



2004-05 Annual Report

Quality Investment in Alberta's Future

*Approved by the Board of Governors
4 November 2005*

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University of Alberta

Goals and Key Strategic Initiatives

Goal 1: The University of Alberta will prepare our students for successful lives and careers as leaders of tomorrow.

- 1.1 Recruit and satisfy outstanding undergraduate and graduate students and students with outstanding potential
- 1.2 Provide the best possible learning experience for our undergraduate and graduate students' lives and careers
- 1.3 Create an improved learning environment inside and outside the classroom
- 1.4 Provide each undergraduate and graduate student with a significant international experience

Goal 2: The University of Alberta will be a leader in the creation, integration, dissemination and application of knowledge.

- 2.1 Achieve national and international leadership in research
- 2.2 Build productive partnerships to facilitate collaborative research and knowledge transfer

Goal 3: The University of Alberta will achieve institutional excellence.

- 3.1 Attract and retain outstanding faculty, researchers and staff
- 3.2 Attract and allocate the necessary resources to achieve the University's mission
- 3.3 Renew and enhance the University's infrastructure and provide high-quality support services to meet the needs of the future

Goal 4: The University of Alberta will contribute to the needs of its communities.

- 4.1 Enhance and build connections with our communities

Message from the Board of Governors

The University of Alberta's annual report for the year ended March 31, 2005 has been prepared under the Board's direction in accordance with the *Government Accountability Act*, the *Post-Secondary Learning Act* and all associated ministerial guidelines. All material economic, environmental or fiscal implications of which we are aware have been considered in the preparation of this report.

Included in it is a summary financial report drawn from the University of Alberta's financial statements for the year ended March 31, 2005 as submitted earlier in a separate document. Samples of individual achievements over the year are also included, representing the tremendous diversity and scope of innovative contributions by students, staff and faculty at the University. The report concludes with a progress report on the University's performance indicators set out in its Strategic Business Plan.

The University of Alberta has a proven track record in helping to build and shape a prosperous province. It is a successful creator and disseminator of knowledge, educating those who become the leaders of tomorrow, who have the essential skills needed in industry, business, health and education, in the arts and culture, and in communities. At the same time, it is meeting the challenge of building a University that is widely recognized as one of the best in the world.

The momentum over the past decade at the University of Alberta has been outstanding, thanks in large part to the energy, vision and dedication of Dr. Rod Fraser, whose contribution to education has been recognized with his appointment as an Officer of the Order of Canada in February 2005. During Dr. Fraser's ten years as President, the University of Alberta has made significant strides in building the University's international reputation in teaching and research. The University continues to lead Canada in national 3M undergraduate teaching awards, and its sponsored research revenue more than tripled from 1995-96 to 2004-05.

A vision of an Alberta where knowledge, ideas and innovation are the keys to success has become a closer reality in recent years with the Government of Alberta's investment in major post-secondary education initiatives and commitment to creating more spaces at Alberta post-secondary institutions. This is an exciting time at the University of Alberta, and we pledge to work with the Province towards the most efficient allocation of its investment and to ensure it is returned with compound gains realized through university education and innovation.



James S. Edwards, P.C.
Chair, University of Alberta Board of Governors

2004-2005 Board of Governors

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James S. Edwards, P.C.

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Eric Newell
Chancellor

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Public Member (to September 2007)

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Ralph Young
Alumni Member (to July 2004)

Message from the President

We live in an age where communication and integration are the breeding ground of innovation. It is at the intersection of learning, discovery, and citizenship—and through the integration of all three—that we will inspire students to achieve their greatest potential. In such an intellectual climate, gifts are discovered, passions ignited, and purpose imagined. This is the force that changes the world. This is the ambition of the University of Alberta.

Our University is recognized as one of the premier institutions in Canada, an incubator of creative research and ground-breaking discovery. We build on Alberta ingenuity and ambition to attract students and scholars from the entire province and from all over the world. For nearly a century, since our founding in 1908, we have harnessed the indomitable Alberta spirit to advance the arts, science, medicine and technology. The challenge for our next century will be to inspire the entire community by applying and disseminating knowledge and thereby elevate the human spirit. We aim to become one of the world's great universities.

The first quarter of 2005 brought an unprecedented level of support from the Government of Alberta. Anchored firmly by linkages to its four pillars, the Government of Alberta took substantial steps to act on its assertion that education is key to the future success of the province. Alberta Advanced Education announced its bold plans to strengthen Alberta's advanced education system over the next three years, which includes: increased funding for post-secondary education by \$433 million; creation of a \$3 billion *Access to the Future Fund*; expansion of the Alberta Heritage Scholarship Fund by \$1 billion and both the Alberta Heritage Foundation for Medical Research and the Alberta Ingenuity Fund by \$500 million; funding of approximately \$469 million in capital projects; investing an additional \$7.5 million for scholarships, grants and bursaries, providing direct assistance to 30,000 students; and the addition of 15,000 new spaces within the advanced learning system, resulting in the creation of a total of 60,000 new spaces by the year 2020. I am truly excited by this renewed commitment and investment.

This commitment, along with the Task Force on "A Learning Alberta," provides Albertans with the opportunity to develop the vision for an advanced education system that is second to none in the world, and to implement that vision. Our goals as a University and a province are bold and ambitious. Together, we can build a great university dedicated to the service of the public good.

We have an exhilarating journey ahead. Together, we will inspire great achievements and we will elevate the human spirit through learning, discovery and citizenship.



Indira V. Samarasekera, OC
President and Vice-Chancellor

Executive Summary

The Government of Alberta has made post-secondary education its top priority for 2005. In June 2005, the Honourable Dave Hancock, Advanced Education Minister, launched a comprehensive review of Alberta's advanced learning system, called "A Learning Alberta", designed to establish a new vision and policy framework to guide Alberta's advanced education system through current and future challenges.

