



UNIVERSITY OF
CALGARY

UNIVERSITY OF CALGARY

Annual Report

for the year ended March 31, 2014

prepared for the Government of Alberta

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Message from the Chair



OUR REMARKABLE SUCCESS HAS BEEN ACHIEVED AGAINST THE BACKDROP OF SIGNIFICANT CHALLENGE. The 2013 Southern Alberta floods did tremendous damage. But our community rallied to the support of our fellow Albertans. The provincial budget cut was disappointing. But our community took steps to ensure that we remain financially sustainable. Despite significant trials, the University of Calgary continues to be a vital contributor to economic and social innovation in Alberta, a key contributor to the education and renewal of Alberta's workforce, and a valued contributor to the advancement of knowledge internationally.

We are a university with ambitious plans, great energy and tremendous potential. We are poised to become one of the top five research universities in Canada. Our vision is to significantly increase the contributions our graduates, faculty, and other members of the university make to the economic prosperity, social resilience and cultural richness of the City of Calgary, the Province of Alberta, and beyond. As we look to the future, I am encouraged that we have the support of our community as we journey toward this *Eyes High* vision.

The University of Calgary's annual report for the year ended March 31, 2014 was prepared under the Board's direction in accordance with the Government Accountability Act and ministerial guidelines established pursuant to the Accountability Act. All material economic, environmental or fiscal implications of which we are aware have been considered in the preparation of this report.

Bonnie DuPont
Chair, Board of Governors
October 30, 2014

Message from the President



THE UNIVERSITY OF CALGARY IS ON A TRANSFORMATIONAL JOURNEY guided by a bold vision — *Eyes High*. The roadmap for this transformation is contained within our Academic and Research Plans where ten priorities, seven in the Academic Plan and three in the Research Plan, have guided our actions since 2011-12.

Within this Annual Report, we present highlights of the remarkable progress our faculty, staff and students made in 2013-14, clustered around these ten priorities. These highlights reveal a university whose research and academic enterprises are not separate spheres of activity. Instead, they mutually reinforce each other in multiple ways that transform students into active participants in the creation of knowledge and faculty members from researchers and teachers to engaged agents for economic innovation and societal change. We believe that this transformation is essential to the future economic development and diversification of the City of Calgary and the Province of Alberta.

To realize this transformation, we are hiring great people who want to change the world. We are bringing the best and brightest to Canada's most enterprising city to help form a global intellectual hub of people who will nurture the leaders of tomorrow and achieve advances that benefit society as a whole. We are encouraging students from different faculties to collaborate on finding solutions to challenges facing society. We are creating the conditions for our *Eyes High* transformation to occur because we know that society needs graduates who understand the value of collaboration, who work with others outside of their typical fields of expertise, and who appreciate different cultures and see value in diversity.

I am pleased to share with you the many accomplishments made by our students, faculty, staff, and alumni in 2013-14. The progress highlighted within this report provides tangible evidence that our community is behind us on our *Eyes High* journey.

Elizabeth Cannon

President and Vice-Chancellor

October 30, 2014

Operational Overview

“Our vision of becoming one of Canada’s top five research universities, grounded in innovative learning and teaching and fully integrated with the community, belongs to the thousands of people in our community who shared their aspirations to make our university a truly great university.”

The University of Calgary will be a global intellectual hub located in Canada’s most enterprising city. In this spirited, high-quality learning environment, students will thrive in programs made rich by research and hands-on experiences. By our fiftieth anniversary in 2016, we will be one of Canada’s top five research universities, fully engaging the communities we both serve and lead.

THE UNIVERSITY OF CALGARY IS A YOUNG ACADEMIC INSTITUTION ON THE RISE and making significant contributions to the local and provincial economies. It is located in Canada’s energy capital, in the country’s most dynamic and enterprising city. We have earned a reputation for courageous thinking and for attracting exceptional people. We have motivated and accomplished staff and students whose talent will guide the University of Calgary to become a global intellectual hub. Our graduates are community leaders. More than two-thirds of our 155,000 alumni live and/or work in this city. Other graduates are located in 147 different countries worldwide, making a difference globally. According to the 2013-14 Quacquarelli Symonds (QS) Limited World University Rankings, the University of Calgary is ranked first in Canada, second in North America, and thirteenth in the world amongst universities under fifty years of age.

Through our *Eyes High* vision and the priorities articulated in our Academic and Research Plans, we laid the foundation for a transformation that will greatly enhance the impact of the institution on our city, our province, and society at large. This transformation will involve all aspects of our educational and research enterprises as well as how we engage with our communities. These changes have positioned the University of Calgary to be a strategic partner for the Government of Alberta. Through this partnership, we will inspire and support lifelong learning, and help foster a post-secondary system that enhances social, economic, and cultural prosperity.

Quick Facts	2012-13	2013-14	CHANGE
Total enrolment (FLE) ^(a)	28,341	28,047	(294)
Undergraduate enrolment (FLE) ^(a)	21,983	21,713	(270)
Graduate enrolment (FLE) ^(a)	6,358	6,334	(24)
Degrees and diplomas awarded ^(b)	6,404	6,770	366
Faculty and staff (headcount) ^(b)	4,934	4,969	35
Research funding (\$Million) ^(c)	329	324	(5)
Budget (\$Million) ^(d)	1,154	1,178	24
Unrestricted net assets (\$Million) ^(e)	64	73	9
Endowment balance (\$Million) ^(e)	568	662	94

(a) Source: Learner Enrolment Reporting System (Full-Load Equivalent)
 (b) Source: University of Calgary Fact Book
 (c) Source: Canadian Association of University Business Officials (CAUBO) report
 (d) Source: University of Calgary – Comprehensive Institutional Plan (CIP)
 (e) Source: University of Calgary – Financial Statements

Academic and Research Priorities

Research Priorities:

- Match our strengths with opportunities
- Increase our research capacity
- Create a dynamic environment to promote research excellence

Academic Priorities:

- Talent attraction, development, and retention
- Teaching and research integration
- Interdisciplinarity
- Leadership
- Internationalization
- Connecting with the community
- Sustainability

OUR PRIORITIES GUIDE OUR ACTIONS AND DEFINE THE NATURE OF OUR DISCOVERIES.

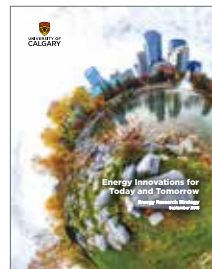
They serve as a roadmap to the creation of a new kind of academy in which teaching and research interact in new ways to promote discovery, creativity and innovation. Evidence of the transformative power of this interaction is highlighted within the following pages where we demonstrate that we are creating graduates who are becoming global citizens and leaders of their respective communities, and where we are matching our research strengths with areas of unmet need in society for new knowledge, creative expression, and innovation.

MATCH OUR STRENGTHS WITH OPPORTUNITIES

Great universities do not simply respond to needs, they also anticipate and act on local and global opportunities. For this reason, we are establishing and fostering mechanisms that allow us to engage our communities, track trends, and be ahead of the pack. Our strategy for identifying priority research themes is to match our areas of strength ('push') with areas of unmet need in society for new knowledge, creative expression, and innovation ('pull'). The interplay is very important because new knowledge and innovation can influence future societal needs, and this creates opportunities for growth and evolution of the academy.

New Energy Research Strategy

"Our university has tremendous capacity to address the fundamental challenges associated with ensuring safe, clean and secure energy supplies and responsible environmental stewardship," says Ed McCauley, vice-president (research) at the launch of a new energy



research strategy — *Energy Innovations for Today and Tomorrow*. The University of Calgary is located at the core of the energy industry of Canada. This access presents an opportunity and responsibility for our university to be the leader in Canada — and one of the few leaders in the world — in high-impact energy research. The new energy research strategy focuses on four research themes known as DEEP: Discover new sources, Extract with minimal environmental impact, Export to new markets, and Plan for the future.

Inaugural Grand Challenge Workshop on Hydraulic Fracturing

The University of Calgary held its first Grand Challenge Workshop event on the topic of hydraulic fracturing, which drew 80 stakeholders including industry leaders, government officials, researchers and university professors. "The workshop highlighted significant collaborative opportunities that exist between stakeholders in this technology area, as well as the critical role of the University of Calgary in terms of strategic research and public outreach," says David Eaton, a professor of geophysics at the university and a co-organizer of the event. Hydraulic fracturing has been used routinely for over 50 years as a method of extracting oil and natural gas from rock formations by using a pressurized liquid. Now applied with horizontal wells and over large areas, this technology has enabled commercial production of oil and gas from low-permeability rock formations, which is changing the energy landscape in North America.

Supporting new research, increasing the number of highly qualified personnel, and translating research into innovation that produces new products and services, are seen as key to the growth of modern economies.

Interdisciplinary Brain and Mental Health Research Theme Strategy

Brain and Mental Health is one of six research themes outlined in the University of Calgary's Research Plan. As part of this university-wide initiative, more than 150 faculty members from the faculties of Arts, Education, Engineering, Kinesiology, Medicine, Nursing, Science, Social Work, and Veterinary Medicine are identifying new ways to accelerate research and translate this knowledge into meaningful outcomes in the areas of brain and mental health. Neuropsychologist James B. Hale, from the Werklund School of Education, is leading a novel study examining the effects of medication in children with attention-deficit/hyperactivity disorder or ADHD. "It's really exciting to think about the potential impact of a study this size," Hale says. "This research could influence ADHD diagnosis and treatment, helping these children and their families have better outcomes and improved quality of life in the long run."

INCREASE OUR RESEARCH CAPACITY

Every person on campus is on a scholarly journey, characterized by continuous learning of existing knowledge and learning how to create and evaluate new ideas, forms of expression, and applications of these ideas. A top 5 research university recognizes that the capacity to create ideas or forms of expression does not reside in the hands of a few, but in the combined abilities of all scholars and staff, and creates the environment to ensure maximum participation. Our goal is to enable our students to transform themselves from being 'consumers of knowledge' to discoverers, creators, and innovators, as early as possible in their undergraduate and graduate careers. We maximize our research capacity when all of our students, faculty, and staff are provided with the opportunity and skills to participate in discovery, creativity, and innovation.

Eyes High Postdoctoral Program Announces Eight Fellows

Eight scholars have been selected as Alberta Innovates-Technology Futures (AITF) / *Eyes High* Postdoctoral Fellows (PDF). The prestigious award is worth \$70,000 per year with a tenure of two years, and has been awarded to PDFs who have demonstrated excellence in research – coupled with future potential in the areas of information and communications technology, nanotechnology and omics. "Such a strategic partnership between the University of Calgary and the AITF has enabled us to attract the best and the brightest minds to Alberta," says Ed McCauley, vice-president (research). "These creative and innovative scholars bring unique expertise to our campus and will help create a hub of highly qualified individuals; such an investment is pivotal for attracting industry to Alberta."



