicine, dentistry). University of Wisconsin-Madison 2005-06 value is for degree-seeking undergrads only as both the degree- and non-degree-seeking value is unavailable for non-resident aliens.

Sources: U15 Data Exchange for Canadian enrolment data. U.S. enrolment data from respective institutions’ Common Data Sets.
Service areas within Student Connect include student records and registration, admissions, enrolment verification, awards and scholarships, convocation, campus visits, forms and updates, fee inquiries, and referrals to other services on campus. In the first year of service, Student Connect has served more than 39,000 students, with 98 per cent of them rating the in-person service as “helpful” or “very helpful.”

International student recruitment remains strong. In 2013–2014, total undergraduate international enrolment, which includes permanent residents, increased by 12 per cent (3,300 to 3,700). Total graduate international student enrolment decreased marginally by 1.7 per cent, from 2,493 to 2,450. Overall, international students now comprise 12.6 per cent of the total undergraduate population at the U of A (see Figure 1). This marks an increase of eight per cent since 2005–2006.

The team in University of Alberta International implemented a number of new strategies in 2013–2014 to boost undergraduate international student recruitment and enrolment. Through the Early Admission Pilot Project, UAI recruiters offered timely, on-the-spot early admission to qualified undergraduate students applying to direct-entry programs for fall 2014. Nine faculties participated in the pilot project, and the Registrar’s Office provided training in key areas such as early admission processes, grade conversion, and document evaluation. UAI also expanded its in-country presence, adding part-time, on-the-ground representatives in Turkey, Pakistan, Peru, and Brazil. The U of A’s longtime representative in India was awarded a Governor-General’s Gold Medallion for advancing Canada’s education interests in India.

In its first year, UAI’s virtual campus tour attracted more than 2,400 users from over 90 countries; more than 1,000 prospective international students took action directly from the tour (requesting more info, scheduling a visit, or applying online). The inaugural virtual open house connected with more than 320 prospective international students from 57 countries.

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

Many leading public research universities have a 3:1 ratio of undergraduate to graduate students, a mix that helps to foster a dynamic, discovery-based learning environment. In 2013–2014, the University of Alberta’s undergraduate-to-graduate student ratio reached 3.5:1 (see Figure 2). Although we have not yet reached our goal, there has been steady and significant improvement since 2005–2006, when the undergraduate-to-graduate student ratio was 4.3:1.

Over the last three years, the U of A has been engaged in a major process of review, analysis, and revision of the graduate student experience. The goal is to ensure that the university has appropriate and competitive systems, funding, educational offerings, and pedagogical frameworks in place to identify and nurture exceptional graduate talent. In addition, it is critical that our graduate students graduate with the academic and professional experience, skills, and achievements they need to succeed in a wide range of future endeavours. With the review now completed, recommendations and new systems are being implemented.

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

In many areas of research conducted at the University of Alberta, advances depend heavily on the contributions of highly productive post-doctoral fellows, most of whom originate from countries outside of Canada. In 2012–2013, the U of A hosted 580 post-doctoral fellows—a slight drop from the previous year’s total of 593.
In addition to post-doctoral fellows, the U of A welcomed several international visitors in 2013–2014 from institutions as diverse as the University of Tromsø in Norway, the University of Wisconsin-Madison, and the University of Saskatchewan. Speakers and academics from across Canada, the United States, the United Kingdom, and Australia also participated in the Faculty of Law’s Centenary Conference on the Future of Law School.

**THE STRATEGY:**

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

In fall 2013, a total of 244 new self-identified undergraduate Aboriginal students began their studies at the University of Alberta, resulting in a total enrolment of 898 self-identified Aboriginal undergraduate students. Aboriginal graduate enrolment increased by 15 students to a total of 124 from fall 2012 to fall 2013.

More than 250 students participated in this year’s TAWOW, an annual community orientation gathering of more than 35 organizations both on and off campus that welcome current U of A First Nations, Métis, and Inuit students to campus and the city of Edmonton.

U of A Libraries improved its service offerings for indigenous students by establishing the Personal Librarian for Aboriginal Students program, in which each self-identified Aboriginal first-year student is invited to team up with a liaison librarian.

Each year, the Faculty of Engineering’s DiscoverE program travels across Alberta to expose and engage students in the possibilities of engineering sciences, especially in areas where populations are less likely to choose engineering as a career. During the 2013 workshop season, 861 workshops were held in 175 schools in 71 communities throughout northern Alberta and the Northwest Territories, with about 19,000 students participating. Approximately 48 per cent of total participants were female, and 15 per cent of Edmontonian participants and 27 per cent of rural participants were Aboriginal students.

In November 2013, the largest-ever cohort (55) of the Aboriginal Teacher Education Program graduated from the U of A during this innovative and successful program’s 10th anniversary year. Working in collaboration with four northern colleges, ATEP seeks to improve the educational success of Aboriginal children by increasing the number of Aboriginal teachers, as well as teachers with an understanding of Aboriginal culture and perspectives, in communities in northern Alberta. Crossing the stage with the 55 ATEP graduates were an additional 22 students graduating from a new master of education pilot program delivered in partnership with Blue Quills First Nations College and offered on site.

**Research in the Trenches**

As the Canadian Military and Veterans’ Chair in Clinical Rehabilitation, Ibolja Cernak took the term fieldwork to a new level in October of 2013. Cernak, a world-renowned expert on blast-induced neurotrauma with the Faculty of Rehabilitation Medicine, spent that month working shoulder-to-shoulder with members of the Canadian Armed Forces in Afghanistan to study how soldiers cope with stress while under deployment. The work is part of a study of resilience in troops before, during, and after deployment—information that can be used to improve their training and support, and ultimately improve their quality of life. Her assessment after spending time in the trenches? “Canadian soldiers are extremely well trained,” Cernak says. “It is quite impressive.”
student ratios:

Most top-ranked institutions have relatively low undergraduate-to-graduate student and student-to-instructor ratios, which are indicative of a high-quality learning environment where students have ample access to instructors and the learning opportunities they offer.
at the college. Many of these master’s students were previous ATEP graduates. In October 2013, the Faculty of Education hosted a celebration for ATEP alumni from the past 10 years.

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

In 2013–2014, the University of Alberta hired 82 new operating-funded full-time faculty (56 assistant professors, 14 associate professors, and 12 full professors), and reappointed or promoted 121 more. In addition, 18 trust-funded faculty (12 assistant professors, five associate professors, and one full professor) were appointed.

The university continued to achieve important success in attracting and retaining top scholars. Twelve new Canada Research Chairs were awarded to the U of A during 2013–2014: six Tier 2 chairs and six Tier 1 chairs. Four previous appointments were renewed and two CRC holders were promoted from Tier 2 to Tier 1. This brings the total number of CRCs active during 2013–2014 to 99. The total value for the year of these awards was $13.5 million.

In the same period, however, 127 operating funded full-time faculty left the U of A (16 resignations, 101 retirements, and 10 other terminations). Among trust-funded faculty, there were 15 resignations, six retirements, and four other terminations. The large number of retirements during this period was primarily due to the university’s voluntary severance program, which resulted in 70 operating faculty and three trust faculty opting to participate in the program.

An Early Start on Solid Learning

Under the supervision of renowned biomedical engineer Robert Burrell, Matthew Nickel spent the last year working on a device that could give surgeons important information about the type of cancer a patient has, and help them decide what type of surgery to perform. What makes this University of Alberta success-story-in-the-making so compelling is that it follows a growing trend playing out in labs across campus—it involves undergraduate research. Nickel is in just his third year of materials engineering studies, with a biomedical engineering specialization. He’s taking on this research under the Dean’s Research Award program in the Faculty of Engineering, which gets undergraduate students involved with leading-edge research. “I’m finding that it really makes me go back and review my materials and notes to make sure I understand how to characterize materials,” he says. “When you get to review information and then apply it, that makes it solid.”

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

The University of Alberta consistently attracts and retains outstanding administrative and support staff members. In 2013–2014, the university filled 52 administrative officer positions. Thirty of these positions were filled with individuals who were new to the university. Throughout the
administrative staff ranks, 10 faculty service officers and six librarian positions were reappointed or filled. On the support staff side, a total of 201 positions were filled, 172 of which were filled by individuals new to the university.

Administrative and support staff departures during 2013–2014 included 93 administrative professional officers, three faculty service officers, eight librarians, and 267 regular permanent support staff. Of these, 96 were retirements (67 of which were related to the voluntary severance program), 133 were resignations, and 142 were for other reasons.

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

A centerpiece of the University of Alberta’s annual event calendar, International Week continues to inspire, inform, and celebrate global awareness and citizenship. Held during the heart of winter 2014, I-Week involved more than 130 presenters and dozens of performers, and featured 22 external organizations, 13 student groups and 31 U of A administrative units or departments. Estimated attendance over the week was nearly 7,500.

U of A International participated and partnered in a number of other campus international events, including the “I Am a Bird From Heaven’s Garden” conference with the Aga Khan Trust for Culture, the U15–U20 Innovative Geothermal Field Development Workshop, the Helmholtz-Alberta Initiative Science Forum, the European Union Centre of Excellence opening, and the Perspectives on the Canada-EU Comprehensive Economic and Trade Agreement roundtable.