Even as the University of Alberta contributes to the shaping of this vision, it continues to play a critical role in the creation, dissemination and application of new knowledge. As Alberta's largest research and educational institution, and one of Canada's premier teaching and research universities, the University of Alberta's contributions emerge through an integrated commitment to excellence in teaching, research and community service. These contributions are key to the realization of Province's vision of an accessible, affordable and high quality learning community in Alberta as well as its 20-year Strategic Plan based on "unleashing innovation, leading in learning, competing in a global marketplace and making Alberta the best place to live, work and visit."

The following 2004-05 Annual Report summarizes the University of Alberta's performance during the April 1, 2004 to March 31, 2005 period. The University's progress in meeting its targets confirms an ongoing commitment to key strategic initiatives outlined in its 2002-2007 Strategic Business Plan. Over the past year, the number of classroom upgrades exceeded the target; average full-time faculty salaries ranked fourth highest (up from sixth) amongst the Group of Ten (G10) universities; and annual sponsored research revenue from all sources (including clinical trials and related research) increased by \$40 million.

The University of Alberta continued to see tremendous capital growth and expansion during 2004-05, driven by recent and anticipated increases in enrolment and research activity. During the year, International House (student residence), the Markin/CNRL Natural Resources Engineering Facility and the Zeidler Ledcor Centre were completed. Further, work continued or began on a number of other large-scale projects in support of agri-food research, interdisciplinary science, health research and nanotechnology research as well as a building retrofit and the upgrade and expansion of utilities. Planning commenced on the Health Sciences Ambulatory Learning Centre, a joint venture facility with Capital Health. This aggressive building boom reflects the University's commitment to research and teaching and successful collaboration with private sector donors.

In its pursuit of excellence, the University of Alberta continues to face several challenges that must be resolved through the collaborative effort of governments and the public. Unpredictable provincial funding dependent on the ebbs and flows of natural resource revenues makes consistent annual commitments to much needed faculty recruitment and capital maintenance nearly impossible. The trend of declining provincial operating grants as a percentage of total revenues has resulted in a strain on the University's "lights on" operating budgets for existing facilities. These challenges are outlined, along with potential solutions, in a Board of Governors document entitled, *Alberta's Future Starts with Knowledge: A Case for Investment*. The solutions presented in the document align with the Province's 20-year Strategic Plan and recognize knowledge development as the key to virtually unlimited potential in a debt-free province with staggering budget surpluses.

The Government of Alberta has committed to a knowledge-based approach to realize its identified opportunities of unleashing innovation; leading in learning; competing in a global marketplace; and making Alberta the best place to live, work and visit. As the largest research and teaching institution in Alberta, the University of Alberta continues to play a critical role contributing to the Province's future success.

¹ G10 universities include: University of British Columbia; University of Alberta; University of Western Ontario; University of Toronto; McMaster University; University of Waterloo; Queen's University; Université Laval; Université de Montréal; and McGill University.

LIBRARY Resources		
	Ranking	
	Canada	N. America
Toronto	1	4
ALBERTA	2	17
British Columbia	3	23
McGill	4	40

Source: Association of Research Libraries, Volumes Held, 2003-04

3M Fellowships for Teaching Excellence	
ALBERTA	24
Western Ontario	19
Guelph	12
Toronto	10
York	9
British Columbia	8
McMaster	8

Source: Society for Teaching & Learning in Canada, 1986-2005

SPONSORED Research Revenue (rank)	
Toronto	1
McGill	2
Montréal*	3
ALBERTA**	4
British Columbia	5

Source: CAUBO, 2003-04

** Includes clinical trials and related research, not reported to CAUBO by the U of A but is by other universities.

NSERC Steacie Fellowships since 1996	
Toronto	12
ALBERTA	7
British Columbia	5
McGill	4
Waterloo	3

Source: NSERC, 1996 to 2005

FULL-TIME FACULTY (all ranks with Deans, excluding Medical/Dentistry faculty)	
Toronto	1,959
Montréal*	1,691
British Columbia	1,493
McGill	1,312
ALBERTA	1,248
Laval	1,241
York	1,202
Calgary	1,070

Source: Statistics Canada, "Salaries and Salary Scales of Full-Time Teaching Staff", 2003-2004: final report

NETWORKS of Centres of Excellence (of 21)	
British Columbia	20
ALBERTA	18
Toronto	17
McGill	17
Laval	16
McMaster	16

Source: Networks of Centres of Excellence Annual Report 2004-05

NSERC Industrial Research Chairs as at March 31, 2005	
WATERLOO	14
ALBERTA	10
British Columbia	10
Laval	9
Montréal*	9
Toronto	6

Source: NSERC, new awards 1995-96 to 2004-05

Federal Councils Operating Grants per Continuing Faculty (rolling average 1999-2002)	
McGill	8,945
Queen's	8,288
ALBERTA	7,971
UBC	6,749
McMaster	6,740

Source: Alberta Learning KPI calculations

CIS Academic All Canadians	
McGill	1,257
ALBERTA	1,234
Queen's	1,006
Calgary	998
Western Ontario	894

Source: Canadian Interuniversity Sport, 1990-2005

FTE Enrolment** (Fall 2004)			
	Undergraduate	Graduate	Total
Toronto	51,095	10,559	61,654
York	39,052	3,688	42,740
Montréal*	30,408	11,437	41,845
BC	25,913	6,964	32,877
ALBERTA	28,118	4,669	32,787

Source: Individual university statistics publications; Alberta includes Augustana; Toronto includes colleges.

**FTE enrolment includes "full-time students" plus "part-time undergraduate students divided by 4" and "part-time graduate students divided by 3". Totals may not add due to rounding.

* These Montréal entries include École polytechnique and Hautes études commerciales.

Year in Review

PERSPECTIVE: OPPORTUNITIES, CHALLENGES AND RISKS

In 2002, the University of Alberta developed a four-year strategic business plan to chart its future direction, with particular attention to key opportunities, challenges and risks. These were important considerations in setting out the University's key strategic initiatives. The following section revisits these earlier expectations to note consistency or change over the year 2004-05.