Front row, left to right: Jessica Sarthi, Kun Shao, Zohreh Hassanzadeh Fard, and Hagar Labouta. Back row, from left: Sajan Mushini, Joydip Ghosh, Aligul Buyukaksoy, and Denis Spasyuk. Photo by Riley Brandt, University of Calgary

Renowned Researcher Crossing Disciplines in Arts and Medicine

Renowned pediatric neuropsychologist Keith Yeates was a key recruit to the campus-wide Brain and Mental Health Strategic Research Theme. Yeates will spearhead the development of a comprehensive neuropsychology research program within the concussion and brain injury initiative, working within the Department of Psychology and as a senior scientist with the Alberta Children's Hospital Research Institute (ACHRI) and the Hotchkiss Brain Institute (HBI). "Dr. Yeates' research in young patients with head injuries and neurological disorders will improve

Our academic reputation is on the rise, and we are becoming known internationally for our vibrant, innovative campus community, and our exceptional teaching and research.

the evaluation and treatment for families and their children in Calgary and beyond,” says Dr. Brent Scott, executive director of ACHRI and Husky Energy Chair in Child and Maternal Health. Yeates’ appointment is supported by a generous community donation of \$2 million provided through the Alberta Children’s Hospital Foundation and \$200,000 provided by the HBI.



Keith Yeates, PhD, is known for his research in the field of traumatic brain injury in children and youth.

CAIP Attracts World-leading Researchers to the University

Through the Campus Alberta Innovation program (CAIP), the University of Calgary has been able to recruit top researchers from around the world in the areas of Brain and Mental Health and Energy Innovation — two of our six strategic research themes. Bruce Pike and Marc Strous are at the forefront of their respective fields of brain-imaging and microbiology and are positioning the university to be a world leader in the realm of research and innovation. “The Campus Alberta Innovation Program is bringing research excellence to Alberta in priority areas like health and the environment,” says Dave Hancock, deputy premier and minister of Innovation and Advanced Education. “With the support of this program and our Campus Alberta research facilities, important discoveries will happen here in Alberta to benefit the world.”



Bruce Pike, left, and Marc Strous will establish leading research labs in their fields, thanks to an investment by the Campus Alberta Innovation Program. Photo by Riley Brandt

CREATE A DYNAMIC ENVIRONMENT TO PROMOTE RESEARCH EXCELLENCE

To deliver on our promise of becoming one of Canada’s top five research universities, we are strengthening and improving our current research environment, building our research strengths, building new initiatives, and engaging our communities in the creation of a dynamic environment — one that promotes research excellence.

Expanded SUPPORT for Research Funding

Positioning faculty members for success when applying for research funding is why the ‘SUPPORT’ team was created. The biannual *Test Your Concept* session hosted by SUPPORT provides an opportunity for faculty to pitch proposed research projects followed by discussion and feedback from an interdisciplinary panel. Prof. Chris Hugenholtz from the Department of Geography was one of the first Test Your Concept participants. “The process was helpful in identifying strengths and potential gaps in my idea, and the diversity of feedback and expertise of the SUPPORT panel was particularly useful,” says Hugenholtz.



Prof. Chris Hugenholtz says the feedback and expertise offered by the SUPPORT panel was particularly useful.

World Rankings Recognize University of Calgary's Growing Global Reputation

In the 2013 QS World University Rankings (WUR) by subject, the University of Calgary featured in the world's elite (Top 200) institutions in 21 of the 30 subjects featured. QS WUR evaluated 2,858 universities and ranked 678 institutions in total. "We are continuously working to improve the learning experience for our students on our path to achieving the *Eyes High* vision to be one of Canada's top five research universities," says Elizabeth Cannon, university president. "The University of Calgary uses rankings as one of many means for measuring success."

TALENT ATTRACTION, DEVELOPMENT, AND RETENTION

Universities can be distinguished by the talent they attract and retain at all levels of the academy from undergraduate and graduate students to faculty and staff. We compete globally for talent and we are continually revitalizing and re-energizing our talent pool. Attraction and retention of talent is foundational to achieving our vision of being one of the top five research universities in Canada.

First-Year Scholars Program

The First-Year Scholars Program was launched by the Student Success Centre as part of the university's strategy to attract students with high academic standing. The program provides exceptionally high-achieving students the opportunity to connect with one another and participate in academic lectures and workshops to advance their skills. "These students enter university with prestigious scholarships and high grades, and while many will remain at the top of their class, others may need additional guidance as they transition to post-secondary studies," says Jessica Cohen, an academic development specialist who is responsible for running the program.



Participants in a workshop Aug. 29 were introduced to the First-Year Scholars Program and learned about self-regulated learning and strategies for academic success.

My GradSkills Ambassador Program

"Focus groups and surveys of graduate students in the summer of 2013 provided a clear message that the best way to communicate with students is by one-on-one contact. We now have 21 ambassadors creating face-to-face connections with graduate students on campus who are looking for resources to build their portfolios," says Tara Christie, who leads the My GradSkills program.



We recognize that our talented people are our greatest resources, and that contributions from individual scholars are paramount for our success.

My GradSkills provides professional and academic development opportunities to give graduate students the skills they need throughout their studies and after graduation. In October 2013, My GradSkills began the Ambassadors program, which connects graduate student leaders in various areas across campus with other graduate students and helps them find the resources and training they need to succeed.

Investing in a World of Change

We made a bold move in October 2012 to hire approximately 60 new postdoctoral scholars and 50 assistant professors within 12 months. We did it in just less than a year. We were also able to reallocate resources strategically to increase the number of post-doctoral opportunities to more than 85. We are hiring great people who want to change the world, bring the best and brightest to Canada's most enterprising city to form a global intellectual hub, nurture the leaders of tomorrow, and achieve advances that benefit society as a whole.

Plans for Two New Residences to be Unveiled at Open House

The campus community was invited to the unveiling of new residence plans that will not only create more housing choices for our students, but will also give them the opportunity to be part of the unique experience of living in residence. Scheduled for completion in September 2015, the new buildings are intended for upper-year undergrads and graduate students. The undergraduate building will house 268 students, while the graduate study building will house 390 students "These residence buildings will not only create more housing choices for our students, it will also give them the opportunity to be part of the unique and amazing experience of living in residence," says Voula Cocolakis, director of ancillary services.



Rendering of the new undergraduate student residences slated to open fall 2015.

Employee Engagement Survey Shows Improvements

The 2013 Employee Engagement Survey results showed significant improvement over 2011, particularly in the categories of leadership, respect and recognition, and direction of the university. "These results show that our focus on engaging the university community in our *Eyes High* strategy, and placing increased attention on leadership, performance management and goal alignment, is having a positive impact," says Elizabeth Cannon, university president.

New Scholarship Will Attract 55 High-Calibre Doctoral Students in 2014

"Launch of a new \$1.5 million *Eyes High* doctoral recruitment scholarship will allow faculty to recruit the highest-calibre doctoral students to the University of Calgary," says Lisa Young, dean of the Faculty of Graduate Studies. Approximately 55 scholarships will be offered in 2014, with more to follow in subsequent years, supporting four years of funding at \$25,000/year for domestic and \$30,000/year for international students. The majority of those recruited will engage in one of the six strategic research themes, the others being offered to support outstanding research opportunities across the academy.

New Scholarship to Train Health Researchers as Physician-Scientists

A new Leader in Health Sciences Scholarship launched at the University of Calgary is the first of its kind in Canada. It is valued at \$15,000 per year for four years (total value \$60,000) for study within the Bachelor of Health Sciences (BHSc) undergraduate program plus guaranteed

Our goal is to create a new kind of academy in which teaching and research interact in novel ways to promote discovery, creativity and innovation

admission to the University of Calgary's medical school provided the student meets MD program criteria. The scholarship is designed to produce more doctors who have a unique background in research training that enables them to ask and address clinically important research questions. Known as clinician-scientists or physician-scientists, they balance careers as physicians and as scientific researchers. "Canada is facing a critical shortage of physician-scientists and the University of Calgary will help fill this gap," says Elizabeth Cannon, university president.



TEACHING AND RESEARCH INTEGRATION

At the University of Calgary, our formal responsibilities for teaching and learning are research informed, research active and goal oriented, enabled by systemic institutional structures, specialized teaching knowledge, and sustained professional support. Whether it is discovering new processes for resource extraction, new ways to reduce child mortality in developing nations, or creating new forms of artistic expression, our students are developing a knowledge base and skill set that will help them create new solutions pertinent to their immediate challenge, and prepare them for the diverse issues that they will face upon graduation.

University of Calgary Teaching Awards

Eighteen educators were recognized for their contributions to teaching in a celebration for the inaugural University of Calgary Teaching Awards. Awards were presented in eleven categories to recipients across faculties and units, recognizing faculty, graduate assistants, librarians and non-academic staff. The awards also paid tribute to innovations in experiential learning, curriculum development and educational leadership. The University of Calgary Teaching Awards recognize colleagues who make exceptional contributions to our foundational commitment to enrich the quality and breadth of learning for all of our students," says Dru Marshall, provost and vice-president (academic).



\$25 Million Donation to Newly Named Werklund School of Education

The University of Calgary's ability to transform teaching and learning across Canada is expanding thanks to an historic \$25 million donation by Dr. David P. Werklund, recognized through the naming of the Werklund School of Education.

The donation, which is the largest ever received by a faculty of education in Canada, will enhance learning opportunities for current and future teachers, and ensure the University of Calgary continues to drive change in education across Alberta and beyond. "Through the Werklund School of Education, I would like to see teachers given tools to help them truly connect with their students. Teachers have a responsibility as leaders to create an environment and culture where young people feel valued. When it comes to student development and creating this culture of acceptance, I believe the University of Calgary is really making headway," says Werklund.



David Werklund and his partner Susan Norman take part in the announcement of Werklund's \$25 million donation to the newly named Werklund School of Education at the University of Calgary. Photo by Riley Brandt

Our academy will create graduates who will be global citizens and leaders of their respective communities, with the ability to think critically and creatively to solve issues of the day.

Integration of Teaching and Research Pilot Course

André Buret's pilot course, titled *Diseases in a Changing World: Social, Economic and Medical Perspectives*, offers a unique, interdisciplinary approach to engaging students in high-quality academic research. Students will build a foundation of research knowledge as they collaborate to develop a group research project drawing on diverse academic disciplines. "As global citizens, we are currently plagued with three major challenges — food, water and energy," says Buret. "These problems aren't just social or economic or medical, so looking at them from diverse points of view helps to define how we can address them." A review of the pilot will take place to assess potential impacts on critical thinking and to help develop what will become a model for the College of Discovery, Creativity and Innovation.

Donation Fuels Learning Excellence

Student learning at the University of Calgary will be transformed thanks to a \$40-million gift from the Taylor family to establish a home for the Taylor Institute for Teaching and Learning. The Taylor Institute for Teaching and Learning is a cornerstone of the University of Calgary's *Eyes High* strategy and will allow the University of Calgary to better adapt to the anytime and anywhere learning needs of its students. It will shine a light on teaching excellence and serve as a touchstone for educational improvements across the country. "We have always been in favour of enhancing teaching skills at the university level, and have come to understand that the learning process is an integral part. We find the teaching and learning initiative to be an exciting challenge," says Don Taylor.



Don and Ruth Taylor greet dignitaries at the ceremony announcing their \$40-million donation to the University of Calgary. The financial gift establishes the Taylor Institute for Teaching and Learning. Photo by Riley Brandt

Teaching and Learning Grants Program

Reflecting the foundational commitments of the University of Calgary's *Eyes High* vision, the University of Calgary Teaching and Learning Grants program was launched to provide resources to integrate research evidence in teaching practice, to generate new knowledge about teaching and learning at the University of Calgary, and to support the dissemination of the results of that work to benefit others. Grants were awarded in the following streams: Practice, Scholarship of Teaching and Learning, and Experiential Learning.