In addition, UAI’s Global Education Program facilitated 16 intercultural relations workshops involving both campus and community partners. One highlight was a four-part Global Health Film Series in November 2013 that attracted 161 students, staff, and community members. Sponsored by the Office of Global Health, the Faculty of Medicine & Dentistry, and UAI, the series featured four films that touched on issues in Bangladesh, Ethiopia, Guatemala, and South Africa. Each screening was followed by a discussion led by university experts.
Great universities stimulate learning and discovery that is cutting-edge, generating new knowledge, innovations, and discoveries that transform everyday life. The world-class university of tomorrow—which the University of Alberta aspires to be—will contribute to scientific, social, and cultural structures of global society in ways that will allow them to change and grow, creating and sustaining prosperity and well-being for future generations.
Strategies and Achievements

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

Additions and changes to degree programming, increased opportunities for experiential learning and international study, and improved student services are all integral to the University of Alberta’s core mission of educating citizens and leaders of the future. Every three years the U of A participates in the National Survey of Student Engagement to gain a better understanding of undergraduate perceptions of their learning experience from both the first- and fourth-year student perspectives. Nearly 80 per cent of fourth-year students at the U of A rated their overall experience as good or excellent in the 2014 NSSE (see Figure 5). Significantly, although the overall figure has consistently hovered between 77 and 80 per cent over the last eight years, increasing numbers of U of A students rate their experiences as excellent rather than good. In 2006, 23 per cent of senior students assessed their experience as excellent; in 2014, this percentage increased to 30 per cent.

To meet the changing needs of students and society more broadly, faculties and units across the university are in a constant state of evolution. Several new majors, degree programs and certificate programs were approved or launched in 2013–2014:

- Major in Sustainable Agriculture, BSc in Environmental and Conservation Sciences (approved February 2014)
- Majors in Plant Biotechnology and Agronomy, BSc in Agriculture (approved December 2013)
- Program changes to Nutrition and Food Science (approved December 2013)
- In partnership with Yukon College, major in Northern Systems, BSc in Environmental and Conservation Sciences (approved July 2013)
- Post-baccalaureate Certificate in Sexual Health (approved May 2013)
- BSc in Radiation Therapy (first intake September 2014)
- Master of Coaching (first intake September 2013)
- PhD in Laboratory Medicine and Pathology (first intake September 2013)
- MSc in Laboratory Medicine and Pathology (first intake September 2013)
- MSc in Translational Medicine (first intake September 2013)

In an effort to formally recognize student achievement in particular areas of focus completed during the course of meeting regular program requirements, the U of A began recognizing embedded credit certificates in 2006. In 2013–2014, embedded credit certificates have been approved in the following focus areas:

- Sustainability
- Research (Biological Sciences)
- International Learning
- European Studies
- Computer Game Development
- Global Citizenship
- Leadership (Business)
- Writing Studies

Throughout 2013–2014, the Digital Learning Pilots: Research and Development Committee led the creation, launch, and implementation of U of A’s first massive open online course, Dino 101, and a series of core blended courses in the Faculty of Education. The committee also studied and
Students learn most effectively in innovative teaching and learning settings that challenge and reward them. The National Survey of Student Engagement shows high levels of student satisfaction are rooted not only in social activities, but also in the variety and quality of their learning and discovery activities. Students’ satisfaction with their educational experience and outcomes can lead to a productive lifelong relationship with their university. U15 universities include University of Alberta, University of British Columbia, University of Calgary, Dalhousie University, Université Laval, McGill University, McMaster University, University of Manitoba, Université de Montréal, University of Ottawa, Queen’s University, University of Saskatchewan, University of Toronto, University of Waterloo, and Western University.

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**FIGURE 4**

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

<table>
<thead>
<tr>
<th></th>
<th>Practicum, internship, field experience, co-op experience, or clinical assignment</th>
<th>Study abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Alberta</td>
<td>13%</td>
<td>50%</td>
</tr>
<tr>
<td>U15</td>
<td>13%</td>
<td>49%</td>
</tr>
<tr>
<td>University of Alberta</td>
<td>9%</td>
<td>48%</td>
</tr>
<tr>
<td>U15</td>
<td>11%</td>
<td>41%</td>
</tr>
</tbody>
</table>

Source: U of A Frequency Distribution Report, NSSE (National Survey of Student Engagement), 2006 and 2014

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**FIGURE 5**

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

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>U of A</td>
<td>79.2%</td>
<td>79.2%</td>
</tr>
<tr>
<td>U15</td>
<td>76.1%</td>
<td>78.7%</td>
</tr>
</tbody>
</table>

Note: Senior Student designation represents students in their fourth year, or in the year that they are normally expected to graduate.

Source: U of A Frequency Distribution Report, NSSE (National Survey of Student Engagement), 2006 and 2014
developed advancements in digital learning pedagogy and the field of automated assessment, developed a MOOC business model, contracted partnerships with Udacity and Coursera to provide large-scale IT infrastructure to deliver the courses, and resolved many technical, procedural, and policy issues that arise when open courses are delivered, such as registration, tuition, course credit, copyright, and proctoring exams.

Now in its fourth year, the Undergraduate Research Initiative supported 59 undergraduate research projects. The aim is to inspire students to undertake research early in their academic journey; in the past year, 30 per cent of applicants and 42 per cent of recipients were in the first or second year of their studies. Over the month of November 2013, URI hosted the U of A's first Festival of Undergraduate Research and Creative Activities, which featured both individual mentored projects and projects conducted by classes or groups. The festival involved more than 30 events by 28 groups, reaching more than 2,000 people.

The Faculty of Arts completed a successful two-year pilot of the Arts Work Experience program, which provides students with opportunities to enhance skills learned in the classroom with related paid work experience. Given this program's success, the faculty is now developing a full accredited program, aiming for annual participation by 500 students.

A new Certificate in International Learning was launched in September 2013. A joint initiative of the Faculty of Arts and the Global Education Program, the embedded certification is open to students in any undergraduate program across the university and recognizes the international knowledge and skills gained through a) globally focused coursework, in conjunction with b) a significant intercultural experience—such as studying, working, or interning in another culture, second language learning, or intercultural communication training—and c) a reflective capstone project.

The Alberta School of Business took a number of steps to improve its students' learning experience and career prospects. The school expanded its Business Career Services beyond the co-op program to include all of its undergraduate students. It implemented a new career development tracking system that will better engage students, alumni, and employers, and will enable the school to more accurately track the value of a business degree over the longer term. The school also undertook extensive revisions to its accounting courses within the BCom program to ensure students are learning the most up-to-date accounting methods and principles.

The Faculty of Physical Education and Recreation led a successful initial offering of “The Mountain World: An Introduction to Interdisciplinary Mountain Studies” in January of 2014. Discussions
faculty awards:

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

FIGURE 6
Percentage of Full-Time Faculty Receiving Selected Awards and Honours, University of Alberta and Selected Peers, 2003 to 2012

| University of California, Los Angeles | 201 | 10.2% |
| University of Toronto | 243 | 9.4% |
| McGill University | 118 | 7.1% |
| University of Alberta | 109 | 6.9% |
| University of Illinois at Urbana-Champaign | 136 | 6.8% |
| University of British Columbia | 152 | 6.4% |
| University of Wisconsin-Madison | 143 | 6.0% |
| University of Washington, Seattle | 173 | 6.0% |
| University of Arizona | 85 | 5.8% |
| University of Texas at Austin | 143 | 5.5% |
| University of Minnesota, Twin Cities | 94 | 5.3% |
| Université de Montréal | 57 | 3.0% |

Note: Awards include 3M Teaching Awards, American Academy of Arts and Sciences, CSI Coach of the Year Award, Federal Tri-Council Highest Awards, Fulbright Scholars, Guggenheim Fellowship Awards, Killam Research Fellows, Molson Prize, National Academy of Engineering, National Academy of Sciences, Nobel Prize, Royal Society of Canada Fellows, Royal Society of London, Sloan Research Fellowships and Steacie Fellows. Data may differ from historical information due to source refinement. Data are the most recent available.

Sources: Award data from individual awarding organizations. Faculty counts from respective U.S. Common Data Sets and Statistics Canada: Salaries and Salary Scales of Full-Time Teaching Staff at Canadian Universities, 2003-04 through 2010-11 Final Reports. U15 Data Exchange for 2011-12 and 2012-13 as the Statistics Canada report has been discontinued.
are underway to develop a MOOC from the course with sponsorship from Travel Alberta and Brewsters.

The Faculty of Education enhanced its BEd program with the introduction of a mandatory Aboriginal Education course, as well as a new high-impact course in digital technologies in education.

The Faculty of Rehabilitation Medicine improved the quality of education for part-time students by expanding its Part-Time Student Clinic, which gives them additional hands-on clinical experience.

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

A wide variety of co-curricular activities, programs, and services continue to enrich student life at the University of Alberta and promote student success. Through the U of A’s Recreation Services programs, more than 29,200 students, staff, and community members participated in fitness classes, sports leagues, recreation activities, and special events throughout 2013–2014. Other achievements of note included the intramural sports program increasing enrolment by more than 28 per cent, and the development and introduction of the LiveWell program, which is geared toward increasing students’ awareness of personal health and well-being. This program will launch in September 2014.

The U of A’s Golden Bears and Pandas continue to be powerhouse contenders in Canadian Interuniversity Sport. In the 2013–2014 season, three U of A teams won national championships: the Pandas rugby team won their sixth national championship, the Golden Bears hockey team won their 14th national championship banner, and the Golden Bears volleyball squad won their seventh title in team history. The Pandas rugby and Golden Bears hockey teams are now CIS record holders with the greatest number of national championships. Other achievements include four national championship silver medals and nine Canada West Conference or Western Regional championships (in tennis, women’s rugby, women’s soccer, men’s and women’s wrestling, men’s curling, men’s hockey, men’s basketball and men’s volleyball).

Many U of A athletes also excel academically. In the 2013–2014 season, 134 athletes—a third of all eligible student-athletes—were named Academic All-Canadians, a title denoting that the athlete has maintained an average of 80 per cent or better while competing full-time on a varsity team. The U of A now leads the country with the highest number of Academic All-Canadians.

Building strong connections between international students and other members of the student community is a strategic goal for U of A International. Through the UAI Peer Program, 328 junior international students (including 50 new students) were matched with 74 senior peers in 2013–2014. Participants took part in 18 outings, each garnering between seven and 50 people.