The Evolving Global Context

The University of Alberta is committed to preparing its graduates for the realities of our interdependent world and the need for international and cultural understanding. Increasing the number of students who benefit from the experience of studying abroad is a top priority for the University of Alberta, with the establishment of international exchange agreements with various countries. In 2004-05, 168 individuals participated in the University's International Exchange Program by traveling and studying abroad. Further, 4.2 per cent of undergraduate students enrolled during the 2004-05 fall/winter session held international visas, as did many more graduate students.

The University of Alberta continues to attract and retain outstanding faculty and staff to conduct leading-edge research and teach from that position of leadership, informed by international experience and collaboration. Indeed, 43 per cent of new faculty hired in 2004-05 came from outside Canada.

The Government of Alberta's vision embraces the concept that, as the province's best resource, individual Albertans will realize their potential and be confident about the future. To see this done, the Government has undertaken to ensure that Albertans have the capacity to educate themselves for innovative and entrepreneurial opportunities.

The University's core business responds directly to that goal: developing critical thinkers and knowledgeable leaders of tomorrow, and producing and disseminating innovative research and creative achievements. From its research base and associated graduate and undergraduate programs, the University looks to the teaching and research synergy to provide the best professional, undergraduate and graduate education for a knowledge-based and internationally connected economy and society in which adaptable skills are essential to deal with rapid change.

The Challenge of Sustainable Resources

Early 2005 brought an unprecedented level of support for Alberta Advanced Education. Anchored firmly by linkages to the four pillars, the Premier's *Televised Address*, the *Speech from the Throne* and the announcement of the *Access to the Future Act*, the Government began to act on its assertion that education is the number one issue this year. Funding for Alberta's Advanced Education budget is expected to rise by nearly 30 per cent over the next three years. This increase will go a long way towards expanding the operating budgets of post-secondary institutions; creating new and expanded scholarships; and adding thousands of new post-secondary student spaces throughout the province. First steps toward a \$3 billion

endowment, the *Access to the Future Fund*, and the three-year commitment to increase core funding; have signaled the government's commitment to post-secondary education.

This anticipated reinforcement of Alberta's post-secondary system is welcome and necessary to reverse previous patterns of repeated reductions in public funding. Large investments in Alberta's knowledge-base through the Alberta Heritage Foundation for Medical Research and the Alberta Ingenuity Fund are equally important to restore earlier commitments for faculty renewal and retention, as well as infrastructure renewal and expansion.

During the past five years, provincial government operating grants have declined as a percentage of the University of Alberta's total revenues from 29 per cent in 2000-01 to 26 per cent in 2004-05. As a result, the University of Alberta has stretched its coping measures to the limit, using diminishing resources and improved efficiencies to push the boundaries of achievement. Since 1980, University productivity has increased enormously: enrolment increased by two-thirds and sponsored research funding rose by over four times in constant dollars. The University pushed hard with its own creative revenue solutions including a successful fundraising campaign in the 1990s and the launch of a new \$310 million Centennial Campaign in the fall of 2004.

At the core of the University's strategies has been a faculty renewal process, which has shifted from the first stage of early retirements into the later stages of attracting outstanding replacements and the continuing challenges in retaining them. In the past ten years, the number of new faculty recruited to the University per year has doubled or tripled previous patterns. This fundamental University resource requirement, the recruitment and retention of excellent faculty members, means little without other key elements:

- up-to-date technology for teaching and learning;
- improved class size and interaction opportunities (student/teacher ratio);
- effective support services for evolving technologies and teaching and research innovations;
- library acquisitions and services; and
- scholarship and bursary programs.

In addition to the faculty renewal process, the University of Alberta must address the critical shortfall of support staff on its various campuses to ensure the smooth operation of facilities and services. The University's human capital growth has not kept pace with its growth in infrastructure and student enrolment.

The Competitive Context for Internationally Recognized Faculty

Global competition for the best faculty has become more intense as university faculty members throughout North America begin to retire at increasing rates. Heavily-funded private research universities and well-funded public research universities have distinct advantages. At US public research universities, broad-based salary advantages are selectively augmented with supplements committed in the course of recruiting outstanding faculty members. One practice is to top up a salary that is normally represented as a nine-month salary with a further two-ninths.

In recent years, the University of Alberta has faced a number of challenges in its efforts to attract outstanding faculty members and retain those with international reputations. In 2004-05, difficult operating budget decisions eroded the University's faculty by eliminating rather than filling the existing 48 vacant positions. The number of continuing faculty increased by only 3.2 per cent from 1994-95 to 2004-05, while full-time enrolment increased by 19 per cent.

Nevertheless, University of Alberta teaching has attracted national award recognition, earning the most 3M Fellowships for Teaching Awards in the country. University of Alberta research also ranks with the best in Canada. But excellent research and the ability to attract top researchers require a continuous commitment to strengthen research infrastructure, technology and especially operating support.

Several provincial programs initiated by Alberta Innovation and Science need serious re-commitment to prevent the loss of leading Alberta scholars. One is the suspended Research Excellence Envelope, which provided start-up funding for new recruits. The second is commitment of the required provincial matching funds to activate awards for research infrastructure and personnel from the Canada Foundation for Innovation (CFI) and Canada Research Chairs program (CRC).

A new challenge has presented itself recently with the elimination of indirect cost coverage by the Alberta Heritage Foundation for Medical Research, bringing severe repercussions for the University's ability to cope with research programs funded for direct costs alone. Another related pressure comes from the symbiotic relationship between research programs and graduate student programs, as strong research teams require more funding for graduate students.

Academic Programs Challenges

The University's faculties and schools actively pursue distinct strategies to achieve the overall vision of the University. A major emphasis on learning program development ensures leading-edge instruction. This means ongoing attention to formal curriculum redesign as well to individual course adjustment and improvement. Assisted by the University's E-Learning Services Group, faculty members can use the latest information technology to enhance course content and discussion groups, audio conferencing, simulations and modeling.