New Twist on Teaching and Learning — Educational Development Unit

"Transformation of the Teaching and Learning Centre into the Educational Development Unit this year was important to preparing for the new Taylor Institute (TI) for teaching and learning," says Lynn Taylor, vice-provost (teaching and learning). Three new faculty members joined the Educational Development Unit and will be responsible for providing teaching support to instructors and graduate students.

New Learning Management System

Phase one of the transition from the Blackboard Learning Management System (LMS) to the Desire2Learn (D2L) LMS wrapped up in 2013. The success of the first phase would not have been as successful without the collaboration between Information Technologies and the Teaching and Learning Centre. "D2L is an industry-leading learning management system that is designed to work well with any computer operating system and modern web browser," says Mike Rannelli, chief information officer. "The D2L interface is optimized for use on mobile

Our research platforms are typically created, or supported, by highly accomplished interdisciplinary teams, involving cutting-edge facilities or networks in which the University of Calgary is providing provincial, national, or international leadership.

devices, which is a major improvement over our previous system and will undoubtedly please our tech-savvy students.” It was an ambitious task to migrate forty courses to D2L this fall as part of phase one, but it paved the way for greater participation during the second phase in 2014 with the migration of all courses to D2L from the Werklund School of Education and the faculties of Science, Social Work and Veterinary Medicine.

INTERDISCIPLINARITY

We are creating a scholarly environment where students, staff, and faculty can not only advance their disciplinary expertise, but also experience the rewards of collaborating across fields to either solve important problems or create new artistic expressions.

Arts and Humanities for Health and Well-Being Research Group

The Arts and Humanities for Health and Well-Being (AHHW) interdisciplinary research group was launched in 2013. The goal of the new research group, which includes researchers from the faculties of Arts, Nursing and Medicine, is to establish a broad-based interdisciplinary forum with links to the community with a focus on how the arts and humanities can promote health and wellbeing by bringing a range of perspectives to research and education in healthcare.



The steering committee for the new AHHW research group, from left: Melanie Boyd, Aruna Srivastava, Clem Martini, Rita Isabel Henderson, and Graham McCaffrey. Photo by Dave Brown

The College of Discovery, Creativity, and Innovation

The College of Discovery, Creativity and Innovation will bring together students from different faculties to collaborate on finding solutions to challenges facing society. It will ensure that University of Calgary students develop the critical thinking, problem-solving and research skills that will give them the edge in competing in a global economy. Creative solutions sparked by these student collaborations, with the guidance of graduate students, postdoctoral fellows, academic staff and other leading experts, will also help Albertans tackle some of the world's biggest issues. “Through the Institute of Teaching and Learning, we are investing in the creation of exemplary learning environments that prioritize the success of students and their educators,” says Dru Marshall, provost and vice-president (academic). “The establishment and planning of this will be heavily influenced by students, faculty and staff to ensure it benefits the professional development of educators and meets the needs of students.”

Interdisciplinary Research Group on Energy Storage and Conservation

About 15 researchers from the Faculty of Science and the Schulich School of Engineering have come together to help develop solutions to some of the world's most vexing energy issues. The Calgary Advanced Energy Storage and Conversion Research (CAESR) group aims to develop technologies for clean and efficient energy storage and conversion of electricity, such as batteries, electrolyzers and fuel cells. “When the sun is shining and the wind is blowing, there's lots of beautiful, clean, renewable electricity available, but when it's still or dark, it's gone and there are few good options available to store solar and wind generated electricity for

We are putting in place new programs that will allow our students to learn the skills needed to lead while providing them opportunities to move towards positions of leadership.

when we need it,” says Viola Birss, director of CAESR, professor and Canada Research Chair in the Department of Chemistry in the Faculty of Science. “That’s one of the interesting problems that this group can help to solve.”



From left: Venkataraman Thangadurai and Viola Birss from the Department of Chemistry in the Faculty of Science and Kunal Karan of the Schulich School of Engineering have created a new research group exploring energy conversion and storage. Photo by Riley Brandt

LEADERSHIP

We are encouraging a culture of leadership, where each individual can live up to his or her potential, strive for excellence, and support the growth of others. That culture is generating the next generation of leaders who will become fully integrated within the community of Calgary or their chosen community.

University of Calgary #1 in Canada under 50 years of age

The University of Calgary climbed three spots to 13th position among young universities around the world, according to the 2013-14 Quacquarelli Symonds Limited (QS) Top 50 Under 50 World University Rankings. For the third time in a row, the University of Calgary remains the top-ranked young university



in Canada and, in a repeat of last year, placed second in North America. The QS Top 50 under 50 ranks universities that were established after 1964 and lists them based on their position in the QS World University Rankings. These surveys are the largest of their kind in the world. This year, more than 42,000 academic and nearly 28,000 employer responses contributed towards the results. “The QS Top 50 Under 50 results demonstrate that we are gaining momentum as a leading next-generation university, and are holding our own among some of the most dynamic institutions in the world,” says Elizabeth Cannon, university president.

Student Co-Curricular Leadership Program

Developed with the generous support of the Simpson Family, one of the most comprehensive co-curricular student leadership programs in Canada thrives at the University of Calgary. Each year, our programs reach thousands of students at the undergraduate and graduate level. Hosted for the first time in 2013, the Leadership Exchange conference welcomed over 400 students, including 50 high school students to campus for a power-packed day that brought together student and community leaders to help “Realize Your Potential”.



Students who engage in leadership programming get involved on campus and meet other student leaders.

Engineering Students Inspiring the Next Generation of Energy Leaders

Through organizing the fifth annual Alberta Student Energy Conference (ASEC), Schulich School of Engineering students Anjuli Cheema and Carlie Tollifson influenced the next generation of energy leaders and empowered them to explore and engage in the challenges that will define the future of Alberta's energy industry. The conference attracted 250 students from the University of Calgary, University of Alberta, Mount Royal University and the University of Lethbridge as students took part in a day of technical presentations, keynote addresses, panel discussions and networking sessions.

Post-Doctoral Scholars Professional Development Program

More than 100 postdoctoral scholars and graduate students attended the annual Postdoctoral Professional Development Day organized by the Postdoctoral Association (PDAC). The theme of the day was "Am I on the Right Track?" The program included keynote lectures, workshops and panel discussions aimed at helping postgraduate trainees define their career path, refine their job search strategies, and explore career opportunities within academia, industry and government. "I truly believe these types of events, exemplified through the seminars given by Marty Nemko and Jeremy Boss, are essential to the development of a well-rounded trainee, and help actively engage individuals in career planning, ultimately ensuring their successes," says Victoria Hodgkinson, director of professional development for PDAC.



Organizers and guests at PDAC's "Am I on the right track" professional development day.

Gaining Knowledge of Canada's Aboriginal Peoples

The first-ever Aboriginal Relations Leadership certificate program was launched at the University of Calgary for people whose careers may lead them to connect with Aboriginal communities. Sponsored by the ATCO Group, the 24-hour certificate program held over four days offered 34 students and new alumni the opportunity to learn more about Canada's Aboriginal people and provided training on Aboriginal relations. Aboriginal people are one of the fastest growing populations in Canada, and having knowledge about this group is fast becoming a desirable asset for employers. Upon finishing the certificate program, students will have a better understanding of contemporary Aboriginal issues and a foundation of knowledge that they can use in their careers in order to work more effectively with Canada's Aboriginal communities.



Dr. Reg Crowshoe teaches Indigenous Ways of Knowing module.

Our city demands graduates, both domestic and international, who have a global orientation, who are competitive in a global marketplace, and who can adapt to diverse cultural, economic, and governmental environments.

The recruitment of international students is increasingly recognized as an important element in a broader strategy for attracting highly qualified people to our country.

INTERNATIONALIZATION

Our university is becoming a global intellectual hub where our students, staff, and faculty at the center of this hub radiate new discoveries, ideas, and applications that have global impact. We are creating a campus that also attracts scholars from around the world to this hub — one that promotes diversity of thought, culture, and respect for alternatives. We are leveraging our expertise to share capacity with targeted institutions in the developing world.

International Regional Councils

Canada and the United States share the world's longest border and the world's largest bilateral trade agreement. It's no wonder the University of Calgary has forged many education and research partnerships with partners south of the border. As part of the university's International Strategy, a United States Regional Advisory Council has been formed to explore and tackle the best growth opportunities for the university in this geographic region of emphasis. This is the last of six regional councils to be formed since the strategy was introduced a year ago. Chaired by Ed McCauley, the new council recently convened for its first working session to discuss objectives and scope, regional opportunities, partnerships, and strategic growth areas.

International Undergraduate Student Recruitment Model

"The international undergraduate student recruitment model marked a significant milestone toward meeting the city's demands for creative graduates who have a global orientation, who are competitive in a global marketplace, and who can adapt to diverse cultural environments," says Dru Marshall, provost and vice-president (academic). "The model focuses on growing the number of international students on campus to 10 per cent of the undergraduate population — a key target of the International Strategy. It also creates opportunities for increasing international diversity while at the same time taking careful consideration in balancing access for our local student population."



Partnering Nationally on International Education and Mobility

In 2013, the University of Calgary was invited to join CALDO, a consortium of Canada's leading research universities (Alberta, Calgary, Dalhousie, Laval, Queen's, Ottawa, Saskatchewan, Waterloo and Western) who are committed to international education and developing strategic partnerships with foreign governments, sponsoring agencies and groups of universities internationally. "Joining CALDO is a key step in the implementation of the University of Calgary's International Strategy and will assist in helping reach our target to increase the proportions of international undergraduate and graduate students on campus," says Dru Marshall, provost and vice-president (academic).



We live in a vibrant and creative city that was named one of the top five most livable cities in the world by The Economist in 2012.

Calgary took the top spot in three of MoneySense magazine's 2013 rankings of Canadian cities: best overall city, best large city, and best place to raise children.

CONNECTING WITH THE COMMUNITY

Great cities have anchor institutions that provide civic leadership and operate as hubs of broad, two-way engagement to build community capacity, drive economic growth and attract top talent. The University of Calgary is uniquely positioned to become that anchor institution in the great city of Calgary. Our students and staff are creating new knowledge that has the potential to promote economic diversity, enhance our productivity, and improve the quality of life for people across the globe.

Saying 'Thank You' to Local Flood Heroes

The June 2013 Southern Alberta floods did tremendous damage, but that damage was met by tremendous hard work and support from thousands of people who wanted to help. "We can all be proud of the way the University of Calgary community rallied to the support of our fellow Albertans," says John Alho, the university's associate vice-president for government and community engagement. "The numbers are staggering — we housed almost 1,200 evacuees and 485 emergency responders. 1,100 University of Calgary volunteers gave 6,588 hours — and many more volunteered time outside of university efforts."



Nearly 30 volunteers from the University of Calgary directly assisted the Siksika Nation after the First Nations community was hit hard by flooding from the Bow River. Photo by Scott Cressman

Turning the West Campus Neighbourhood Dream into Reality

The West Campus Development Trust took a big step towards achieving the vision for the West Campus lands in 2013 — one that will have significant rewards for the University of Calgary in the future. Following a year of extensive consultation with community stakeholders, the Trust submitted its land-use and outline plan report — the major components of a Master Plan — for City of Calgary approval. The plan positions the West Campus as Calgary's next landmark community. It will be transformative for the city, bringing together high quality urban architecture, imaginative and energizing public spaces, all in close proximity to the engine of ideas that is the university. Early phases of the development will focus on building the main street in the heart of the new community. This mixed-use hub will combine retail amenities at street level with homes above, all complimented by landscape features and extra-wide sidewalks where patio dwellers and pedestrians can coexist in harmony.