UAI also organized the “Global Hockey Game,” an event aimed at welcoming international students to campus, connecting them with local alumni and community leaders, and instilling a sense of pride in the U of A. More than 600 international students cheered on the Golden Bears. As well, the International Futsal Tournament brought together 84 students (60 per cent international and 40 per cent domestic). A Facebook album profiling the event garnered 6,400 views, one of the highest engagement measures ever on the International Student Services Facebook account.
Encouraging student participation in national competitions, the Faculty of Law placed well in two important moots in 2013–2014. The U of A’s team took second place in the written argument portion of the Gale Moot, Canada’s oldest national moot court competition, and third place in the Wilson Moot, a national competition focusing on equality rights that honours the late Justice Bertha Wilson of the Supreme Court of Canada.

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

The Faculty of Extension’s City-Region Studies Centre is conducting a major research project investigating Edmonton’s potential as a global centre for nanotechnology research and innovation. In 2013, the centre hosted the Futurescape City Tours to encourage community members with varying backgrounds to explore nanotechnologies as they might relate to the city-region’s social and economic development. This event was part of a larger research project facilitated by Arizona State University’s Center for Nanotechnology in Society.

In June 2013, the European Union Centre of Excellence at the University of Alberta was launched as part of an existing consortium of four other Canadian EU Centres of Excellence, 10 U.S.-based EU Centres of Excellence, and 22 international EU Centres around the world.

The centre generates multidisciplinary collaboration across the university, including the Faculty of Arts (political science, history, sociology, anthropology), the Wirth Institute for Austrian and Central European Studies (humanities), the Institute for Public Economics, the Faculty of Law, the Helmholtz-Alberta Initiative (science and engineering), and the Canadian Circumpolar Institute (natural and social science) to deepen and increase research in areas of common Canadian and EU interest, including multiculturalism and minority rights, energy and the environment, and the North.

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

The University of Alberta continues to strengthen and extend our ties with international partners throughout the world. During 2013–2014, the university hosted more than 67 delegations of government and institutional dignitaries, supported 11 outgoing missions, and signed more than 103 agreements with approximately 66 organizations and institutions in 35 countries.

The Helmholtz-Alberta Initiative continues to grow and deepen; the partnership is renewed for another five years, adding areas beyond energy and environment to include infectious diseases, neurodegenerative disorders, and others. Building on the Helmholtz relationship, Munich Venture Partners is considering the relocation of at least one company to Agri-Food Discovery Place on South Campus.

The U of A has more than 15 faculty members engaged in Worldwide Universities Network projects, either as lead or partner investigators. The network focuses on four main areas of global challenge and helps to fund more than 100 active interdisciplinary research groups. In spring 2014, President Indira Samarasekera stepped down as chair of WUN, ending a two-year term.

In January 2013, IC-IMPACTS, or the India-Canada Centre for Innovative Multidisciplinary Partnership to Accelerate Transformation and Sustainability, officially launched. IC-IMPACTS consists of a partnership with the U of A and the universities of British Columbia and Toronto, as well as several institutions in India. The U of A is the lead for the integrated water management arm of the centre. Six projects are already funded, with two of them being led by principal
investigators from the U of A. Successful workshops have also been conducted with Indian counterparts, such as community partners in Nagpur and Indian government partners in the departments of biotechnology and science and technology, as well as the Ministry of Environment and Forestry. IC-IMPACTS also continues to work with Canada’s northern and First Nations communities through the U of A’s Engage North Initiative.

Another major international partnership launched last year is SCENERI, the U of A’s agreement with Tsinghua University in China. The partnership is proceeding well with a focus in the area of energy and environment research.

Working with a consortium of Canadian and Chinese medical schools and agencies, the Faculty of Medicine & Dentistry is involved in an initiative to develop a China-specific model of family practice medicine that is based on Canadian training and capacity-building. The collaboration includes the University of Calgary, Zhejiang Provincial Health Bureau, Capital Medical University in Beijing, and the Public Health Agency of Canada (Beijing office).

THE STRATEGY:

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

One measure of the University of Alberta’s activity in transferring knowledge into the public sphere is demonstrated by TEC Edmonton’s growing success. In 2013–2014, TEC Edmonton executed 12 licences, created five spinoffs, and filed 61 patent applications. Twenty-one U.S. patents were issued to U of A inventors. Overall, more than 100 TEC Edmonton clients grew revenue by 25 per cent compared with 10 per cent for companies in the broader economy.

The TEC Centre at the Enterprise Square campus in downtown Edmonton is now 95 per cent full, employing 280 people.

As Figure 7 shows, the U of A ranks fifth among our North American peers in terms of creating long-term, sustainable, successful companies.

Researchers in the Faculty of Agricultural, Life and Environmental Sciences filed for 15 new patents and 16 new reports of invention, and had six patents successfully issued. In addition, two wheat lines were supported for registration, an indication of remarkable progress considering that only one other wheat cultivar from an Alberta breeding program has been registered since 1959.

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**No Homophobes on the Playing Field**

Balls and pucks aren’t the only things lobbed on the playing field; too often, homophobic insults can be just as much a part of the game. Is it possible to change the rules of engagement? The U of A’s Institute for Sexual Minority Studies and Services (iSMSS) and the North American organization, You Can Play Project, aim to find out. Established to honour the memory of gay NHL player Brendan Burke, You Can Play is a new partner in iSMSS research. Together, the two organizations have launched a post-doctoral fellowship to examine the role of sexual minorities in sports, along with a North America-wide campaign aimed at eradicating homophobia from professional sports. Part of the fellowship includes developing inclusive policies, guidelines, and training materials for amateur and professional sporting communities. Wade Davis, executive director of You Can Play, says, “The U of A’s groundbreaking research in the study of human sexuality and diversity will allow us to find new methods to keep LGBTQ youth safe, healthy, and involved in sports.”
University-based research discoveries that have practical implications in modern society can have enormous positive impacts if successfully and sustainably brought to market. They can also have a marked effect on local, national, and international economies.
A second measure of knowledge transfer is the number of times U of A faculty are cited by their peers in the vast body of scholarly literature. Since the period from 2000–2004, the average number of citations per U of A faculty in all fields has nearly doubled (see Figure 8), which indicates that research being conducted at the U of A is now reaching a much broader international scholarly audience than a decade ago, and more importantly, is having much greater influence and impact on the global advancement of human knowledge and scientific research.

Perhaps one of the most important vehicles for knowledge translation and dissemination is media coverage. From April 2013 to March 2014, the U of A was present in the media more than 48,000 times. This includes institutional and research stories placed by the communications team and other campus communicators, expert comment either pitched or requested, and mentions of the U of A in other post-secondary stories. The majority of media coverage takes place on the Internet, but the university also enjoys a strong presence in print and on television. Social media is a useful channel for raising awareness of the university and driving interested audiences to the stories on the UAlberta.ca website. Over the 2013–2014 year, the U of A’s key social media accounts grew significantly, with reach via Twitter increasing 37 per cent, Facebook growing 70 per cent, and YouTube views approaching the one million mark.

U of A faculty are often sought out to provide expert comment on issues of the day. Together, the U of A’s top 11 most quoted individuals were involved in more than 300 stories related to their areas of expertise. In particular, between April 1, 2013, and March 31, 2014, President Samarasekera was the focus of, or an important voice in, 27 media stories. Two-thirds of these stories appeared in print publications and their online affiliates.

**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 not only enables each individual’s pursuit of excellence, but also recognizes and celebrates the value of outstanding individual contributions. Providing such recognition and reward both enhances the university’s reputation and improves faculty and staff retention. As is shown in Figure 6, a dedicated drive to nominate worthy faculty members for prestigious awards has yielded significant results in recent years, bringing us in line with many of our peer institutions, with 6.9 per cent of U of A faculty receiving major honours and awards in the 2003–2012 period.

Since 2005, the number of U of A faculty elected to the Royal Society of Canada has increased by 61, or 43 per cent. Elections to the Order of Canada have increased by 15, or 25 per cent. Five U of A students have been awarded Rhodes Scholarships in the last 10 years, a string of successes that followed on a previous lull of nine years.

Highlights of the awards and honours received by U of A faculty in 2013–2014 in particular include two appointments to the Order of Canada, four elections to the Royal Society of Canada, and three fellowships in the Canadian Academy of Health Sciences. U of A faculty members also continue to be recognized for excellence in undergraduate teaching, with surgery professor Jonathan White being awarded a 2014 3M National Teaching Fellowship. The U of A’s exceptional educators have now earned 41 3M fellowships, the most in Canada.

Other select honours include the following:

- Indira Samarasekera (President and Vice-Chancellor) was named a foreign associate of the National Academy of Engineering, one of the top professional distinctions available to engineers.
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 8**
Citations in All Fields per Average Full-Time Faculty, University of Alberta and Selected Peers

<table>
<thead>
<tr>
<th>University</th>
<th>2000–04</th>
<th>2009–13</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of California, Los Angeles</td>
<td>187</td>
<td>206</td>
</tr>
<tr>
<td>University of Toronto</td>
<td>135</td>
<td></td>
</tr>
<tr>
<td>University of Minnesota</td>
<td>149</td>
<td></td>
</tr>
<tr>
<td>University of Washington, Seattle</td>
<td>132</td>
<td></td>
</tr>
<tr>
<td>McGill University</td>
<td>115</td>
<td></td>
</tr>
<tr>
<td>University of Wisconsin–Madison</td>
<td>109</td>
<td></td>
</tr>
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<td>University of Arizona</td>
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<td></td>
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<td>University of British Columbia</td>
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<td></td>
</tr>
<tr>
<td>University of Alberta</td>
<td>93</td>
<td></td>
</tr>
<tr>
<td>University of Illinois, Urbana-Champaign</td>
<td>82</td>
<td></td>
</tr>
<tr>
<td>Université de Montréal</td>
<td>81</td>
<td></td>
</tr>
<tr>
<td>University of Texas at Austin</td>
<td>68</td>
<td></td>
</tr>
</tbody>
</table>

Notes: Staff figures represent averages for the reported years. University of Montreal 2012-13 staff figures are not available. Historical citation data has been updated from previous versions. Data are accurate as of July 22, 2014.