Recruitment of excellent students involves the growth of scholarship programs through campus-wide fundraising efforts and special attention to international students on the one hand (exchange programs and the new "International House") and aboriginal students on the other (enhanced recruitment and retention strategies). A range of initiatives has established collaborative transfer arrangements with other colleges (many supported in part by Alberta Advanced Education's Access Program funding).

The merger of Augustana University College and the University of Alberta was finalized in July 2004 and provided a new dimension in the system framework of Campus Alberta. From Augustana's perspective, it ensures the continuation of high-quality educational programs and a Lutheran presence on the Camrose campus. From the University of Alberta's and Campus Alberta perspectives, it develops a strategic link to rural Alberta in the shape of a smaller residential campus offering a University of Alberta degree.

Beyond developing the new Augustana role, the University has been working with various community colleges to establish up-to-date transfer credit agreements that ensure high quality. Aiming for more comprehensive partnerships, the University entered into a number of Memoranda of Understanding (MOUs) with other colleges across Alberta in 2004-2005, including Olds College and NorQuest College. In addition, B.Ed. degree completion is now available at four campuses (Grande Prairie, Red Deer, St. Paul and Slave Lake). Success in all these directions, of course, also emphasizes capacity issues.

The University continues to develop an integrated approach to its aboriginal programs through the School of Native Studies and cross-faculty programs. In 2004-05, four Education students completed their degrees at off-campus locations in local colleges through the Faculty of Education's Aboriginal Teacher Education Program (ATEP). With the contribution of elders, community members, partner colleges and school districts, the ATEP aims to develop the capacity of pre-service teacher Education students to understand and work within an indigenous worldview.

By meeting the diverse academic needs of its communities, the University of Alberta strives to be the university of choice for as many as possible from a wide variety of backgrounds.

Planning for Space, Infrastructure and Technology

The University of Alberta is experiencing tremendous difficulty accommodating the rapidly growing space needs of students, researchers, faculty, staff and visitors. Research space shortfalls following dramatically increased research funding success has put related pressure on inadequate space for graduate students (identified as a current growth priority), post-doctoral fellows and technical support. Many faculties note the critical needs that have accumulated over the past years of poor capital funding for renewal and upgrading of the physical, laboratory and communications facilities to achieve adequate and up-to-date learning and research environments. Recruitment competition and modern curriculum changes also demand appropriate reconfigurations of existing space. In several faculties, all these complexities are now boiling down to one simple fact: lack of sufficient space in any form.

To match the ongoing capital requirements for renewal and upgrading with those for expansion, the University has developed a long-term capital plan. On the expansion side, several major building projects were under construction or in planning stages during the past year and three were completed:

- the 157 bed residence known as International House in July 2004;
- a new facility for the Department of Civil and Environmental Engineering called the Markin/CNRL Natural Resources Engineering Facility in January 2005; and
- a new facility called the Zeidler Ledcor Centre housing the Ledcor Clinical Training Centre and the Zeidler Gastrointestinal Health Centre in March 2005.

But of course, growth inevitably draws attention to the ongoing need for maintenance and renewal. Infrastructure renewal is largely an unglamorous activity that is, nevertheless, critical to support the mission of the University. As new facilities come on line, the funding gap for preventative maintenance activities increases. The deferred maintenance challenges facing the University of Alberta are staggering. Approaching \$600 million for all facilities during 2004-05, deferred maintenance placed at risk many valuable programs and initiatives. The capital plan meets these challenges by directing limited capital renewal funding to facilities supporting academic excellence or to facilities that drain maintenance budgets.

Information technology infrastructure needs ongoing maintenance, renewal, expansion and effective response to innovations. Staying current and responsive to the needs of students and faculty for up-to-date information technology infrastructure demands the support of large initial investments (e.g., for the communications network backbone) with continuing maintenance and renewal. Implementing the concept of a "Campus Alberta" within which students elsewhere have access to the University of Alberta's knowledge base, through physical and electronic means, and share information and technological infrastructure across institutions, will be a future challenge.

The University's Impact and Potential in Alberta

The University of Alberta's impact on economic development is multi-dimensional:

- graduates (more than 7,600 from the University of Alberta in 2004);
- a tremendous range of research programs;
- more than \$1 billion of expenditures in 2004-05, principally in Alberta;
- employment of more than 12,300 people in full-time and part-time jobs;
- nearly 51,000 direct and indirect jobs in Alberta; and
- 69 active spin-off companies, employing more than 1,000 people to the end of March 2005.

The University has active alumni groups in 60 locations around the world, with more than 194,820 living graduates worldwide. The productive impact through graduates and research results has many layers already effectively contributing to the four opportunities of Alberta's 20-year Strategic Plan. University of Alberta graduates manage 20 per cent of Alberta's top companies.

The challenge is to ensure that more Albertans receive the benefits of university education and research. Alberta's university participation rate by young people is one of the lowest in Canada, and Canada's average typically lags behind that of such countries as Korea, the United Kingdom, the United States, France, New Zealand, Australia and Finland.

Increased capacity at the University of Alberta (space and facilities as well as faculty and programs) would accomplish two kinds of objectives critical to Alberta's 20-year Strategic Plan:

- meet the demand for enrolment growth and propel Alberta into the forefront of the knowledge society and
- focus unprecedented expert resources on Alberta's priorities.

The University of Alberta broke new boundaries of productivity in 2004-05 (e.g., graduates and research) with the resources at hand, the sure sign that this place can turn strategic investment into learning, innovation, and an internationally attractive Alberta economy and society.

The University in 2004-2005

Opened in 1908, the University of Alberta is one of Canada's premier comprehensive research universities and is committed to serving the Alberta and broader communities by the dissemination and discovery of knowledge through:

- teaching and offering internationally respected degree and professional development programs within 15 faculties and three schools;
- delivering a wide range of courses through distance and cooperative education programs;
- fostering, conducting and disseminating research and creative activity; and
- linking research and creative activity with teaching and with our community.