Landscape Master Plan Takes Shape

Linking people to people and the university to the community is the goal of the Landscape Master Plan (LMP). Created in 2013 by a diverse committee that included faculty, staff, students, and outside professionals, the LMP takes into consideration the elements and different seasons, with wind breaks and sunny spots for people to enjoy sitting outside. While the landscape on campus is important for people using it today, it also plays an important role in attracting new students. According to university architect, Jane Ferrabee-Pendergast, "the presentation of our campus on the outside as well as the inside of our buildings is huge for attracting people and then keeping people."

In today's complex environment, success is often the result of collaboration. Collaboration requires us to connect internally, within Calgary, across the province and country, and through international partnerships with private industry, government, agencies, and other universities who join us in our mission of discovery and innovation.

'Alumni on 8th' Opens its Doors at the Downtown Campus

As the Alumni team launched its new downtown quarters and first-ever strategic plan, there were presentations, endorsements and forecasts — delivered by university officials, key alumni, and President Elizabeth Cannon, three-time alumna. Challenging the crowds to become “difference makers” was Vern Kimball, BA’81, MBA’90, president of the University of Calgary Alumni Association and CEO of the Calgary Stampede, who laid out some of the pillars of the changing role of the association, charging the crowd to become ambassadors for one of the most critical institutes in our city. “This night is a pivotal point,” says Mark Sollis, associate vice-president, alumni. “It sets the stage for reimagining alumni engagement at the university. It marks an end, but also a powerful beginning. The juncture we are at is unprecedented and very exciting.”



Crowds streamed through the new Alumni on 8th's office and the atrium of the downtown campus's headquarters on 8th and 8th SW for the Open House.

Helping African Women and Children Refugees — Taking Knowledge Back to the Community

A University of Calgary Master of Social Work student received an award that will allow her to follow through on her career plan to work with women and children in African refugee camps. Joanne Kinya Mugambi is one of the recipients of the Margaret McNamara Memorial Fund grant of \$12,000. The recipient is expected to return to their country of origin or another developing country and apply their knowledge and skills to improve the lives of women and children there. Following the completion of her MSW, Joanne envisions her role with women at risk and displaced children in African refugee camps as a counselor and facilitator for healthy discussions on healing and forgiveness. “I hope to create a workbook/manual for counselors working with victims of forced displacement and trauma,” she says. Having worked with refugees for more than six years in ten countries, fifteen cities, and six refugee camps in Africa, it is clear that this more than work for her.

Greatest Show Above Earth

The University of Calgary partnered with the Calgary Stampede and TELUS Spark on July 6, 2013 to present Col. (Ret.) Chris Hadfield at the university's award-winning EEEL building. Col. Hadfield shared stunning photos and out-of-this-world stories from his recent assignment as commander of the International Space Station (ISS). This was Col. Hadfield's first public presentation on his experiences since his return to earth. The University of Calgary is currently active in billions of dollars worth of national and international space science projects, and is leading the world in new Earth-space technologies. It is considered *the* place to study space.



Oval Sends 17 Long-Track Speedskaters to Sochi

At the Olympic Oval, Speed Skating Canada announced the 17 long-track speedskaters who will represent Canada at the Sochi 2014 Olympic Winter Games. While the skaters come from across Canada, most consider the University of Calgary's Olympic Oval as their 'home', having

come here for the coaching, athlete support services, expertise, and, of course, the world's fastest ice. Most of Canada's Sochi team have taken University of Calgary courses at some point during their skating careers, and a handful of athletes such as 2010 gold medalist Lucas Makowsky (engineering/economics) and Marsha Hudey (medicine) have completed their degrees and will graduate this spring.



About 25 athletes taking part in the 2014 Sochi Olympics are current or recent students at the University of Calgary—including many members of the long-track Canadian Olympic Speed Skating Team. Photo by Riley Brandt, University of Calgary

2014 Rhodes Scholars

As one of the most desirable and sought-after awards in the world, the prestigious Rhodes scholarship attracts the attention of many of the world's top students. While there are only 83 awards available each year, the application process highlights a great many more talented students. The grueling application process and lengthy requirements did not stop many University of Calgary students from applying. Of those students who did apply, the Internal Rhodes Review Committee (a committee comprised of University of Calgary faculty and administration) endorsed nine students to compete for the internationally recognized Rhodes Scholarship. Aravind Ganesh, and Yan Yu went on to be announced as recipients. "Yan and Aravind are outstanding representatives of the faculty and of the University of Calgary and we are incredibly proud of them," says Dr. Jon Meddings, dean, Faculty of Medicine.



Yan Yu, a member of the Scholars Academy Program and student in the Faculty of Medicine, has been selected as a 2014 Rhodes Scholar. Photo by Riley Brandt

SUSTAINABILITY

Our campus is becoming a model for responsible growth of our curriculum, research, built environments, open spaces, and our daily operational and business practices. We are leading the development of sustainable practices and seeking new ways of applying them in local and developing economies throughout the world.

Sustainability in Action: 2012-13 Sustainability Report

The second biennial Sustainability Report released in December 2013 confirmed significant progress towards the institution's commitment to excellence and leadership in advancing sustainability. A new 2014-19 Institutional Sustainability Plan is currently in development and will be completed in fall 2014. Sustainability is one of the core values outlined in our *Eyes High* strategic vision and one of seven institutional priorities identified in our Academic Plan.



Young people, in particular, are very concerned about threats to our future and are looking for ways to build a society committed to sustainable practices.

University Receives STARS Gold Rating for Sustainability Achievements

The University of Calgary earned a STARS Gold rating from the Association for the Advancement of Sustainability in Higher Education (AASHE) in recognition of its sustainability achievements. The university is proud to receive a gold rating, but also to be the top institution in Canada. STARS is a program that measures and encourages sustainability in the areas of education and research, operations and planning, administration and engagement.

University Solar Teams on the World Stage

In 2013 the University of Calgary was represented at two high-profile international student competitions: the Solar Decathlon competition in Irvine, California, and the World Solar Challenge in Australia. Both teams are comprised of students from multiple faculties who have worked on projects that demonstrate the practicality of using renewable energy. The University of Calgary is a world leader in sustainability research and education and students are putting what they've learned, in and out of the classroom, into practice.



Spotlight on Sustainability: Craig Gerlach, New Academic Coordinator

Academic Coordinator, Sustainability is a new position at the University of Calgary but it's an old role for Craig Gerlach, who recently relocated from the University of Alaska (Fairbanks) where he had a similar role in addition to his research and teaching. "What I want to do is link sustainability with interdisciplinary research across multiple programs and departments," says Gerlach. Solutions in sustainability will come from co-mingling of disciplines and collaboration among faculty. "For me, the goal – and the challenge – is to pull everything together into something concrete that will serve the research and educational needs of students and faculty."

Student-Built Solar House Becomes Permanent Research Facility

The University of Calgary celebrated the grand opening of its newest research facility, the one-of-a-kind Cenovus Spo'pi Solar House. Students designed and built this dome-shaped, 93-square-metre structure that features the latest in solar power technology. An array of 37 photovoltaic panels on the roof generates enough electricity for a typical family of four to cook, do laundry, shower and operate household appliances for an entire year. The house is net-zero, which means it produces as much electricity as it consumes. The only Canadian entry in the U.S. Department of Energy's 2011 Solar Decathlon competition in Washington, D.C., the Cenovus Spo'pi Solar House placed 10th out of 19 entries. The house will now serve as a hub for solar energy and sustainability research for students and faculty members.



EEEL Building Goes Platinum

"It's one of the most energy-efficient laboratory buildings in North America," says Bart Becker, vice-president (facilities), of the EEEL building, which opened in September 2011. It is one of 29 buildings across Canada to achieve the highest Leadership in Energy and



EEEL uses 78 per cent less energy compared to a conventional laboratory building. Photo by Tom Arban

Universities are responding by examining their practices across the full range of their activities and paying greater attention to sustainability issues in the curriculum.

Environmental Design (LEED) certification — platinum. “Only four of those 29 buildings are on Canadian university or college campuses with two at the University of Calgary: EEEL and the Child Development Centre,” says Becker. EEEL uses 78 per cent less energy compared to a conventional laboratory building. Natural light pours through triple-glazed windows and reflective surfaces scatter it throughout the building. Occupancy sensors and smart timing schedules control high-efficiency light fixtures when the sun isn’t shining.

Board approves balanced budget

More than 270 students, faculty and staff gathered in the MacEwan Hall Ballroom and 250 more watched online as President Elizabeth Cannon, along with Dru Marshall, provost and vice-president (academic) and Jake Gebert, vice-president (finance and services), shared a budget update following the provincial budget cut announced on March 7, 2013, which resulted in a 7.3 percent reduction (approximately \$32 million) to the University of Calgary’s Campus Alberta Grant. Given a two-per-cent promised increase, this resulted in \$41 million less than expected for the 2013-14 budget. Marshall explained that the University of Calgary was in relatively strong financial shape prior to the provincial budget announcement, and has worked hard to propose a balanced budget for 2013-14. “It is because of the dedicated work of many individuals during the past few years that we are again able to present a balanced budget.”



The background of the entire page is a nighttime photograph of a city skyline. In the foreground, the curved, red, ribbed structure of the Olympic stadium is illuminated from within, creating a warm glow. In the background, several city buildings are lit up, including one with a prominent 'ROGERS' sign on the left and another with a 'SUNWAY' sign in the center. The sky is a deep blue.

EYES HIGH

REPORT CARD

DATA REFLECTS THE PERIOD FROM
APRIL 1, 2013 TO MARCH 31, 2014

ONE OF THE MOST COMMON QUESTIONS OF 2013-14 HAS BEEN “SO, HOW ARE WE DOING ON OUR *EYES HIGH* GOALS?” WE’RE GLAD YOU ASKED.

In 2012, the General Faculties Council and the Board of Governors of the University of Calgary approved a set of performance measures against which to assess the breadth of the university’s programs, the impact of our scholarship, and the extent of our mandate across the domains of people, research, engagement, environment and teaching.

These metrics are benchmarked against the top five research institutions in Canada (University of Toronto, University of British Columbia, Université de Montréal, McGill University and University of Alberta), wherever possible and against other peers in the remaining instances. We believe this set of metrics best documents the value and impact of the University of Calgary to the province of Alberta... and our progress towards achieving all of the goals introduced as part our *Eyes High* vision in 2011.

The *Eyes High* strategic vision belongs to everyone who aspires to make our university truly great. Every step — large or small — takes us further along our path to becoming one of Canada's top research-intensive universities, where research and innovative teaching go hand in hand, and where we fully engage the communities we both serve and lead. Now three years into our journey together, we are deeply immersed in a transformation that is enhancing the impact of the university on our city, our province and society at large.

To help evaluate our progress in a tangible way, we are tracking a set of performance metrics related to specific outcomes. These measures — some of which only yield data every few years — assess both quantitative and qualitative dimensions, reflecting different facets of our organization and providing us with comparative data against our peer institutions.

As of September 2014, we are positioned in the top five in the country in 20 of those metrics. We knew our journey would take time, tremendous effort, and a commitment to cooperation, and we are clearly well on our way. Many thanks to all of our community members; these results reflect your hard work, support, and dedication.