Sources: InCites™, Thomson Reuters, (2014). Global Comparisons, 5-year trends. Canadian university faculty counts based on Statistics Canada: Salaries and Salary Scale of full-time staff at Canadian Universities Reports and U15 data exchange. U.S. university faculty counts based on their respective Common Data Sets for each respective year.
Suzanne Kresta (Chemical and Materials Engineering) was awarded the Engineers Canada Medal for Distinction in Engineering Education.

Claude Couture (Campus Saint-Jean) received the Governor General’s International Award for Canadian Studies.

Joanne Olson became a fellow of the American Academy of Nursing.

Sunita Vohra (Pediatrics) won the $250,000 Dr. Rogers Prize for Excellence in Complementary and Alternative Medicine.

Anna Gural-Migdal (Modern Languages and Cultural Studies) was elected to the Order of Academic Palms in France.

Law graduate student Hadley Friedland won the Social Sciences and Humanities Research Council Impact Award.

Timothy Caulfield (Law and Public Health) was awarded a prestigious Trudeau Fellowship.

Nikita Karpenko (Mathematics and Statistical Sciences) received the Humboldt Prize in mathematics.

Philip Currie (Biological Sciences/Earth and Atmospheric Sciences) was awarded the Order of the Polar Star Medal by the president of Mongolia, that country’s highest state honour for his work in returning smuggled fossils to Mongolia.

In May 2013, the U of A presented the inaugural University of Alberta Community Connections Awards. An initiative of the Office of the Vice-President (University Relations), these awards recognize individuals or teams of community members, faculty, staff, students, or post-doctoral fellows who embody the spirit of the U of A’s promise of “uplifting the whole people.” The awards honour the positive impact of nominees on communities near and far, as well as their impact on the university. The first three recipients honoured were Lola Baydala (associate professor of pediatrics), Sharon Morsink (associate professor of physics) and Renee Vaugeois (executive director of the John Humphrey Centre for Peace and Human Rights).

University administration portfolios continue to be recognized for excellence in promoting the U of A. University Relations won numerous CASE District VIII communications awards, as well as an award for Best Overall Website in Canadian Higher Education. The portfolio was a finalist in the International Brand Master competition, winning a gold, five silvers and one bronze. University Advancement received 10 CASE communications awards and three CCAE Prix d’Excellence awards, and successfully secured the 2014 CCAE National Conference.

Eighteen Bridges, a narrative journalism magazine connected to the Canadian Literature Centre in the Faculty of Arts, won numerous awards in 2013 and 2014, including four gold awards from the Alberta Magazine Publishers Association and several from the National Magazine Awards.

Nurturing Talented Leaders

“The University of Alberta is not a university where people rest on their laurels,” says the Rt. Hon. Kim Campbell, Canada’s 19th prime minister and founding principal of the Peter Lougheed Leadership College at the university. “The U of A is constantly looking to get the best scholars here, to get the best programs, to get the best students, and to give them the best experience.” Though post-secondary students possess many skills and have mastered their disciplines upon graduation, they face more challenges and a more complex and competitive workforce today than when Campbell was a student. One of the aims of the leadership college is to give students insights, skills, and understanding to be strong leaders. “If Canada is going to innovate, if Canada is going to move forward,” says Campbell, “we need people of the highest level of skills—and that includes the skills to lead new processes of change.”
THE STRATEGY: Inspire students, faculty, and staff alike to engage in activities that develop leadership, foster social and moral responsibility, and contribute to the further development of our society and its institutions.

The University of Alberta’s community service-learning program, which sends students into a variety of community organizations as part of their course requirements, celebrated its 10th anniversary in 2013–2014 with continued growth in student, faculty, and community participation. In the past year alone, 1,131 students on North Campus registered in courses with CSL components (up from 940). Fifty-six instructors taught more than 70 courses and worked with 180 community partners. An additional 427 students participated in CSL on Augustana Campus. Annual surveys of students, faculty, and community organizations continue to demonstrate the benefits of community service learning. The overwhelming majority of students feel that CSL helps them to develop new skills and enhances their classroom learning, and 93 per cent of instructors strongly recommend to others the experience of teaching through community service learning.

In September 2013, the U of A launched the Peter Lougheed Leadership College, with the goal of providing broad, inclusive undergraduate leadership development that will enhance students’ leadership potential through formal and co-curricular learning, engagement, and mentorship. The college is part of the broader Peter Lougheed Leadership Initiative, a partnership between the U of A and The Banff Centre that promises to create unique synergies resulting in a leadership development program in Alberta that is recognized as one of the finest in the world.

The Faculty of Physical Education and Recreation expanded its Play Around the World program into the Northwest Territories. The faculty ran a pilot program in the hamlet of Fort Providence in the summer of 2013 and a full program in 2014, which met with support from community and school leaders. The faculty hopes to further grow the program with support from the government of the Northwest Territories.
Can one of the world’s great universities be at once exclusive, yet inclusive? Exceptional, yet accessible? The University of Alberta’s goal is to be recognized not only for being great, but also for being good: for effectively contributing to the communities that rely on us for solutions, for ensuring that our students understand the value of volunteering, and for building partnerships and networks that link Alberta to the world.
Strategies and Achievements

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

The University of Alberta continues to undertake greater efforts to engage its alumni and reconnect them with their alma mater, and those efforts have resulted in 10 per cent growth in program participation in 2013–2014, and a 50 per cent increase across all programs over five years. Student engagement programs increased by a record 25 per cent, special events and programs by 15 per cent, and the Educated events series by 64 per cent. Regional activity in Calgary also took off, with an expanded schedule of 21 events that engaged 2,069 participants, a dramatic 153 per cent increase in attendance over the previous year.

Venturing Out

University of Alberta alumnus Ray Muzyka, co-founder of BioWare, knows that business is more than just a game. Once a struggling entrepreneur trying to turn a passion for video games into something more, Muzyka is lending his now extensive experience and wisdom to others as the founding chair of the U of A’s new Venture Mentoring Service. “When we founded BioWare, there weren’t programs like this readily available for U of A students and alumni,” Muzyka notes. “I certainly would have benefited from this kind of mentorship myself, so I’m very excited about the potential of this new program and truly honoured to participate as its inaugural chair.” The VMS program partners student and alumni entrepreneurs with successful alumni mentors who can help them develop their ideas and skills. Based on the program developed at the Massachusetts Institute of Technology, the VMS program at the U of A focuses on developing both business and social entrepreneurs—helping them to use the challenges of entrepreneurship as learning experiences as their ventures scale and grow.

Supporting the expansion of volunteer engagement, the Office of Alumni Relations launched the Venture Mentoring Service in November 2013, to connect budding entrepreneurs (students or alumni) with a team of passionate and experienced U of A alumni mentors. These groups have met regularly throughout the year to exchange ideas and advice. Overall, there has been a 49 per cent increase in volunteer experiences this year, and a 26 per cent increase in the number of volunteers involved in programming.

Programming directed at students made 14,715 connections through a variety of creative outreach strategies. New this year, the Last Lecture encouraged students to nominate and vote online for their favourite instructor to give the last lecture of the year. After 57 nominations and 20,000 online votes, Robert Burch from the Department of Philosophy was ultimately selected, and gave the final lecture of the year to a sold-out auditorium.

This alumni outreach expansion is achieved in part by offering creative programming that strives to meet the needs of alumni for lifelong education and lifestyle-related activities, as well as creating meaningful opportunities to become involved as volunteers. The Do Great Things volunteer campaign achieved its first goal of recording 2,015 volunteer experiences by 2015 a year ahead of schedule, allowing for a new and bolder goal to be set: having 2,015 unique volunteers participate by the Alumni Association’s centenary celebration in 2015.
New Trail, the U of A’s alumni magazine, continues to win accolades for its attractive design, striking photography, and compelling content. For the second year in a row, it was a finalist in the National Magazine Awards. It also won a gold and bronze award from the Canadian Council for the Advancement of Education. New Trail is now being distributed on newsstands in Calgary and Edmonton, helping raise the profile of the university and alumni across the province.

The December 2013 issue of New Trail celebrated the impact of alumni by featuring the findings of U of A professors Tony Briggs, ’95 BSc (Hons), and Jennifer Jennings. Their study of the impact of U of A alumni revealed that alumni have collectively founded 70,258 organizations globally, which have created more than 1.5 million jobs and generate annual revenues of $248.5 billion, greater than the gross domestic product of Alberta. The study also showed that one-third of those organizations are non-profit or have a cultural, environmental, or social mission, and that more than 77 per cent of U of A alumni have volunteered locally and 17 per cent have volunteered outside Canada.

The Affinity programs offered to alumni as benefits generated $1.7 million last year, a 13 per cent increase over the previous year. Alumni continued to give back to the university: in total 13,221 alumni gave in 2013–2014, a six per cent increase over the previous year, and the highest donor total since the university’s centenary celebrations in 2008.

The Faculty of Native Studies celebrated its 25th anniversary in 2013. To mark the occasion, the faculty hosted several successful events during Alumni Weekend, including a 25th anniversary banquet and silent auction, an open house and barbeque, and public lectures by Dr. Glen Coulthard and distinguished alumnus, Grand Chief Derek Nepinak. The celebrations raised the historical and contemporary profile of the faculty and set in motion fundraising efforts for a new Faculty of Native Studies student endowment.

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

The University of Alberta continues to be a strong partner with public institutions, organizations, and government agencies throughout the province, building partnerships and providing leadership and support to initiatives across a range of sectors.

Throughout 2013–2014, Vice-President (University Relations) Debra Pozega Osburn led several “Advancing Alberta Tours.” Touring four regions—Parkland County; Hinton, Edson, and Whitecourt; Banff, Lake Louise, Canmore, and Kananaskis; and Wainwright—she met with 92 community leaders representing 49 stakeholder groups. Stakeholder feedback confirmed that the U of A is highly regarded as the province’s flagship university. The tour attracted significant local media coverage in publications such as the Spruce Grove Examiner, Stony Plain Reporter, Edson Leader, Rocky Mountain Outlook, and Camrose Canadian.