The University owns 849 hectares of land, including property outside of the City of Edmonton. In addition, the University uses approximately 22,700 hectares under various lease agreements. Building space occupied by the University totaled approximately 1.3 million gross square metres in 2004-05. Within these totals, the North Campus encompassed some 92 hectares (228 acres) of land and 145 buildings covering about 1.1 million gross square metres. The average age of the buildings on North Campus was 50 years with replacement value estimated at \$2.3 billion. In 2004-05, some 12,357 full-time and part-time faculty and staff members (or 9,072 in full-time equivalent terms) worked for the University; these included 5,185 non-academic staff members (4,367 full-time equivalent).

In the fall/winter term of 2004-05, the University's facilities were occupied by nearly 35,000 full and part-time undergraduate and graduate students in more than 200 undergraduate and 170 graduate programs. Depending on program and load, students paid a variety of tuition fees set by the Board of Governors under the Province's tuition fee policy. For the 2004-05 calendar year, a full-time Canadian undergraduate student taking five credit courses paid \$5,033. The ratio of tuition fee revenue (\$136.4 million) to net operating expenditures (\$585.7 million), calculated according to the province's tuition fee policy, was 23.29 per cent.

On July 1, 2004, Augustana University College joined the University of Alberta, creating the "Augustana Faculty" within the University of Alberta. The merger represents a significant opportunity and adds a new dimension to the system framework of Campus Alberta. It develops a strategic link to rural Alberta in the shape of a smaller residential campus offering a University of Alberta degree and prospects for offsetting enrolment pressures. It ensures the continuation of high quality educational programs in Camrose and a Lutheran presence on that campus. Beyond Augustana, the University has been working with community colleges to establish up-to-date transfer credit agreements, a new affiliation agreement with Olds College for research liaisons as well as jointly offered programs, and B.Ed degree completion at four campuses (Grande Prairie, Red Deer, St. Paul and Slave Lake).

The University's capital program, valued at over \$1 billion with a capital forecast of \$1.7 billion over the next ten years, continued in 2004-05 with unprecedented building and upgrading to reduce the critical shortage of research, teaching and administration facilities. Major construction projects completed in 2004-05 included:

- International House – a 157-bed student residence (*completed July 2004*);
- Markin/CNRL Natural Resources Engineering Facility – a new facility for the Department of Civil and Environmental Engineering (*completed January 2005*); and
- Zeidler Ledcor Centre – a new facility housing the Ledcor Clinical Training Centre and the Zeidler Gastrointestinal Health Centre (*completed March 2005*).

New projects included:

- Centennial Centre for Interdisciplinary Science (CCIS) – a new facility envisioned to assist in positioning scientific, business and community leaders of tomorrow at the interface between traditional disciplines and paving the road to innovation and discovery (*anticipated completion: Phase 1 – November 2005; Phase 2 – November 2009*);
- Agri-Food Discovery Place – a new centre for research in meat safety processing and crops utilization (*anticipated completion: February 2006*);
- Civil Engineering Building (CEB) Retrofit – an existing building being renewed and enhanced to create an improved learning environment by providing decant space for major capital projects (*anticipated completion: February 2006*);
- Health Research Innovation Facility (HRIF), East and West – a new medical health research centre aimed at linking research and health outcomes for Albertans (*anticipated completion: East – Fall 2006; West – Summer 2007*);
- National Institute for Nanotechnology (NINT) – a new centre for research in the emerging field of nanotechnology (*anticipated completion: April 2006*);
- Utilities Upgrades – projects being undertaken to provide increased utility capacity to meet the needs of the future (*anticipated completion: December 2007*);
- Health Sciences Ambulatory Learning Centre – a joint venture project with Capital Health, to create an improved, interdisciplinary learning environment for the Health Science faculties, while providing the citizens of Alberta with improved patient care facilities. Commenced functional programming and planning for new Centre; and
- Augustana Faculty Campus Expansion – new facilities and renovations to existing facilities to accommodate campus growth to 1,200 students in the near term and 2,000 students within ten years (*anticipated completion: to be determined*).