PERFORMANCE MEASURES LIST

★ *University of Calgary performance within the top five*

TEACHING AND LEARNING

- Teaching (under development)
- ★ Retention rate
- Graduation rate (undergraduate)
- ★ Graduation rate (master's)
- ★ Graduation rate (PhD)
- ★ Time to completion (undergraduate)
- Time to completion (master's)
- ★ Time to completion (PhD)
- Ratio of applicants to student intake (undergraduate)
- Ratio of applicants to student intake (graduate)
- Average entering grade
- ★ Graduate proportion of total enrolment
- International proportion of total enrolment (undergraduate)
- ★ International proportion of total enrolment (graduate)
- ★ Ratio of students to faculty (total)
- ★ Ratio of students to faculty (graduate)
- ★ Undergraduate student engagement (NSSE) (first year)
- Undergraduate student engagement (NSSE) (fourth year)
- Graduate student engagement (CGPSS)
- Graduate satisfaction
- Degrees awarded
- ★ Employment rate (total)
- Employment rate (employed in related jobs)

RESEARCH AND SCHOLARSHIP

- Postdoctoral scholars (total)
- ★ Postdoctoral scholars (per tenure and tenure-track faculty)
- Sponsored research funding (total)
- ★ Sponsored research funding (per tenure and tenure-track faculty)
- Tri-council research funding (total)
- Tri-council research funding (per tenure and tenure-track faculty)
- Publications (total)
- ★ Publications (per tenure and tenure-track faculty)
- Citations (total)
- ★ Citations (per tenure and tenure-track faculty)
- New invention disclosures
- New licenses

COMMUNITY AND ENVIRONMENT

- ★ Fundraising
- ★ Endowment
- ★ Unrestricted net assets
- ★ Sustainability Tracking, Assessment and Rating System (STARS)
- ★ Facilities condition index

OTHER

- Employee engagement (not ranked against peers)

TEACHING AND LEARNING

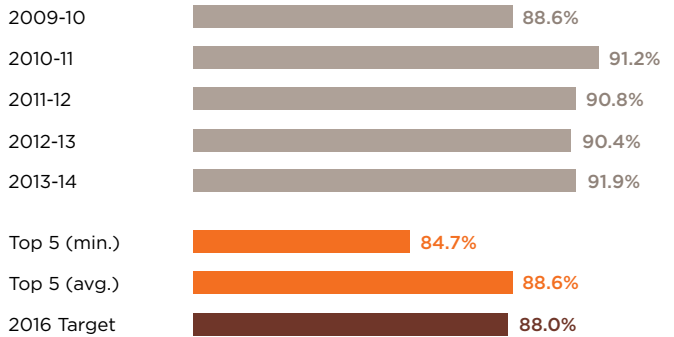
TEACHING

We are developing programs to promote the professional development of professors, instructors, graduate students, and teaching assistants to create and nurture a culture of expert instruction and learning. Measuring the results of these initiatives will ensure that our students will benefit from the support, education, mentoring, and continuous improvement that we provide inside and outside the classroom.

UNDERGRADUATE RETENTION RATE



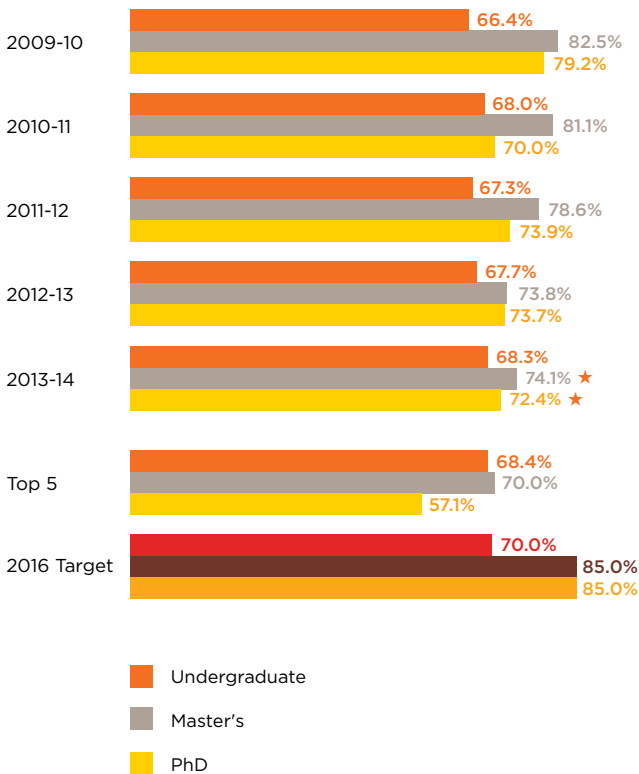
This measure helps us understand the key factors that compel students to complete their degree programs or cause them to consider an alternative path after their first year of study. Our retention rate of students transitioning from year one to year two has improved markedly since 2009-10 and surpasses the average of our top five peer institutions. We have already met and exceeded the target we established for 2016.



Source: University of Calgary Submissions to the Consortium for Student Retention Data Exchange (CSRDE)

GRADUATION RATE 

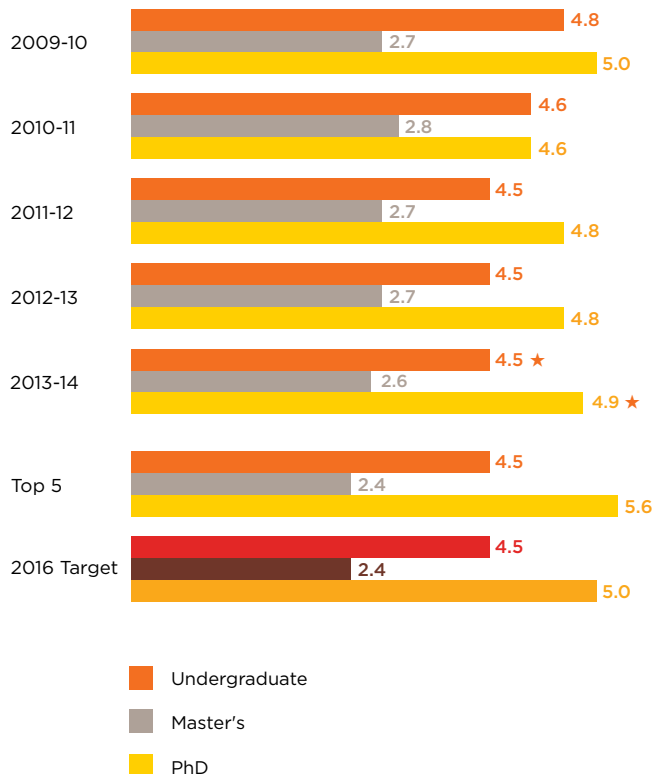
This measure tracks the percentage of students who ultimately graduate from a group, or cohort, who began their studies at the same time. We are currently in the range of our top five peers.



Source: University of Calgary retention and time to completion reports (Tracking period = Undergraduate 6-Year; Master's 5-Year; PhD 9-Year) Master's completion rate includes students promoted to PhD

TIME TO COMPLETION 

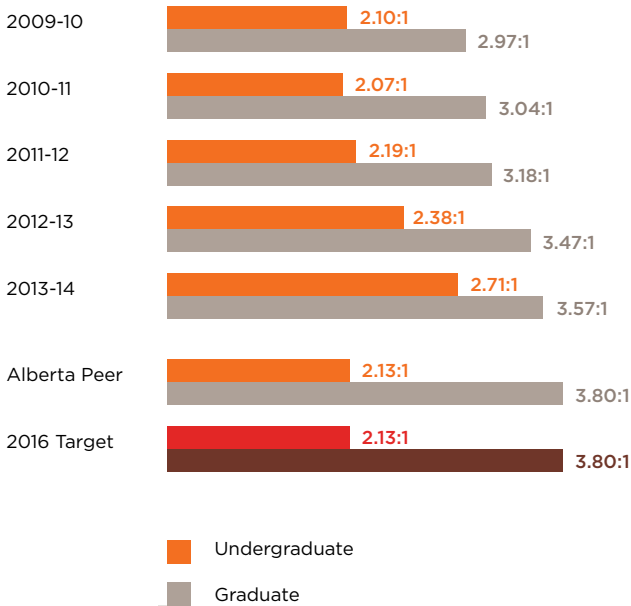
This measure tracks the average number of years it takes students to complete their degree programs at the University of Calgary. Understanding this dynamic helps us refine our support services for students as they progress. With the exception of our master's-level completion times, which are only slightly higher than average, we are currently performing well in our peer group in this metric.



Source: University of Calgary retention and time to completion reports (years) (Tracking period = Undergraduate 6-Year; Master's 5-Year; PhD 9-Year)

RATIO OF APPLICANTS TO STUDENT INTAKE

This metric is calculated as the number of applicants we attract relative to the number of available student spaces. It is one indicator of program demand. Demand for spaces at the University of Calgary has increased steadily over the past several years.



Source: AET Application Submission Initiative (ASI)
 Note: The number of graduate applicants is understated by ASI.
 Only U of A data available for peer comparison.

AVERAGE ENTERING GRADE FROM HIGH SCHOOL

We promote high levels of student achievement by emphasizing the importance of academic admission standards. The average entering grade is one of a number of leading indicators of graduation rates.



Source: University of Calgary admissions data;
 Peer data from Maclean's publication

STUDENT MIX (GRADUATE PROPORTION OF TOTAL ENROLMENT)



We monitor the graduate proportion of our total student population to ensure that we grow to the level of leading research universities. The proportion of graduate students at leading international research universities is approximately 25 per cent, and our intent is to move towards that target by 2016. The University of Calgary is currently within the range of the top five Canadian institutions.

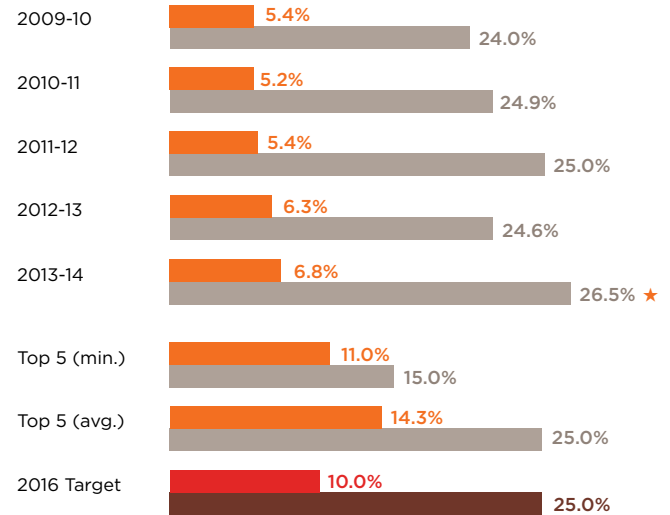


Source: University of Calgary Fact Book (headcount)

STUDENT MIX (INTERNATIONAL ENROLMENT)



We monitor the number of international students that we attract to ensure that we grow to the level of the top five universities. The proportion of international students at leading Canadian research universities is close to 10 per cent at the undergraduate level and 25 per cent at the graduate level. We have exceeded our goal at the graduate level but continue to grow diversity in our undergraduate student population.