On October 1, 2013, Enterprise Square Galleries officially opened, with an inaugural exhibition featuring the renowned artist and professor Fan Zeng. Located in the Enterprise Square gallery space, this joint initiative of the City of Edmonton and the U of A showcases the city’s and university’s respective museum collections and the work of local artists.

In Camrose, the completion of a new performing arts centre is the result of strong capital and program partnerships among the U of A and the city and county of Camrose. Located on Augustana Campus, the facility began construction in the fall of 2012 with an anticipated grand opening in fall 2014. This facility will serve a large number of local and surrounding area groups.

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Dare to Discover Report Card 33
Through future expansion plans, this project will also accommodate opportunities to develop and construct space to further support Augustana’s fine arts program.

The U of A is also involved in the Galleria Project, an innovative collaboration of private philanthropy, corporate investment, and public funding involving all orders of government aimed at the continued revitalization of Edmonton’s downtown core. The proposed new Galleria will lease new and much-needed space to the university for the Faculty of Arts departments of music, and art and design.

**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.

In 2013-2014, the University of Alberta received $41.2 million in external funding from partnerships with more than 280 national and international industries and businesses.

Doctoral students in the Faculty of Agricultural, Life and Environmental Sciences now have access to the Walsh Fellowship thanks to an agreement with Alberta Innovates – Bio Solutions and Teagasc (Irish Agricultural Research Institute). U of A Walsh Fellows will receive $2,200 annually and will be co-supervised by Teagasc scientists.

With the addition of two new NSERC Industrial Research Chairs during 2013–2014, the Faculty of Engineering now has the largest number (20) of these chairs in Canada—more than any other university in Canada has across all faculties combined.

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

The University of Alberta continues to build strong relationships with its Campus Alberta partners. The university successfully implemented the $10-million Campus Alberta Unified Service Project, which allows participating institutions to manage core business needs in a common administrative service environment. The university also reached a financial services agreement with Olds College, enabling its program to be managed at the U of A. Also this year, NAIT asked the U of A to take over management of its security division because of the high level of professionalism and customer service provided by U of A Protective Services.

The U of A, along with six Campus Alberta partners, developed an educational video about how to respond in an active shooter situation. An “active shooter” is an individual who enters a confined and populated area and begins shooting. Chaired by the U of A’s Office of Emergency Management, a working group was formed with representatives from Concordia University College, MacEwan University, Mount Royal University, NorQuest College, SAIT Polytechnical Institute, and the University of Lethbridge to lead production of the video. It is now is available for use in all 26 Campus Alberta institutions.

At the request of the Ministry of Innovation and Advanced Education, the Faculty of Medicine & Dentistry initiated planning for a baccalaureate degree in radiation therapy in collaboration with the University of Calgary, Alberta Health Services, the Cross Cancer Institute, and the Tom Baker Cancer Centre. Students taking this new program began a pre-professional year in September 2013 and will continue with three further years of professional training in September 2014.
The Alberta College of Speech-Language Pathologists and Audiologists reached out to colleagues across the province and country through recorded webcasts for therapists. More than 400 therapists participated in the inaugural webcast.

With the Faculty of Rehabilitation Medicine’s Continuing Professional Education program, the U of A is the first university in Canada to offer complete online credit programs in professional development for rehab and health-care professionals. In 2013–2014, the program’s sophomore year, registration increased 93 per cent. To date, more than 1,000 health professionals from a wide range of fields, including occupational therapists, nurses, physicians, and pharmacists, have participated in the course offerings.

The Faculty of Education is enabling teachers who hold international teaching credentials to earn Alberta teacher certification and employment through a pilot program run in partnership with Alberta Education, Edmonton Public Schools, and Edmonton Catholic Schools. The pilot has been funded through Alberta Education to continue for a second cohort.

**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.*

Between May 2013 and April 2014, the University of Alberta sent 1,134 students to more than 60 countries to study abroad, an eight per cent increase over the previous year. Of these students, 831 participated in faculty-managed education abroad programs; the remaining 303 were managed centrally by U of A International.

UAI also delivered a new e3 in Berlin summer program from May to August 2013. Twenty-two students from the faculties of arts, business, engineering, nursing, and science participated. In this program, students may combine up to three program components—German language study, internship placements, and academic coursework about the social, cultural, and political dimensions of Germany. Another 26 students from eight faculties have been approved to participate in the second e3 in Berlin cohort in summer 2014.

Building on the success of this program, an expanded version of the e3 model will be offered through the Faculty of Physical Education and Recreation in Curitiba, Brazil, during the summer of 2014. Eighteen students from eight faculties will participate in the program, which combines Portuguese language study, practical internships, and academic coursework about soccer development and large-scale Brazilian cultural events.

UAI partnered with China’s prestigious Peking University to develop the PKU-UAlberta Summer Program in Innovation and Entrepreneur Development, to be delivered in July 2014. Students will explore innovation and entrepreneurship in China through presentations, on-site learning, and research projects with high-profile Chinese companies.

Last year, a U of A delegation from the Faculty of Native Studies also travelled to China to visit Minzu University, where there is growing recognition of the importance of minority indigenous groups. The faculty plans to grow this new relationship through the development of MOUs that in turn will attract top Chinese students to the U of A. While in China, the delegation also visited Wuhan’s Maple Leaf School; subsequent to their visit, nine students from the school enrolled in the faculty.

The Alberta School of Business has also expanded its presence in China by launching a Master of Financial Management program in Shenzhen. The program has met with early success; the first cohort consisted of 29 students. There are plans to launch the program in Shanghai in 2014 as well.
The Faculty of Extension piloted its new Citation for Teaching in English in Higher Education to three visiting cohorts from various Shanghai universities and to another three cohorts at Kumamoto University in Japan. For each pilot, programming was revised and customized to meet the needs of each group of non-native English speakers wishing to further develop skills needed to teach post-secondary curriculum in English.

In 2013, the Faculty of Rehabilitation Medicine, in partnership with Physiotherapy Alberta, created the Alberta Internationally Educated Physiotherapists Bridging (AIEPB) program, helping internationally educated physical therapists become practising physical therapists in Alberta. The program received the 2013 Special Merit Award from Citizenship and Immigration Canada. Health Canada has subsequently committed to fund the program through 2015–2016.

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

International students from the University of Alberta were able to connect to the wider university and Edmonton communities through celebratory events and programming, including the Share the Cheer and Bridges Student Speakers programs. Now in its second year, Share the Cheer matched 137 international students with 54 faculty, staff, and alumni hosts who opened their homes for a holiday season dinner or celebration over the winter closure. The Bridges Student Speakers program connected international students from more than 12 countries to the Edmonton-area community. Forty-two international student speakers shared their experiences with Edmontonians.

At Edmonton’s Winspear Centre, the U of A hosted another successful Festival of Ideas bridge event in November 2013—a smart, insightful, and entertaining conversation between Alanis Morissette and Margaret Atwood. More than 1,660 people attended the highly popular event.

The U of A’s second annual campus Pride Week received tremendous support. In addition to the Pride flag being flown on campus throughout the week, the Institute for Sexual Minority

Cheering On the Community for 70 Years

In the spring of 1944, 70 students from across the University of Alberta sang the university’s cheer song and boarded a bus bound for the prairie towns of Alberta with the hopes of sharing their love of song with the broader community. The U of A Mixed Chorus has always cherished the idea of encouraging communities to assemble and share in the experience that can only be offered by live performance. “Whatever our personal reasons, we want to sing, to share with the community—and along the way, we become friends and family,” says Kevin O’Connell, current president of the chorus. Seven decades on from 1944, the Mixed Chorus continues to unite the U of A and the communities of Western Canada and the northern United States with their musical acumen and joy. In honour of their efforts, the U of A turned the tables and gave them a cheer by presenting them with the university’s 2014 Community Leader Award.
Studies and Services (iSMSS) held a successful Pride brunch in Calgary and received the premier’s agreement to support its work. This success has led to requests for strategic planning advice from post-secondary institutions across the country.

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

The University of Alberta is committed to supporting and enriching our northern, francophone, multicultural and Aboriginal communities.

Throughout 2013–2014, the Faculty of Native Studies developed and adopted its vision: “To produce a better society by educating Indigenous and non-Indigenous students to be responsible citizens through excellent community engagement, teaching and research focused on the complexity of Indigenous issues and thought.” The faculty hosted a number of events in support of this vision, including organizing a successful conference to enrich Canadians’ understanding of the Truth and Reconciliation Commission, entitled Understanding the TRC: Exploring Reconciliation, Intergenerational Trauma and Indigenous Resistance.

The Faculty of Native Studies also established an Elders Council made up of 20 respected elders from communities across Alberta. The council will give the faculty input on research methodologies and protocols, provide guidance to faculty members and, where possible, offer their teachings in Native Studies courses.

**Nobel service**

“Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime.” Maimonides’ pithy maxim captures the impact of Faculty of Extension associate professor Cindy Blackstock’s work. Winner of the University of Alberta’s 2014 Community Scholar Award, Blackstock is a fierce advocate for First Nations youth. She uses her research to help empower Aboriginal children, giving them tools to create social change both in and for their communities. In 2013, the Nobel Women’s Initiative recognized her as one of 16 leading female activists in the world. Why? Because her research and advocacy efforts, including the First Nations Children’s Action Research and Education Service, are models being used around the globe to shape and inspire children’s rights movements.

Augustana Campus held a teach-in day in recognition of the Truth and Reconciliation Commission being in Edmonton. The campus Aboriginal Engagement Committee arranged to have the Edmonton event live-streamed into the Augustana Chapel, where there were also faculty presentations, opportunities for informal conversations, and counselling. The wider Camrose community was invited to attend along with students, faculty, and staff.