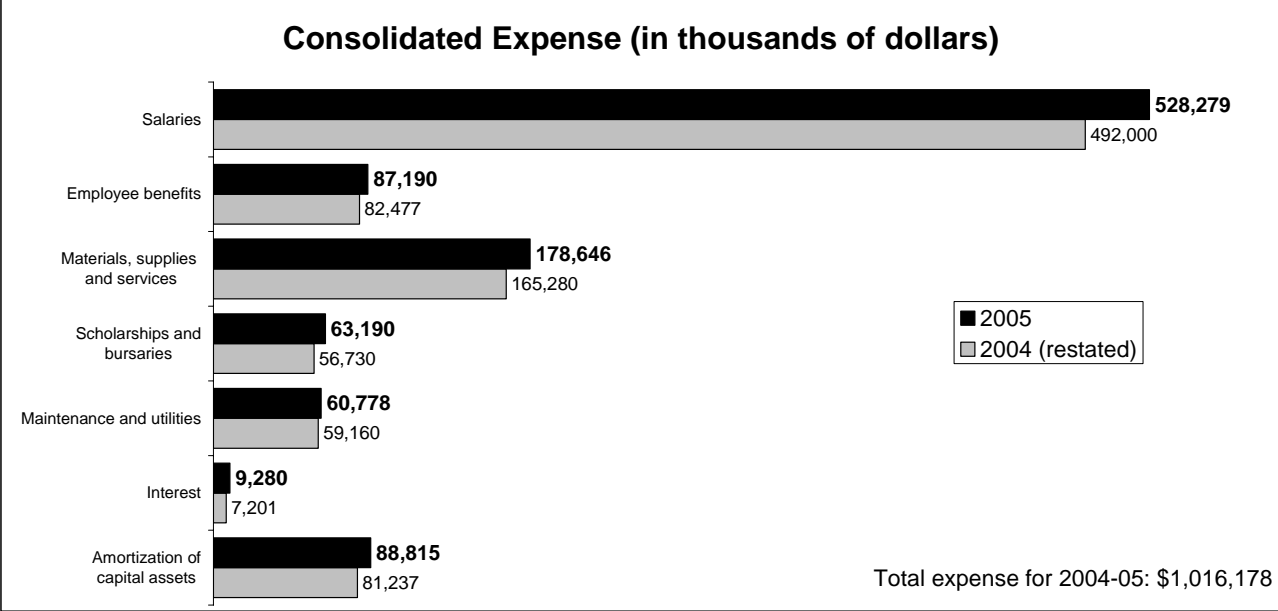
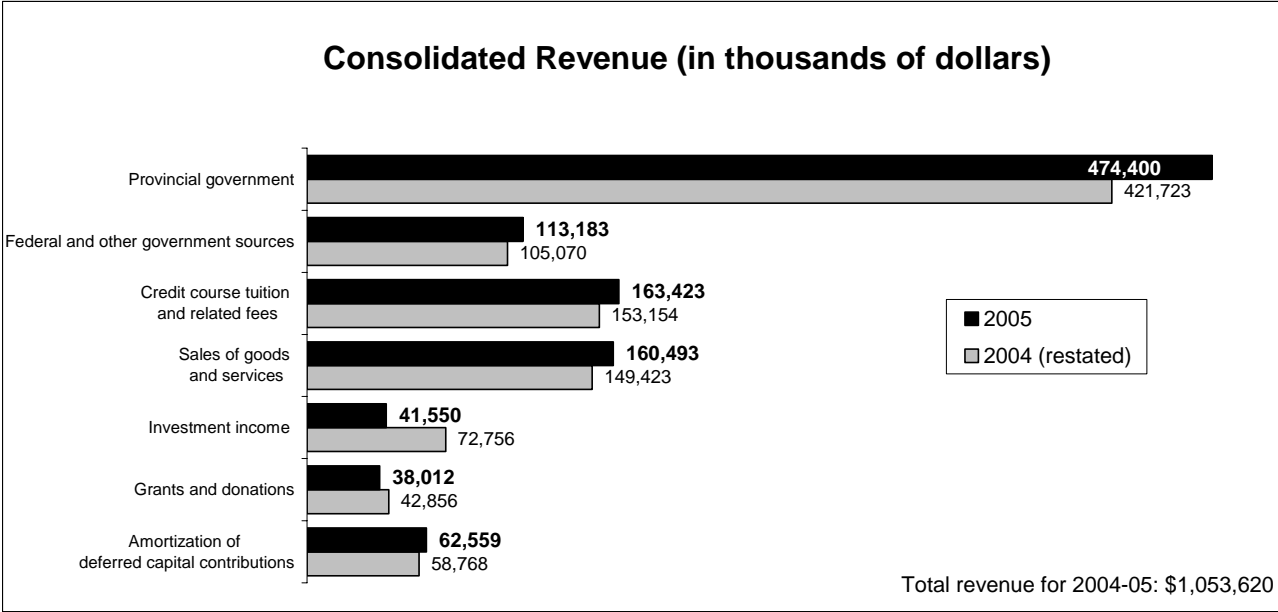
A total of 179 renovation projects with a project value of \$30.5 million were processed or committed during the past year. Space programs were completed or initiated for a number of faculties and departments, and implementation of a new Computer-Aided Facilities Management system continues, providing more functionality and access to building information. Continuing with its 30-year commitment to energy reduction, a seven-year Energy Management Program has been identified with total capital expenditures of \$25 million and projected annual savings of \$3.3 million. During the past year, \$1.87 million was spent on energy management projects.

The Long Range Development Plan (LRDP) 2002 continues to drive strategic capital planning at the University of Alberta. Various implementation strategies are underway or complete:

- plans for 20 sectors of the University's campuses, providing detailed guidelines and planning criteria to support development and redevelopment;
- the LRDP and Sector Plan for Augustana Campus (completed and approved);
- Travel Demand Management study to develop strategies to alleviate traffic congestion and improve access to the University, including negotiations for a universal bus pass for all students;
- strategic facilities plan to identify implications of significant growth by up to 16,000 students in 15 years;
- four-year Capital Plan update, including a strategic approach to deferred maintenance that has been developed to meet the challenges of infrastructure renewal; and
- principles for a sustainable campus.

Financial Report 2004-2005

The following summary is included for information only. A complete discussion of the revenue and expense of the University is contained in the audited University of Alberta Financial Statements. The University ended the 2005 year with a \$37.4 million excess of revenue over expense (2004 - \$59.7 million) and \$9.0 million in unrestricted net assets (2004 - \$3.9 million deficit). The decrease in excess of revenue over expense is primarily due to the decrease in investment income (\$31.2 million). The increase of \$12.9 million in unrestricted net assets is a result of an increase within each of the unrestricted funds (\$8.3 million) and a decrease in the accrued employee benefits (\$4.6 million). Revenues from several sources, most notably the Province of Alberta, were significantly better than anticipated. In addition, the University has been successful in its cost containment efforts, with the most significant impacts achieved in the areas of employee benefits and utility costs.



Sponsored Research Funding 2004-2005

(before deferrals)	(thousands of dollars)	
	2005	2004
Government of Alberta	\$154,085	\$119,467
Government of Canada	\$149,731	\$150,508
Municipalities, other provincial governments, hospitals and universities	\$12,370	\$9,265
Canadian associations, foundations, institutes, etc.	\$19,910	\$15,494
Total Canadian Government and Non-Government Organizations	\$336,096	\$294,734
Foreign governments and public institutions	\$3,962	\$4,228
Foreign associations, foundations, institutes, etc.	\$4,372	\$8,642
Total Foreign Government and Non-Government Organizations	\$8,334	\$12,870
Canadian business	\$22,691	\$18,674
Foreign business	\$2,518	\$2,783
Total Business	\$25,209	\$21,457
Endowment and investment earnings for research	\$20,365	\$25,104
Other revenue	\$6,861	\$5,844
Total Endowment and Other Earnings	\$27,226	\$30,948
SUBTOTAL SPONSORED RESEARCH FUNDING: AUDITED FINANCIAL STATEMENTS	\$396,865	\$360,009
Clinical trials and related research - Capital Health and the Alberta Cancer Board	\$20,956	\$17,165
TOTAL SPONSORED RESEARCH FUNDING	\$417,821	\$377,174

Sample of Achievements

The following section contains examples of the stories that have made news at the University of Alberta in 2004-05. They indicate the scope of the University's activities and achievements relating to the four goals of the university - the University of Alberta will: 1) prepare our students for successful lives and careers as leaders of tomorrow; 2) be a leader in the creation, integration, dissemination and application of knowledge; 3) achieve institutional excellence; and 4) contribute to the needs of its communities.