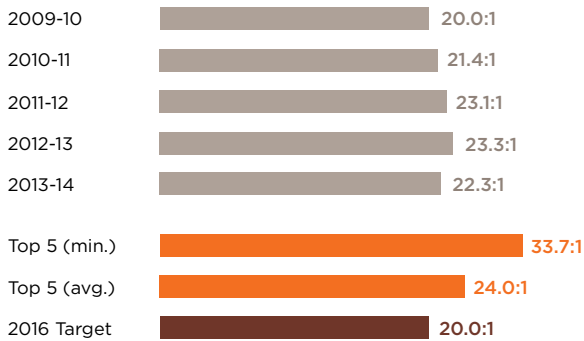


Source: University of Calgary Fact Book (proportion of total fulltime)

RATIO OF STUDENTS TO FACULTY (TOTAL)



This measure tracks the ratio of students to academic staff. University of Calgary students have better access to their instructors than their counterparts at many other institutions across Canada. We currently rank among our top five peers.



Source: Fall counts of Full-time Equivalent (FTE) students and full-time tenure and tenure-track academic staff; peer data from 2011-12 Presidents' fact book.

RATIO OF STUDENTS TO FACULTY (GRADUATE)



This ratio is an indicator of the vibrancy of our graduate programs, measuring the total number of graduate students divided by the total number of academic staff. Graduate students at the University of Calgary enjoy greater access to their academic mentors than their peers at other Canadian universities. We currently rank among our top five peers.

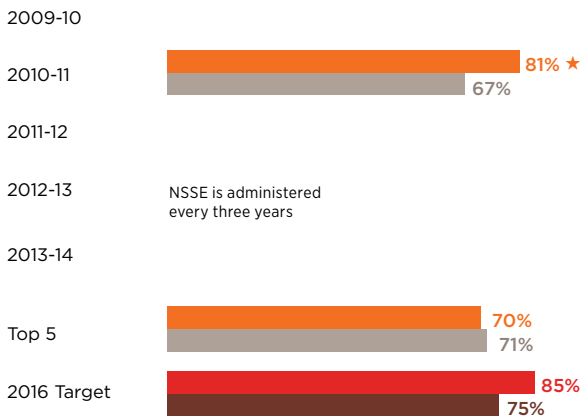


Source: Full-time Equivalent (FTE) graduate students and full-time tenure and tenure-track academic staff. Peer data from Presidents' fact book.

UNDERGRADUATE STUDENT ENGAGEMENT



We monitor the quality of our learning environment, and the overall level of satisfaction reported by first-year and senior-level undergraduate students, through their responses to the National Survey of Student Engagement (NSSE) question, 'How would you evaluate your entire educational experience at this institution?' Percentages shown are ratings of 'good' to 'excellent'.

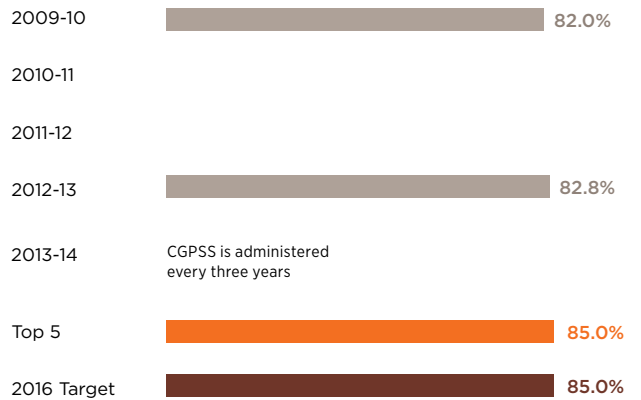


■ First year
■ Senior year

Source: University of Calgary NSSE data
Top 5 Peer from NSSE 2007

GRADUATE STUDENT ENGAGEMENT

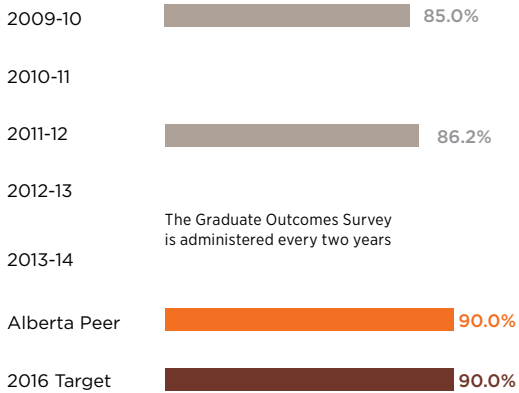
We monitor the quality of the learning environment and the overall level of satisfaction reported by our graduate students in regular programs through their responses to a Canadian Graduate and Professional Student Survey (GPSS) question that assesses the percentage of students (master's and PhD) rating the quality of their graduate program as 'very good' or 'excellent'. This had been a focus of concentration in the past year and we anticipate increased scores on the next survey.



Source: University of Calgary CGPSS data

GRADUATE SATISFACTION

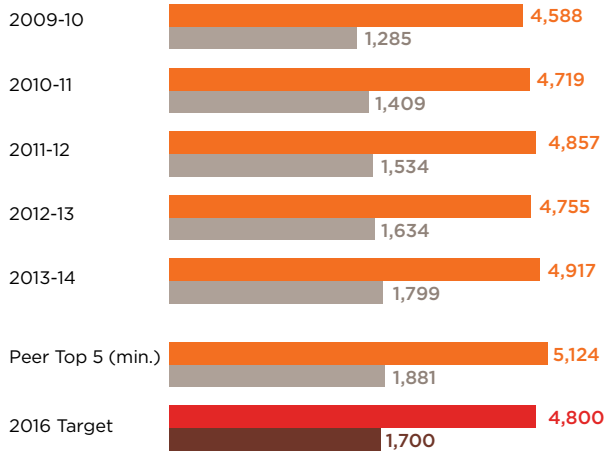
We monitor the quality of our learning environment through student responses to the question, 'rate the quality of your education experience' on a Government of Alberta survey completed two years after graduation. Percentages shown are ratings of 'satisfied' to 'very satisfied'. This survey was conducted again in 2013-14, though results were not yet available at the time of publication. This has been a focus of concentration in the past few years and we anticipate increased scores on the next survey.



Source: University of Calgary Graduate Outcomes data (EAE Survey)
 Note: Only U of A data available for peer comparison.

DEGREES AWARDED

This measure provides an indication of how many students graduate each year and go on to be thoughtful, communicative citizens and leaders of their respective communities with abilities to think critically and creatively to solve issues of the day. We have determined that we will be using a sustainable growth model to determine overall enrolment, so it is likely that our graduate numbers will be relatively stable unless further funding is provided to increase enrolment. The top five institutions are also all larger than the University of Calgary, and so, in absolute numbers, would be expected to produce more.



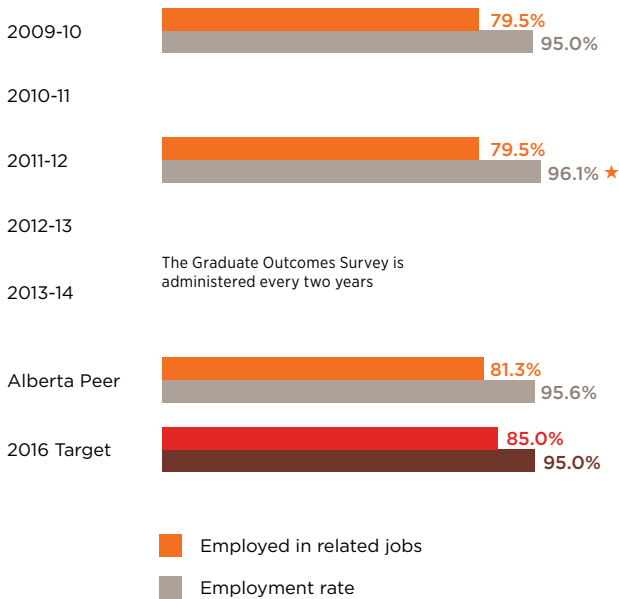
Undergraduate
 Graduate

Source: Graduate degrees awarded database (excludes certificate and diploma)

**EMPLOYMENT RATE
(GOVERNMENT OF ALBERTA
GRADUATE OUTCOMES SURVEY)**



We monitor how well we respond to the needs of individual learners and to the social, economic and cultural needs of the province through the percentage of graduate survey respondents who are employed, and employed in a related field, within a specified period following graduation. This survey was conducted again in 2013-14, though results were not yet available at the time of publication.

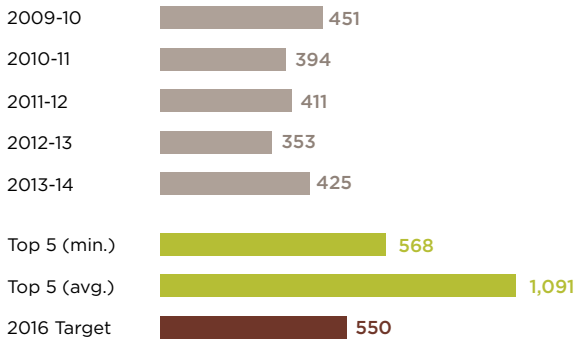


Source: University of Calgary Graduate Outcomes data (from EAE Survey)
Peer based on Alberta data

RESEARCH AND SCHOLARSHIP

POSTDOCTORAL SCHOLARS

Our postdoctoral scholars measure monitors the number of scholars that we attract. Postdoctoral scholars contribute to our overall research quality and productivity. We continue to grow in this important area. However, the top five institutions are all larger than the University of Calgary, and so, in absolute numbers, would be expected to attract and engage more postdoctoral scholars overall.

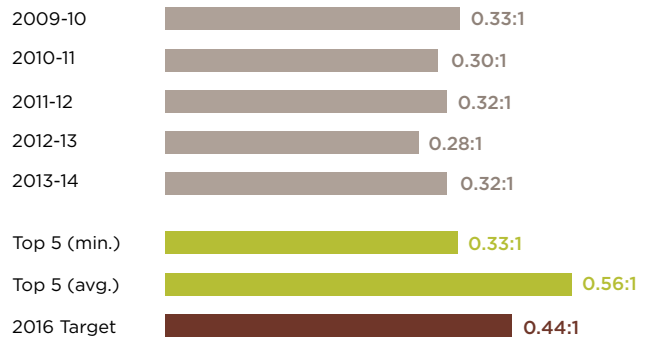


Source: University of Calgary postdoctoral scholars data

POSTDOCTORAL SCHOLARS (PER TENURE AND TENURE-TRACK FACULTY MEMBER)



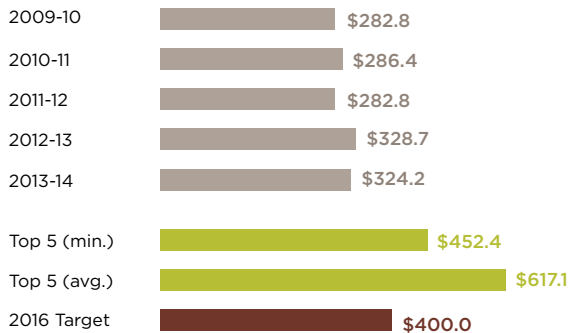
Postdoctoral scholars per tenure and tenure-track faculty member is another indicator of research quality and productivity. It accounts for size differences among top five institutions by dividing the total number of postdoctoral scholars by the total number of tenure and tenure-track faculty members. We are currently within very close range of the top five benchmark.



Source: University of Calgary postdoctoral scholars data

SPONSORED RESEARCH FUNDING (TOTAL) (\$ MILLIONS)

Our sponsored research funding measure is one indicator of our research quality and productivity. It includes funding from federal, provincial and foreign governments, corporations, foundations and non-profit organizations, as well as donations and investment income. The top five institutions are all larger than the University of Calgary, and so, in absolute numbers, would be expected to produce more. We anticipate our scores will improve in the coming years.