The annual Round Dance is a gathering of students, staff, and off-campus visitors to share in traditional food, songs, dance, and friendship. More than 1,600 visitors attended in 2013, up from 700 in 2009 when the event was launched.
A great university is characterized by, and recognized for, effective governance, strong leadership, and a commitment to helping each member of the university community achieve his or her potential—as scholars, as employees, in their professions, and in their lives. Only by constantly reassessing ourselves and committing to new standards of excellence can the University of Alberta continue to grow and thrive.
Strategies and Achievements

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

With a record number of donations given to the University of Alberta last fiscal year (21,889), more individual donors than ever before (20,071) and the highest number of alumni donors since 2007 (13,221), the university raised a total of $87,733,354.

The year was highlighted by:
» A $10-million gift from Reza and Sylvia Nasseri to the Faculty of Engineering to establish the Nasseri School of Building Science and Engineering. The school will serve as a teaching and research centre, focused on improving the use of materials and energy in the construction and design of homes and commercial buildings. Advances made through this research will reduce environmental impact, enhance safety for workers and occupants, and increase affordability of residential construction.
» A $5-million bequest to the Faculty of Medicine & Dentistry. The anonymous donor worked and taught at universities across Canada, but expressed a “huge debt of gratitude” to the University of Alberta for providing financial support for completing a doctoral fellowship.

The university’s new crowdfunding platform helped three projects—Play Around the World, Lift Off Alberta!, and Pride Week 2014—secure more than $60,000 from a total of 697 donors, 37 per cent of whom are alumni. Almost half are new supporters to the U of A.

In addition, the university attracted more members of The President’s Society (donors who gave more than $1,000) than ever before.

In April, the university launched Cornerstone, a magazine celebrating philanthropy and philanthropists. Built on the premise that people give to people, the magazine features the personal stories of philanthropists to better understand their motives for giving. The magazine also features individuals who have benefited from philanthropic support and showcases the impact of their work. A new newsletter was also launched featuring people who have decided to leave gifts to the university in their will.

Endowment results:
» Non-Canadian equities generated strong returns, while returns for the Canadian equity market, with its high exposure to cyclical commodity-based sectors, were more modest. Canadian fixed income was flat over the year, but real estate had a positive year. The university’s endowment fund returned 15.4 per cent during the year.
» The market value of the endowments increased to $994 million, an increase of $114 million from $880 million as at March 31, 2013.
» The real value of the endowments increased by 9.2 per cent. This increase resulted from a change in market value of 15.4 per cent on the investment assets, less total expenditures of 4.7 per cent and inflation of 1.5 per cent. The market value of the endowment assets now exceeds the inflation-adjusted contributions by $78 million (2013: -$1 million), after falling short of its inflation tracking target for five years.

A full copy of the U of A Investment Committee’s annual report to the Board of Governors is available online at www.financial.ualberta.ca under “Investment Reports.”

Both the Faculty of Nursing and the Office of Advancement surpassed their fundraising goals for the year by approximately 115%.
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.

Due to declining provincial operating funding in recent years, the University of Alberta’s total operating and tuition fee revenue per student decreased to $23,315 in 2012–2013 (latest available comparable data) from $24,412 in 2011–2012. However, as Figure 11 shows, over the longer term, between 2004–2005 and 2012–2013, there was a significant increase from $17,195 to $23,315.

In 2012–2013 (most recently available comparable data), total research funding was $417.8 million, compared with $452.4 million the year before (see Figure 13). The U of A’s sponsored research income per full-time faculty member correspondingly decreased from $275,372 to $251,207 in the same time period (see Figure 12).

Over the last decade, total annual research funding increased from $396.9 million per year (see Figure 13) to a high of $535.9 million in 2010–2011 before decreasing to $417.8 million in 2012–2013. The decline over the last three years is primarily the result of decreased capital funding as construction of major new research infrastructure has been completed.

During the past year, the Faculty of Arts was able to develop a SSHRC grant assist program in conjunction with a number of partners from across campus. As a result, the faculty exceeded the national average for SSHRC successes, making the U of A a Canadian leader in social sciences and humanities research.

The Faculty of Agricultural, Life and Environmental Sciences experienced a similar boost, increasing the faculty’s Tri-Council funding this year by six per cent. As a result, funding rose from $4.99 million to $5.27 million in 2013.

In the Faculty of Engineering, Tri-Council funding increased to $19.2 million in 2013–2014. Total research funding hit a record high of $63.3 million (with the exception of 2003–2004 when total research dollars included a major capital grant.)

Creating a New Home Base

The transition from high school to university is a big one. For some students, it can also mean a new city, province, or even country. As these students take the life-changing step between high school and university, U of A residences become a new home. For first-year students moving into residence, BaseCamp, a program established by the Office of the Dean of Students, dedicates a full week to orientation. With extra time to bond with their floormates, dedicated sessions on life in university, and opportunities for involvement in the wider community, students come away from BaseCamp with tools for success. “By the time classes start, they will already have a community, a support network, and the knowledge to excel,” notes Brock Richardson, acting assistant dean of students (residence life). “The energy during BaseCamp is just incredible.”
Endowments are essentially measures of a university’s wealth. They are valued, in part, because of their enormous potential for return on investment. Their greatest value, however, lies in the support they provide to students and faculty in the form of research chairs, centres and institutes, scholarships and bursaries, as well as programs and co-curricular activities.
THE STRATEGY: Provide needs-based and merit-based financial assistance to increase affordability for all students and offer competitive fellowships to attract outstanding graduate students.

Overall, the University of Alberta offered $89.2 million in student support in the form of scholarships and bursaries in 2013–2014, down slightly from $92.3 million the year before.

In 2014, financial support services across campus were consolidated within the Office of the Registrar. This unification, which brought together Student Awards, University Bursaries and Emergency Funding (UBEF), and the Financial Aid Office (FAO), has created a centralized and student-focused unit, known as Student Financial Support, capable of providing students with a seamless financial support experience through Student Connect.

Since 2006–2007, support for doctoral students at the U of A has been above the U15 average but also well below that of the U15 peer that delivers the highest level of funding to its PhD students. At the master’s level, a similar gap is evident (see Figures 14 and 15). However, we must focus efforts on improving federal doctoral scholarship success rates, an area in which we have seen no improvement in recent years (see Figure 16).

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

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

Increasing the number of student residences has been a main priority of the U of A over recent years. Many studies have shown that living on campus increases students’ academic success and co-curricular engagement, so our long-term goal is to provide space for 25 per cent of full-time undergraduate and graduate students. In the last year, two residential projects were completed in the East Campus Village, adding 240 beds, and the next stage of development in that region of campus

In Search of a Priceless Resource

Last fall, the University of Alberta’s Canada Excellence Research Chair in Arctic Resources, Graham Pearson, opened one of the world’s largest and best-equipped research labs devoted to diamond exploration in Canada’s Arctic. A state-of-the-art facility, the Arctic Resources Geochemistry Laboratory will help spur the development of new methods for dating diamonds, advance our understanding of diamond deposits deep underground, and aid scientists and industry in determining which deposits are economically viable. The lab has already become an international hub of collaboration, with interest from Pearson’s colleagues as far away as New Zealand. “The U of A has been an extremely supportive research environment,” says Pearson.

“Having a really strong nucleus of colleagues who are interested in similar problems is a great thing to have as a researcher.”
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 characterizes the best universities.

FIGURE 11
Operating Revenue per FTE Student by Provincial Grants/State Appropriations and Tuition/Fees, University of Alberta and Selected Peers

<table>
<thead>
<tr>
<th>University of California, Los Angeles</th>
<th>University of Washington, Seattle</th>
<th>University of Minnesota, Twin Cities</th>
<th>University of Alberta</th>
<th>University of Arizona</th>
<th>University of Illinois at Urbana-Champaign</th>
<th>University of Toronto</th>
<th>University of British Columbia</th>
<th>University of Wisconsin-Madison</th>
<th>University of Texas at Austin</th>
<th>McGill University</th>
<th>Université de Montréal</th>
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<tbody>
<tr>
<td>Tuition and Fees per FTE Student</td>
<td>Provincial Grants/State Appropriation per FTE Student</td>
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<tr>
<td>68%</td>
<td>$32,548</td>
<td>61%</td>
<td>$29,321</td>
<td>43%</td>
<td>$25,928</td>
<td>59%</td>
<td>$24,115</td>
<td>42%</td>
<td>$24,650</td>
<td>54%</td>
<td>$22,530</td>
</tr>
<tr>
<td>41%</td>
<td>$32,892</td>
<td>54%</td>
<td>$25,330</td>
<td>33%</td>
<td>$16,096</td>
<td>39%</td>
<td>$22,450</td>
<td>39%</td>
<td>$22,005</td>
<td>43%</td>
<td>$18,298</td>
</tr>
<tr>
<td>University of Illinois at Urbana-Champaign</td>
<td>No Report</td>
<td>University of Minnesota, Twin Cities</td>
<td>University of Alberta</td>
<td>University of Arizona</td>
<td>University of Texas at Austin</td>
<td>McGill University</td>
<td>Université de Montréal</td>
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<td>No Report</td>
<td>$21,954</td>
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<td>$21,954</td>
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<td>University of Toronto</td>
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<td>University of British Columbia</td>
<td>University of Wisconsin-Madison</td>
<td>University of Texas at Austin</td>
<td>McGill University</td>
<td>Université de Montréal</td>
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<td>$23,315</td>
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<td>$21,753</td>
<td>$21,706</td>
<td>$20,139</td>
<td>$17,010</td>
<td>$17,010</td>
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<tr>
<td>$17,195</td>
<td></td>
<td>$17,300</td>
<td>$22,205</td>
<td>$19,922</td>
<td>$14,298</td>
<td>$13,585</td>
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</table>
| Notes: Data are the most recent available. Figures do not represent total operating revenue. FTE (full-time equivalent) students represent the count of full-time students plus one-third of the count of part-time students. Post-graduate medical education residents are excluded. Dollar values are presented in CAD. American universities’ financial figures have been converted with the Bank of Canada average exchange rates for September 2004 = 1.26 CAN per USD and September 2012 = 0.98 CAN per USD. 
Sources: For Canadian universities: CAUBO Financial Information and U15 Data Exchange. For U.S. universities: their respective Common Data Sets for enrolment and financial figures from their respective financial statements, except for University of Illinois at Urbana-Champaign and University of Minnesota, Twin Cities whose financial data was supplied by Office of Business and Financial Services staff and the Office of Institutional Research staff, respectively.
is underway. A new 282-bed women’s residence is also being built in collaboration with St. Joseph’s College, with an anticipated completion date in fall 2015.