Well Prepared Students

Medical School Praised for Compassion

The University of Alberta's medical school has become the first Canadian school to be inducted into the Gold Humanism Honour Society, one of the initiatives of the Arnold P. Gold Foundation. The Gold Foundation is a public foundation with a mission to emphasize the importance of the relationship between the medical practitioner and the patient by funding projects and programs that encourage more compassionate and relationship-centered healthcare.

Funding received by the University of Alberta in 2004-05 was put to a unique use. Students finishing their third year of medical school were asked to nominate fellow students whom they would most want to care for a loved one. Upon graduation, the top fifteen per cent of nominated students received an award and were publicly recognized for their compassionate attributes.

Business Focus on Human Relationships

Twenty teams of MBA students from around the world competed in the 2005 George Washington International MBA Case Competition by developing business plans for real-world business problems. In all, six countries were represented in the competition, including Canada with four teams.

Tasked with the challenge of developing a solution for the ailing Washington Metropolitan Area Transit Authority (WMATA), the University of Alberta's team focused on the civic agency's poor public perception, reinforcing the importance of relationships - where most teams focused on financials. This unique approach won the University of Alberta team first place. Impressed with their winning solution, the Chief of Staff of the WMATA told the team he would use their ideas in the transit's new strategic plan.

New Internetworking Masters' Program

The University of Alberta's Departments of Electrical and Computer Engineering and Computing Science have teamed up to create a new Master of Science in Internetworking. As one of only three such programs in the country and the first in western Canada, it aims to produce internet technology leaders who will shape the future of this emerging field.

With classes commencing in the fall of 2005, the program was designed for industry professionals seeking to upgrade their theoretical and practical knowledge while taking advantage of collaborative research across two faculties. The program's goal is to cover every aspect of internet technology, from its underlying organization and structure to its technical, business and societal implications.

Partnering with Mexico

The University of Alberta entered into four unprecedented agreements with Mexican educational institutions and private industry. Signed in the presence of Prime Minister Paul Martin and Mexican President Vicente Fox in Ottawa, the agreements were the product of several years of negotiations, focusing on academic and scientific collaboration in petroleum and energy-related areas. The University of Alberta was the only Canadian university present at the signing.

In summary, the agreements: 1) enable full-time Mexican professors to undertake graduate studies at the University of Alberta as a means of capacity building and professional development for Mexico's state universities; 2) set out specific activities of the University of Alberta and the Instituto Mexicano del Petroleo in support of research, development of new graduate study programs and exchange of graduate students; 3) provide guidance for the development of a double-degree MBA program in natural resources and energy for full-time MBA students at the University of Alberta and institutions in Mexico; and 4) enable PEMEX, a major oil company and one of the biggest corporations in the world, to sponsor its employees to undertake graduate studies in engineering and sciences at the University of Alberta.

Celebrating Teaching and Learning

Aaron Au, a former sessional instructor with the Department of Music earned a Killam Scholarship in his pursuit of a doctorate in music, which he began in the fall of 2004. For his thesis, Aaron is developing a method to help violinists learn to play the viola properly and hopes to eventually produce a book to help people derive more pleasure and enjoyment from playing and listening to the instrument.

Au has performed as a soloist and chamber musician on both violin and viola in concerts across North America and Europe. In the summer of 2004, Aaron made his public debut as a conductor, leading the Mill Creek Colliery Band 'Picnic in the Park'.

Leading in Creativity and Knowledge

World-Class Energy Research Centre

The University of Alberta received a \$10 million pledge from Imperial Oil to establish the Imperial Oil Centre for Oil Sands Innovation at the Faculty of Engineering. This is the largest single corporate donation the Faculty has ever received.

The new Centre will concentrate on finding more efficient, economically viable and environmentally responsible ways to develop the oil sands through the recruitment of a minimum of five additional outstanding faculty members, at least 35 graduate students and ten associated research staff. The expansion, when added to existing staff, will create a critical mass of approximately 100 people, all working on problems in the energy field. The new Centre is to be the centre-piece for oil sands research around the world.

According to Dr. David Lynch, the University's Dean of Engineering, the Faculty has experienced a 50 per cent expansion in undergraduate enrolment and 125 per cent increase in graduate enrolment, as well as a one-million square foot expansion of physical space. Of its 165 faculty members, 75 are devoted to energy-related research. With an additional 500 graduate students, the University of Alberta has one of

the largest concentrations of energy and environment research engineers and scientists in North America.

New Centre for Prions and Protein Folding Diseases

The Alberta economy took a \$7 billion hit after a single case of Mad Cow disease was detected in May 2003. In response to the crisis, sixteen University of Alberta researchers with a combined total of \$41 million in research funds have formed the Alberta Centre for Prions and Protein Folding Diseases. Prions are infectious self-reproducing protein structures, which are linked to Bovine Spongiform Encephalopathy (BSE), Alzheimer's disease and Parkinson's syndrome. Diseases such as BSE will be tackled by a cohesive group of researchers, including seven Canada Research Chairs from a wide variety of disciplines, covering everything from basic research to environmental risk management for detection and eradication of prions in the environment and wastewater management.