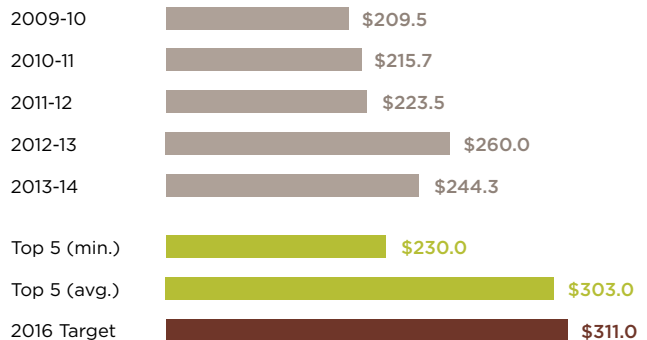


Source: Canadian Association of University Business Officials (CAUBO)

SPONSORED RESEARCH FUNDING (PER TENURE AND TENURE-TRACK FACULTY MEMBER) (\$ THOUSANDS)



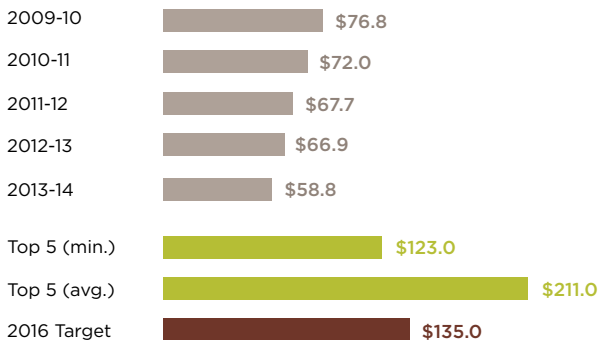
This is another indicator of research quality and productivity. We currently rank amongst our top five peers and anticipate that this number will increase as a result of the strategies that have been put in place.



Source: Canadian Association of University Business Officials (CAUBO); faculty counts from HR

**TRI-COUNCIL FUNDING (TOTAL)
(\$ MILLIONS)**

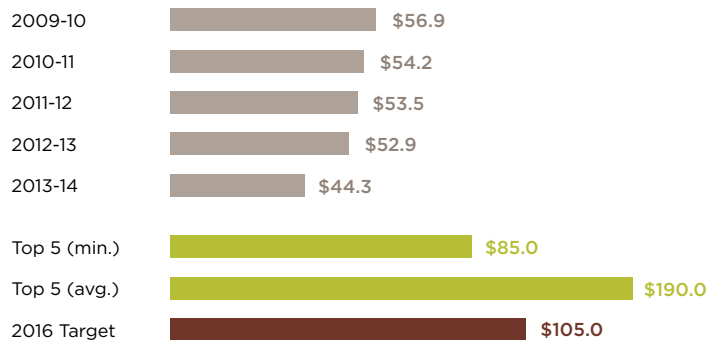
This measure is an indicator of our research income, intensity and quality. It includes grant revenue from the Canadian Institutes of Health Funding (CIHR), Natural Sciences and Engineering Research Council (NSERC) and the Social Sciences and Humanities Research Council (SSHRC). We anticipate this number will increase as a result of the strategies that have been put in place. The top five institutions are all larger than the University of Calgary, and so, in absolute numbers, would be expected to produce more.



Source: Canadian Association of University Business Officials (CAUBO)

**TRI-COUNCIL FUNDING (PER TENURE AND TENURE-TRACK FACULTY MEMBER)
(\$ THOUSANDS)**

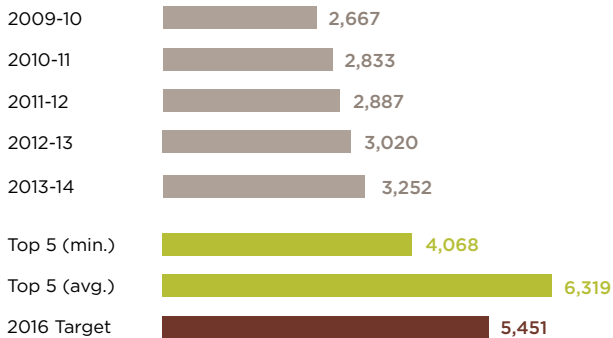
This is another indicator of research income, intensity and quality. Tri-Council research income includes grant revenue from the Canadian Institutes of Health Funding (CIHR), Natural Sciences and Engineering Research Council (NSERC) and the Social Sciences and Humanities Research Council (SSHRC). We anticipate this number will increase as a result of the strategies that have been put in place.



Source: CAUBO; Faculty counts from University of Calgary HR

PUBLICATIONS (TOTAL)

One measure of a university’s scholarly output is the number of academic and research publications that it produces each year. This measure monitors the number of publications produced by the University of Calgary in all subject areas compared to peer institutions. We continue to improve in publication quantity, with an increase of over 500 publications per year since 2009-10. The top five institutions are all larger than the University of Calgary, and so, in absolute numbers, would be expected to produce more.

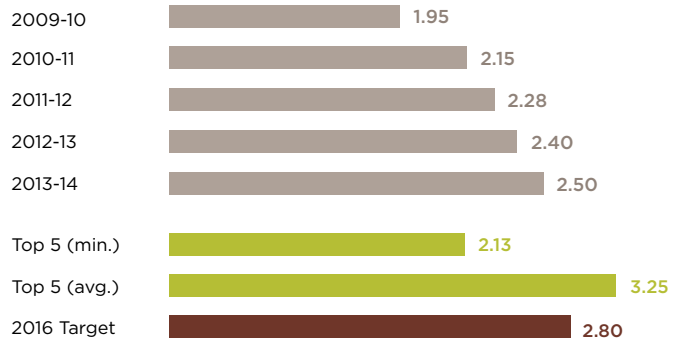


Source: Thompson Reuters – individual year total

PUBLICATIONS (PER TENURE AND TENURE-TRACK FACULTY MEMBER)



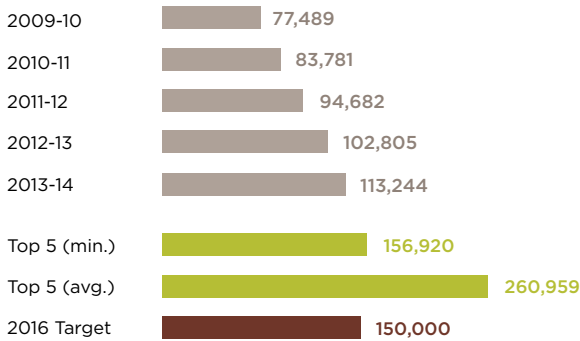
Another measure of a university’s research productivity is the number of papers produced on average by each faculty member. This measure monitors the number of publications produced by the University of Calgary by tenure and tenure-track faculty member in all subject areas compared to peer institutions. Productivity, as measured by publication, has risen significantly since 2009-10 and is within range of the top five benchmark.



Source: Thompson Reuters – individual year totals; faculty counts from University of Calgary HR

CITATIONS (TOTAL)

One measure of the impact of the research that is performed is the number of times its publications are cited. Frequently cited publications are viewed as having more relevance or impact. This measure monitors the number of citations produced by the University of Calgary in all subject areas compared to peer institutions. Our history over the past five years shows a clear pattern of year-over-year increases in overall citations rates and, as a result, in overall research impact. The top five institutions are all larger than the University of Calgary, and so, in absolute numbers, would be expected to produce more.

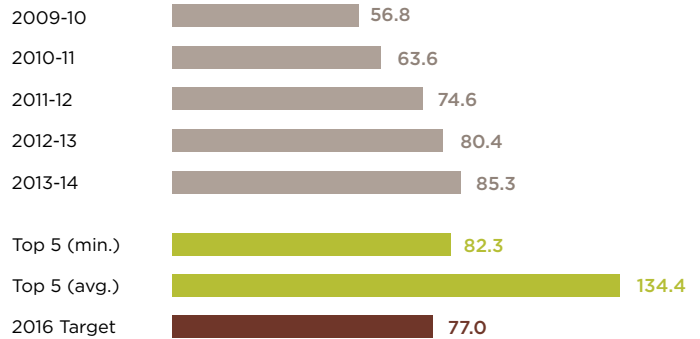


Source: Thompson Reuters – five-year totals

CITATIONS (PER TENURE AND TENURE-TRACK FACULTY MEMBER)



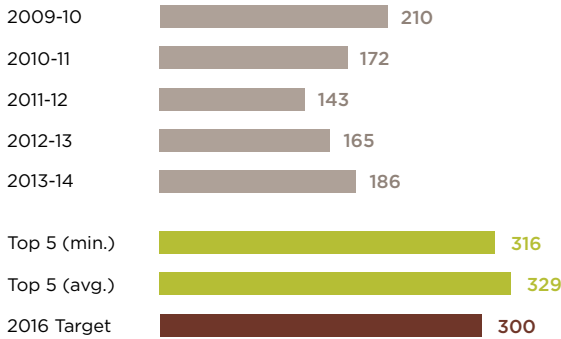
This measure monitors the number of citations per faculty member produced by the University of Calgary in all subject areas compared to peer institutions. The number of citations per faculty member has risen significantly in the past four years, reflecting an increase in the relevance and impact of the research conducted at the University of Calgary. We have already exceeded our target and are within range of the top five U15 institutions in this measure.



Source: Thompson Reuters – five-year totals; faculty counts from University of Calgary HR

NEW INVENTION DISCLOSURES

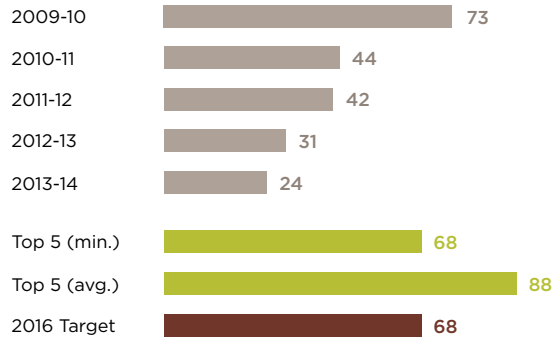
This measure monitors the number of new or novel inventions that our researchers disclose each year while patent protection is being obtained. New invention disclosures are granted for ideas that produce products, processes, machines, or compositions of matter, or any new and useful improvements of these. We anticipate these numbers will increase as we develop our strategy with Innovate Calgary. The top five institutions are all larger than the University of Calgary, and so, in absolute numbers, would be expected to produce a greater volume of new inventions.



Source: Innovate Calgary, AUTM Survey (three-year running total)

NEW LICENSES

New licenses provide one measure of a university's scholarly output that will be translated into useful products that help to shape society. It refers to the number of new discoveries licensed each year. We have determined that we are not accurately capturing discoveries made on our campus, and will aim to improve reporting over the next year. We anticipate these numbers will increase as we develop our strategy with Innovate Calgary.