In the Li Ka Shing Centre for Health Research Innovation, the capital fit-out of the CGMP (current good manufacturing practice) area was completed, which concludes the remaining major fit-up for this facility.

A portion of the South Academic Building has been repurposed and renewed to accommodate the growing need for wet lab space for the Faculty of Agricultural, Life and Environmental Sciences, and the School of Public Health. This space has attracted world-leading researchers in the areas of soil reclamation and water research.

University operation of the Medical Isotope and Cyclotron Facility began in January 2013, and the university and its partners (Alberta Health Services, Natural Resources Canada and Advanced Cyclotron Systems) have been moving into the space throughout the year.

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

With the conclusion of the Long Range Development Plan amendment for South Campus, the University of Alberta worked with neighbouring and university communities to prepare an amendment to the LRDP for the North Campus. The plan was submitted to government in the spring of 2014 in accordance with the terms and conditions outlined in the Post-secondary Learning Act.

Construction of the Physical Activity and Wellness (PAW) Centre has proceeded throughout 2013–2014. This soon-to-open facility will help to meet growing demand for additional recreation and fitness space, as well as research and programming space, in the Faculty of Physical Education and Recreation. This project is funded in partnership with the Students’ Union, Graduate Students’ Association, Alberta Lotteries, private donors, and institutional dollars.

Phase II of the Pharmacy fit-out within the Medical Sciences building has commenced. This space, which is connected to both the Katz Group Centre for Pharmacy and Health Research and the Edmonton Clinic Health Academy, provides needed space for the dean’s office, student services, and teaching and research. Scheduled completion is September 2014.

Due to the critical need to accommodate the demand and planned growth of our engineering programs, the university approved funding for the fit-out of the Innovation Centre for Engineering.

The Students’ Union Building renovation project, now underway, will achieve two important long-term goals: ensure that the building continues to be kept up to date and well maintained, and encourage student involvement in campus groups, events, and volunteer opportunities. This project is funded through an ACFA mortgage and backed by fees collected by the Students’ Union.

Ensuring that the construction and operation of the U of A’s facilities continue to meet with high environmental standards remains a major priority for the Facilities and Operations team. In 2013–2014, the highly successful Energy Management Program—in place since 1975—was reborn as the Envision Program. Since its inception, the program has saved the university $288 million and has reduced carbon dioxide emissions by 2.3 million tonnes. Now launched, the Envision program will promote the incorporation of renewable energy generation strategies, such as photovoltaic, solar thermal heating, and possibly geothermal, with the hope of reducing carbon
sponsored research funding:

The amount of sponsored research funding a university receives is one measure of its scholarship excellence because most external funding is won through peer-reviewed competition. Universities receiving ample federal funding are better able to undertake and sustain relevant, groundbreaking research. U15 universities include University of Alberta, University of British Columbia, University of Calgary, Dalhousie University, Université Laval, McGill University, McMaster University, University of Manitoba, Université de Montréal, University of Ottawa, Queen’s University, University of Saskatchewan, University of Toronto, University of Waterloo, and Western University.

![FIGURE 12: Sponsored Research Income per Full-time Teaching Faculty for U15 Universities](image)

**FIGURE 12**

**Sponsored Research Income per Full-time Teaching Faculty for U15 Universities**

<table>
<thead>
<tr>
<th>University</th>
<th>2012–13</th>
<th>2004–05</th>
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<tbody>
<tr>
<td>University of Toronto</td>
<td>$418,559</td>
<td></td>
</tr>
<tr>
<td>McGill University</td>
<td>$265,076</td>
<td></td>
</tr>
<tr>
<td>University of Alberta</td>
<td>$251,207</td>
<td>$268,433</td>
</tr>
<tr>
<td>Queen’s University</td>
<td>$242,025</td>
<td>$202,966</td>
</tr>
<tr>
<td>McMaster University</td>
<td>$235,920</td>
<td>$306,104</td>
</tr>
<tr>
<td>University of Ottawa</td>
<td>$266,891</td>
<td></td>
</tr>
<tr>
<td>Université de Montréal</td>
<td>$229,197</td>
<td></td>
</tr>
<tr>
<td>University of British Columbia</td>
<td>$206,631</td>
<td>$173,274</td>
</tr>
<tr>
<td>University of Calgary</td>
<td>$189,364</td>
<td>$180,288</td>
</tr>
<tr>
<td>Western University</td>
<td>$185,292</td>
<td></td>
</tr>
<tr>
<td>Université Laval</td>
<td>$150,567</td>
<td></td>
</tr>
<tr>
<td>Dalhousie University</td>
<td>$152,971</td>
<td></td>
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<tr>
<td>University of Waterloo</td>
<td>$151,732</td>
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<td>University of Saskatchewan</td>
<td>$145,199</td>
<td>$134,073</td>
</tr>
<tr>
<td>University of Manitoba</td>
<td>$115,034</td>
<td>$114,851</td>
</tr>
</tbody>
</table>

Notes: Université de Montréal includes École Polytechnique de Montréal and HEC Montréal. 2012-13 staff figures are not available for Université de Montréal and Université Laval.

sponsored research funding:

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

FIGURE 13
U15 Sponsored Research Income by Type

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<tr>
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<tr>
<td>University of Toronto</td>
<td></td>
<td></td>
<td>$708.0 M</td>
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<tr>
<td>University of British Columbia</td>
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<td></td>
<td>$566.8 M</td>
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<tr>
<td>Université de Montréal</td>
<td></td>
<td></td>
<td>$528.0 M</td>
<td></td>
</tr>
<tr>
<td>McGill University</td>
<td></td>
<td></td>
<td>$465.2 M</td>
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<tr>
<td>University of Alberta</td>
<td></td>
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<td>$417.8 M</td>
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<tr>
<td>University of Calgary</td>
<td></td>
<td></td>
<td>$417.8 M</td>
<td></td>
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<tr>
<td>McMaster University</td>
<td></td>
<td></td>
<td>$345.0 M</td>
<td></td>
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<tr>
<td>Université Laval</td>
<td></td>
<td></td>
<td>$306.8 M</td>
<td></td>
</tr>
<tr>
<td>University of Ottawa</td>
<td></td>
<td></td>
<td>$297.7 M</td>
<td></td>
</tr>
<tr>
<td>Western University</td>
<td></td>
<td></td>
<td>$254.0 M</td>
<td></td>
</tr>
<tr>
<td>Queen’s University</td>
<td></td>
<td></td>
<td>$190.0 M</td>
<td></td>
</tr>
<tr>
<td>University of Waterloo</td>
<td></td>
<td></td>
<td>$166.9 M</td>
<td></td>
</tr>
<tr>
<td>University of Saskatchewan</td>
<td></td>
<td></td>
<td>$158.0 M</td>
<td></td>
</tr>
<tr>
<td>Dalhousie University</td>
<td></td>
<td></td>
<td>$148.5 M</td>
<td></td>
</tr>
<tr>
<td>University of Manitoba</td>
<td></td>
<td></td>
<td>$136.8 M</td>
<td></td>
</tr>
</tbody>
</table>

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

dioxide emissions by 30,000 tonnes per year. The new Camrose Performing Arts Centre, which features the largest photovoltaic array in Canada and has already been awarded four Green Globes, is just one example of this initiative in practice.

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

Although the University of Alberta faced significant financial challenges in 2013–2014 due to an unexpected seven per cent reduction in the Campus Alberta grants, the university achieved a balanced consolidated budget for 2014–2015. A voluntary severance program was introduced to assist faculties in responding to budget cuts. Plans for new revenue generation were set in motion. A mid-year budget enhancement of $14.4 million was allocated to ease enrolment pressures, sustain critical support to graduate students, and ensure that key initiatives continued to move forward.

To ensure that faculty, students, and staff of the university have access to the supports they need to stay up to date on all matters concerning copyright law, U of A Libraries has worked to create an enhanced Copyright Office. This office will provide service to the campus community that will help ensure required copyright compliance by all.

As demand for printed University Calendars has declined each year, the Registrar’s Office is working in conjunction with Information Services and Technology to focus efforts on the delivery of a new, improved online University Calendar for the future. The goal is to implement an intuitive tool that helps with the administration and access of the online calendar for students and staff. Students will be able to find information more readily, and staff will see greater functionality in administrative tasks and will have greater ability to assist students. Significant improvements to the user experience are on track for delivery in April 2015.

As a part of its commitment to provide students with more efficient and effective service delivery, the Faculty of Agricultural, Life and Environmental Sciences created a “one-stop shop” space for students this year. In addition, the faculty centralized its course management system, added graduate student advising to the space, and made efforts to reach out to students on a regular basis via a new e-newsletter, *ThisWeek@ALES.*

### Safety Is No Laughing Matter in U of A Labs

Taking risks is part of doing research. As the old saying goes, you aren’t trying hard enough if you don’t blow up a least one laboratory in your career. It’s a joke that Rob Munro, the university’s director of Environment, Health & Safety (EHS), knows well. He’s not quick to laugh, however, about taking risks with safety. “The fact is that university labs contain hazards, and mishaps can have catastrophic consequences,” he says. It’s why EHS has been stepping up its promotion of lab safety recently, including a new policy, communications campaign, and distribution of protective eyewear at various events. In September of 2014, EHS increased monitoring of personal protective equipment (PPE) use and introduced consequences for lack of compliance. “When it comes to something as basic as PPE, the goal should be 100 per cent compliance,” says Munro. “I don’t know how we could settle for any less.”
THE STRATEGY: Promote administrative effectiveness and good governance by improving communication among units, enhancing collaboration, implementing transformative ideas, and revising organizational structures.