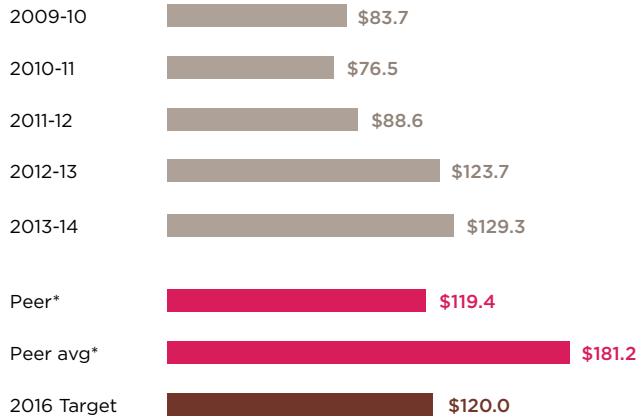
Source: Innovate Calgary, AUTM Survey (three-year total)

COMMUNITY AND ENVIRONMENT

FUNDRAISING (\$ MILLIONS)



We monitor the extent to which we engage the community in our educational programs and our research, scholarship and creative activity through a measure that tracks the level of funds we raise within the community to support these activities. The University of Calgary is currently within the range of top five Canadian institutions. We anticipate exceeding our stated target in the coming years.

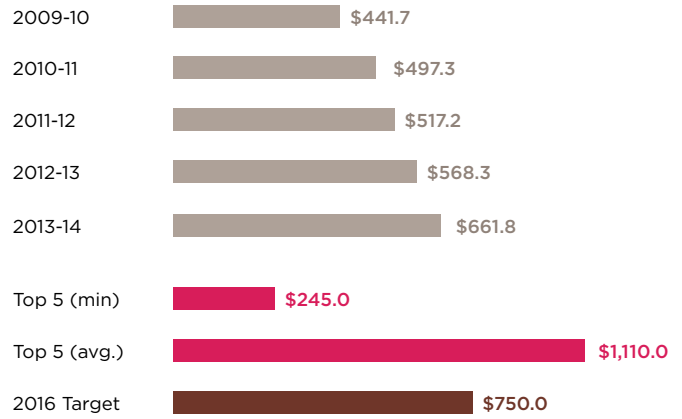


Source: University of Calgary Development Office
 * Peer based on UToronto, UBC, UAlberta only (2012-13).
 Source: university websites

FINANCIAL HEALTH (ENDOWMENT BALANCE)



Growth in our endowment balance is an important indicator of the cumulative support we have received from our community. It is an indication of our capacity to support our academic priorities in future years. While we are in the range of the top five U15 universities, this will be an area of focus in the coming years.

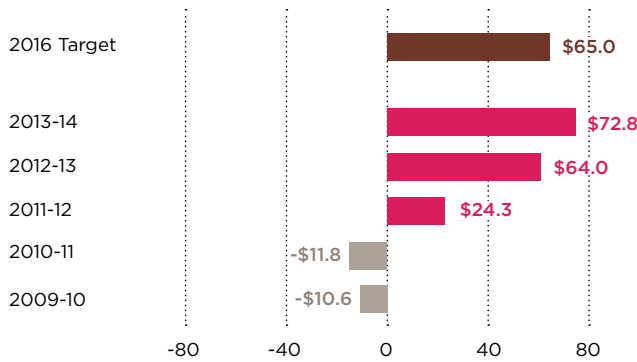


Source: University of Calgary Financial Statements (March 31) / Top 5 CAUBO University Investment Survey (For the year ended Dec 31, 2013)

**FINANCIAL SUSTAINABILITY
(UNRESTRICTED NET ASSETS) (\$ MILLIONS)**



One index of our leadership in the area of economic sustainability is the level of our Unrestricted Net Assets (UNA). As a general guideline, leading universities establish positive UNA balances of five per cent of their budgets to ensure that they have the resources needed to address challenges and leverage opportunities. We are currently slightly over the five per cent target of overall budget. With the change in budget announced in March 2013, we decreased our UNA pool, but we remain financially healthy.

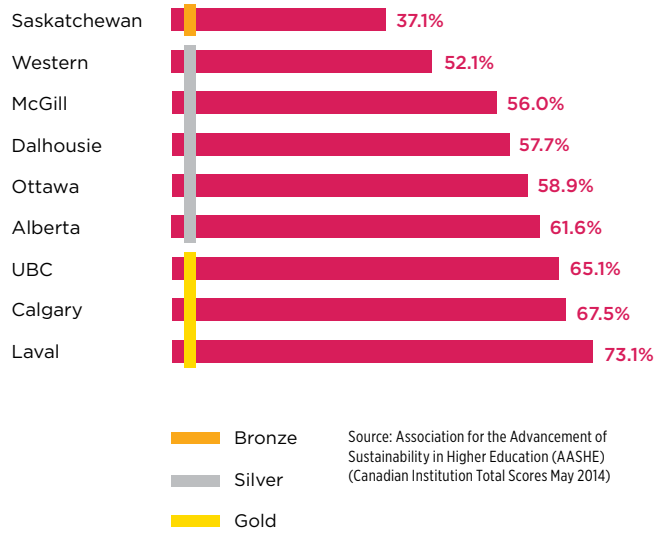


Source: University of Calgary Financial Statements

SUSTAINABILITY



Our performance is aligned with the Sustainability Tracking, Assessment and Rating System (STARS) developed by the Association for the Advancement of Sustainability in Higher Education (AASHE). This measure monitors our performance in the areas of environmental sustainability in education and research, operations, planning, administration and engagement. We have made significant progress and are now number two in the country.

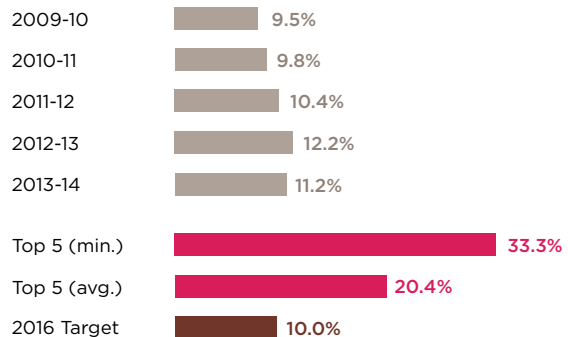


Source: Association for the Advancement of Sustainability in Higher Education (AASHE) (Canadian Institution Total Scores May 2014)

**FINANCIAL SUSTAINABILITY
(FACILITIES CONDITION INDEX (FCI))**



FCI provides one measure of the quality of our learning environment. It is calculated as a percentage of the total value of our supported asset pool requiring upgrades to various base building elements. Improvements in our FCI can result from investments in maintenance, changes in the replacement value of campus facilities, and the addition of new facilities. This is a measure we anticipate will be negatively impacted by reductions in government funding, particularly the loss of Infrastructure Maintenance Program (IMP) allocations.



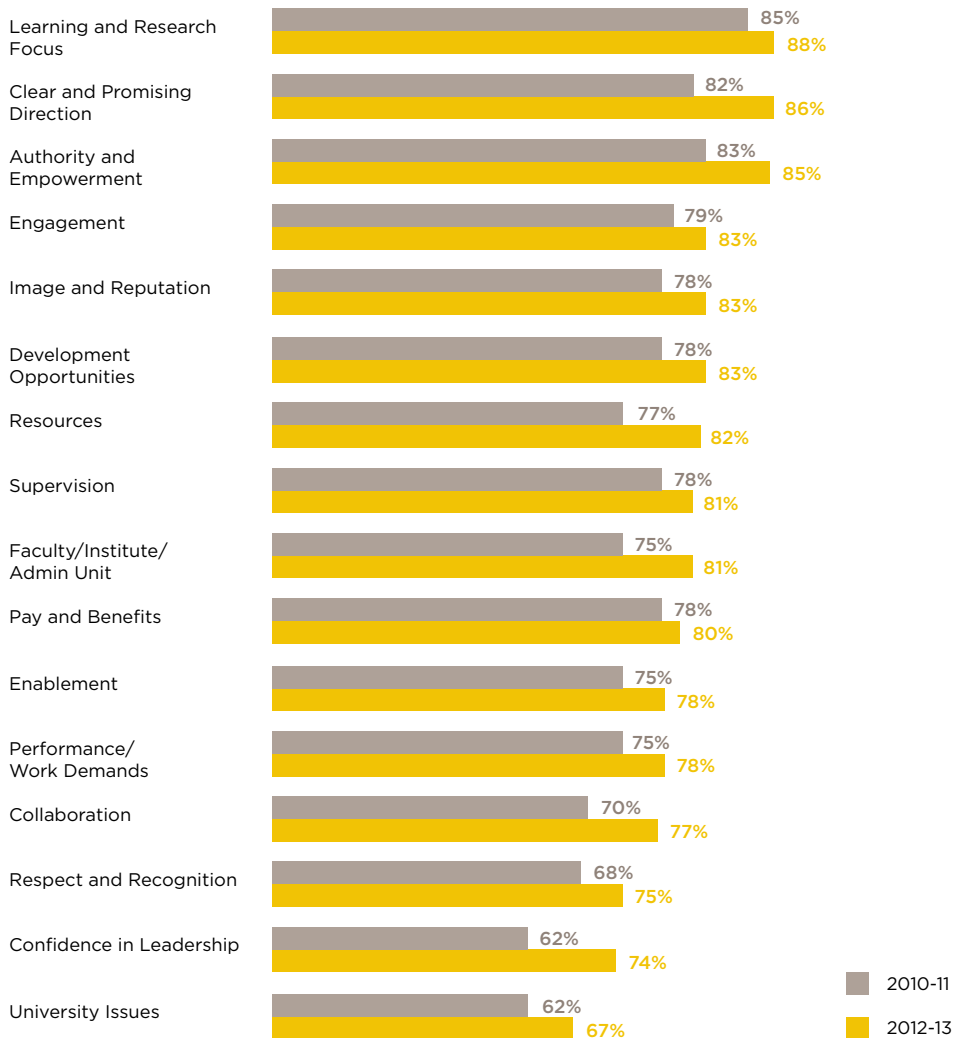
Source: University of Calgary Facilities Management; Peer data from Canadian FCI Survey

OTHER

EMPLOYEE ENGAGEMENT

Employee engagement levels — though not measured against our peers as comparative data is unavailable — provide us with an important assessment of how well we work together to build commitment and trust in leadership, ensure a culture of respect and

recognition, and create a 'one university family' environment. Results from our 2011 survey provide an important baseline from which to measure progress. Recent results from 2013 demonstrate that while we have made significant improvements, there is still work to be done, and we have plans in place to drive progress on key indicators.



Management's Responsibility for Reporting



The University of Calgary's management is responsible for the preparation, accuracy, objectivity and integrity of the information contained in the Annual Report including the financial statements, performance results, and supporting management information. Systems of internal control are designed and maintained by management to produce reliable information to meet reporting requirements. The system is designed to provide management with reasonable assurance that transactions are properly authorized, are executed in accordance with all relevant legislation, regulations and policies, reliable financial records are maintained, and assets are properly accounted for and safeguarded.

The Annual Report has been developed under the oversight of the institution audit committee, as well as approved by the Board of Governors and is prepared in accordance with the Government Accountability Act and the Post-secondary Learning Act.



The Auditor General of the Province of Alberta, the institution's external auditor appointed under the Auditor General Act, performs an annual independent audit of the consolidated financial statements in accordance with Canadian Public Sector Accounting Standards as described in note 2 to the financial statements.

Dr. Elizabeth Cannon
President and Vice-Chancellor
September 30, 2014

Linda Dalgetty
Vice-President (Finance and Services)
September 30, 2014

Audited Consolidated Financial Statements

For the year ended March 31, 2014



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For more information about this report, please contact:

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