The University of Alberta, in its commitment to ensure quality in all activities in its mandate, regularly conducts peer reviews to examine elements related to the quality of teaching, research, and administration. In 2013–2014, academic reviews and accreditation processes were completed for the Faculty of Engineering, the Faculty of Medicine & Dentistry, and the Faculty of Physical Education and Recreation. As a result of these successful reviews, the U of A’s medicine, dentistry, physical education, kinesiology, and engineering programs are fully accredited.

During the fall of 2014, the faculties of nursing and education also underwent a process to review and renew a number of their programs, resulting in curriculum redesigns. These redesigned programs will more effectively prepare students for the complex professional environments that await them after graduation.

Streamlining IT infrastructure remains a major goal for Finance and Administration. Some examples of IT infrastructure projects completed or underway include the implementation of an electronic document and records management system, the creation of a data warehouse, and the use of electronic transcripts. Plans are also in place to see the creation of more payroll efficiencies.

In August 2013, President Samarasekera launched an email weekly bulletin for all employees to ensure that the university community is up to date on issues, concerns, and activities of importance to them, and to help inform them about the work of the senior leadership.
graduate scholarships:

These two charts compare average graduate student support at the University of Alberta with that of U15 Canadian universities. U15 universities include University of Alberta, University of British Columbia, University of Calgary, Dalhousie University, Université Laval, McGill University, McMaster University, University of Manitoba, Université de Montréal, University of Ottawa, Queen’s University, University of Saskatchewan, University of Toronto, University of Waterloo, and Western University.

**FIGURE 14**

Average Financial Support per Doctoral Student, University of Alberta and U15 Universities

<table>
<thead>
<tr>
<th>Year</th>
<th>U of A</th>
<th>U15 Member with Highest Average</th>
<th>U15 Member with Lowest Average</th>
<th>U15 All Members’ Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006–07</td>
<td>$24,716</td>
<td>$25,650</td>
<td>$30,044</td>
<td>$32,505</td>
</tr>
<tr>
<td>2012–13</td>
<td>$20,794</td>
<td>$21,342</td>
<td>$14,925</td>
<td>$12,559</td>
</tr>
</tbody>
</table>

Notes: Excludes Health Sciences. Includes aggregate provincial amounts for QC institutions. Data are the earliest and most recent available. Reporting universities vary across years.

Source: U15 Data Exchange, Graduate Student Financial Support pivot as of October, 2014.

**FIGURE 15**

Average Financial Support per Research Master’s Student, University of Alberta and U15 Universities

<table>
<thead>
<tr>
<th>Year</th>
<th>U of A</th>
<th>U15 Member with Highest Average</th>
<th>U15 Member with Lowest Average</th>
<th>U15 All Members’ Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006–07</td>
<td>$18,024</td>
<td>$20,794</td>
<td>$23,404</td>
<td>$21,342</td>
</tr>
<tr>
<td>2012–13</td>
<td>$8,108</td>
<td>$7,504</td>
<td>$16,498</td>
<td>$15,535</td>
</tr>
</tbody>
</table>

Notes: Excludes Health Sciences. Includes aggregate provincial amounts for QC institutions. Data are the earliest and most recent available. Reporting universities vary across years.

Source: U15 Data Exchange, Graduate Student Financial Support pivot as of October, 2014.
graduate scholarships:

Canada’s top federal graduate scholarships are awarded to those students whose proposed area of research and academic credentials are deemed exceptional. Thus, an institution’s ability to attract and retain a higher percentage share of these graduate award holders can be an indication of its overall reputation for excellence. Federal scholarships from the following federal agencies are included: Natural Sciences and Engineering Research Council, Social Sciences and Humanities Research Council, Canadian Institutes of Health Research, and Pierre Elliott Trudeau Foundation.

**FIGURE 16**

Percentage Share of Canadian Doctoral Scholarships from Federal Granting Councils, University of Alberta and U15 Peers, 2003 to 2013

<table>
<thead>
<tr>
<th>Institution</th>
<th>Percentage Share</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Toronto</td>
<td>16.4%</td>
</tr>
<tr>
<td>University of British Columbia</td>
<td>11.2%</td>
</tr>
<tr>
<td>McGill University</td>
<td>7.9%</td>
</tr>
<tr>
<td>Université de Montréal</td>
<td>6.7%</td>
</tr>
<tr>
<td>University of Alberta</td>
<td>4.7%</td>
</tr>
<tr>
<td>Université Laval</td>
<td>4.0%</td>
</tr>
<tr>
<td>Western University</td>
<td>3.9%</td>
</tr>
<tr>
<td>University of Ottawa</td>
<td>3.9%</td>
</tr>
<tr>
<td>McMaster University</td>
<td>3.9%</td>
</tr>
<tr>
<td>Queen’s University</td>
<td>3.5%</td>
</tr>
<tr>
<td>University of Calgary</td>
<td>3.4%</td>
</tr>
<tr>
<td>University of Waterloo</td>
<td>3.3%</td>
</tr>
<tr>
<td>Dalhousie University</td>
<td>2.2%</td>
</tr>
<tr>
<td>University of Manitoba</td>
<td>1.7%</td>
</tr>
<tr>
<td>University of Saskatchewan</td>
<td>1.0%</td>
</tr>
</tbody>
</table>

Notes: Percent share based on the total cumulative counts. Awards counted include Canada Graduate Scholarships - Doctoral and Vanier Scholarships from CIHR, NSERC and SSHRC; NSERC André Hamer Prize; SSHRC William E. Taylor Award, and, the Pierre Elliott Trudeau Scholarship.

Source: University of Toronto’s 2013 Performance Indicators for Governance.
libraries:

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

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

<table>
<thead>
<tr>
<th>University</th>
<th>2012–13</th>
<th>2004–05</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Illinois at Urbana-Champaign</td>
<td>13,810,754</td>
<td>10,370,777</td>
</tr>
<tr>
<td>University of Toronto</td>
<td>13,304,701</td>
<td>10,342,574</td>
</tr>
<tr>
<td>University of California, Los Angeles</td>
<td>8,064,896</td>
<td>11,834,508</td>
</tr>
<tr>
<td>University of Texas, Austin</td>
<td>10,265,878</td>
<td>8,937,002</td>
</tr>
<tr>
<td>University of Wisconsin-Madison</td>
<td>9,334,275</td>
<td>6,639,850</td>
</tr>
<tr>
<td>University of Washington</td>
<td>9,110,080</td>
<td>7,911,834</td>
</tr>
<tr>
<td>University of Alberta</td>
<td>8,033,677</td>
<td>6,190,396</td>
</tr>
<tr>
<td>University of Minnesota, Twin Cities</td>
<td>7,316,157</td>
<td>6,587,430</td>
</tr>
<tr>
<td>University of Arizona</td>
<td>6,671,129</td>
<td>5,340,726</td>
</tr>
<tr>
<td>University of British Columbia</td>
<td>6,464,733</td>
<td>5,523,194</td>
</tr>
<tr>
<td>McGill University</td>
<td>5,192,490</td>
<td>3,568,651</td>
</tr>
<tr>
<td>Université de Montréal</td>
<td>3,816,179</td>
<td>3,057,166</td>
</tr>
</tbody>
</table>

Notes: “Volumes” exclude microforms, maps, nonprint materials and uncataloged items. University of Washington includes library branches for the campuses in Seattle, Bothell, and Tacoma.
Appendix A

Comparator Institutions

Quantitative Measures

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

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

As well, the comparator group includes seven U.S. public research universities that are members of the prestigious American Association of Universities, a consortium of the top 62 U.S. public and private research universities. Each of the U.S. universities selected is similar in mandate and breadth of programming to the 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 at Madison
- University of Minnesota at Minneapolis-St. Paul

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

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

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.

<table>
<thead>
<tr>
<th>University</th>
<th>Fall 2013 Total FTE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Toronto</td>
<td>74,369</td>
</tr>
<tr>
<td>Université de Montréal (includes Haute Études Commerciales and École Polytechnique)</td>
<td></td>
</tr>
<tr>
<td>University of Texas at Austin</td>
<td>49,181</td>
</tr>
<tr>
<td>University of British Columbia</td>
<td>46,804</td>
</tr>
<tr>
<td>University of Minnesota, Twin Cities</td>
<td>43,020</td>
</tr>
<tr>
<td>University of Illinois at Urbana-Champaign</td>
<td>42,393</td>
</tr>
<tr>
<td>University of California, Los Angeles</td>
<td>41,563</td>
</tr>
<tr>
<td>University of Washington, Seattle</td>
<td>40,143</td>
</tr>
<tr>
<td>University of Wisconsin-Madison</td>
<td>40,048</td>
</tr>
<tr>
<td>University of Arizona</td>
<td>37,133</td>
</tr>
<tr>
<td>University of Alberta</td>
<td>36,016</td>
</tr>
<tr>
<td>McGill University</td>
<td>32,191</td>
</tr>
</tbody>
</table>

* Total full-time equivalent undergraduate and graduate students.
Within our group of 11 Canadian and U.S. peer comparators, each defines its vision and mission differently, depending upon the specific needs of the region it serves. As a result, unanticipated differences may be noted on specific measures that reflect the institutions’ differences in vision, mission, and emphasis.

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

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

Qualitative Evidence

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

To complete the picture of our progress toward our goals, this report supplements the quantitative measures with substantial qualitative evidence of initiatives undertaken and achievements reached between April 1, 2013, and March 31, 2014. 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.