The team's approach will be to expand and integrate their research activities and build new collaborations. For example, Dr. Linda Pilarski, an oncologist researcher with the Centre, has worked with electrical engineering professor and researcher Dr. Chris Backhouse on a hand-held device for detecting and analyzing cancer to quickly and inexpensively determine the best course of treatment. Pilarski believes interdisciplinary work is the only way to solve prion and protein-folding problems and hopes her research could lead to a live test for BSE – something that is presently unavailable.

TEC Edmonton

The University of Alberta's technology transfer unit and Edmonton Economic Development Corporation (EEDC) mobilized a new joint venture in October 2004, with the official launch of TEC Edmonton. The new non-profit organization will foster the development of inventions, innovations, entrepreneurs and business opportunities in technology-based sectors in the greater Edmonton region by providing access to expertise, tools, resources and referral networks to help inventors and entrepreneurs in the region take their ideas to the marketplace.

TEC Edmonton will build on a proven ten-year track record of productive technology commercialization at the University of Alberta, combined with successful EEDC Cluster initiatives. According to Dr. Peter Robertson, CEO of TEC Edmonton and Associate Vice-President Research/Industry, one of the most exciting elements of the new joint venture is the plan to offer its technology transfer expertise to the wider community and to help accelerate the growth of sustainable, knowledge-based industries located in our region. TEC Edmonton will bring together programs with a strong record of success. By combining the programs, the overall "innovation system" in the capital region will be significantly strengthened.

Widening Wireless

Dr. Norman Beaulieu, iCORE Wireless Communications Research Chair, became the first University of Alberta professor ever to receive the K.Y. Lo Medal from the Engineering Institute of Canada.

Dr. Beaulieu's research towards improving broadband capabilities for wireless technology was spurred by the rapid growth in use and popularity of the technology. From cell phones to laptop web devices, this area of speedy communication has exploded, bringing with it higher expectations for quality of service and accessibility.

Existing bandwidth capabilities are not able to accommodate the number of future users that are expected as new technologies develop. Dr. Beaulieu and his team, largely through the use of applied mathematics, are looking for ways to send more information over the same bandwidth, or to support more users over the same bandwidth.

University Excellence

Innovative Partnership with China

Under the direction of former President Dr. Rod Fraser, the University of Alberta forged a new bond with China by signing the first co-funding graduate scholarship agreement between a Canadian university and the China Scholarship Council (CSC). The CSC manages government scholarships both to Chinese citizens studying abroad and foreign students wishing to study in China.

The co-funding scholarship agreement allows cost-sharing between the two organizations for ten new Chinese PhD students a year, for four years of study. The agreement was signed with the intention of expanding the program to include more students in the future. The new PhD students study in the following areas at the University of Alberta: communication and information technology, new technology in agriculture, life sciences, materials sciences, energy and environment, engineering science, and applied social sciences.

Five Researchers Named to the Royal Society of Canada

The University of Alberta is proud to have five of its researchers elected as Fellows of the Royal Society of Canada. The Royal Society elects approximately 60 new fellows each year.

Dr. Shrawan Kumar was welcomed to the Royal Society's Academy of Life Sciences for his theories on spinal biomechanics and occupational musculoskeletal injuries and the development of a new sub-discipline of rehabilitation ergonomics.

Dr. D. Lorne Tyrrell, former Dean of Medicine and Dentistry, joins the Life Sciences Academy for his research on Hepatitis B, notably for his work on the first oral antiviral treatment for the disease.

Dr. Dan Smith was named to the Royal Society's Applied Science and Engineering Academy for his research on water treatment processes, particularly in cold climate regions.

Dr. Ray Rajotte, a renowned leader in diabetes research, was elected for his discoveries on islet cells which led to the first successful islet cell transplantation in Canada.

Dr. Diane W. Cox, founding chair of the Department of Medical Genetics, was inducted for her efforts towards mapping chromosome 14 and her discoveries pertaining to inherited liver disease and Wilson Disease - a copper transport disorder that can cause liver and brain damage.

Magnetic Resonance Diagnostic Centre

A new University of Alberta-based diagnostic centre is poised to take a huge burden off the provincial health care system, saving it millions of public dollars.

With its official opening on October 14, 2004, the \$2.6 million Magnetic Resonance Diagnostic Centre (MRDC) provides non-invasive routine diagnosis for a number of diseases including asthma, pneumonia and cystic fibrosis. Prior to the announcement, the Centre already operated with one magnetic resonance analyzer capable of diagnosing 900 patients per week, or 92,000 annually. Plans are underway to acquire three more analyzers for the Centre - the only one of its kind in North America.

Contributing to Communities

Building Campus Alberta

The University of Alberta took the lead in the Campus Alberta initiative by entering into a number of Memoranda of Understanding (MOUs) with colleges across Alberta in 2004-05. With the official merger of the University of Alberta and Augustana University College (AUC) effective on July 1, 2004, students currently enrolled in AUC degree programs will be able to complete their AUC degree. Once Augustana degree programs have been approved by the university, students can transfer to complete a degree from the University of Alberta, Augustana Faculty.

In February 2005, the University of Alberta and Olds College entered into an agreement that provides students from both schools with greater freedom to transfer. Further, both students and teachers will enjoy shared access to research facilities, among other opportunities. Building on the Province's "Campus Alberta" vision, the new agreement will improve student access to the two schools and expand the University of Alberta's involvement in rural Alberta.

The University of Alberta also announced its partnership with NorQuest College with a focus on encouraging more aboriginal students to enter university. Under the program, NorQuest students from various academic backgrounds can qualify for acceptance at the University of Alberta by successfully completing select courses at NorQuest, followed by one full semester at the University of Alberta.

Diploma in Aboriginal Health

The University of Alberta's Department of English and Film Studies and its Centre for Health Promotion Studies (CHPS) joined forces in early 2005 to create a new course entitled *Stories of Life: Voice in Aboriginal Health*. 'Stories of Life' takes a novel approach to aboriginal health care through the study of literature.

Based on a movement called narrative medicine, the course is aimed at sensitizing students across a number of disciplines to both the fundamentals of narrative and stories that touch on issues of health. Narrative medicine is gaining popularity in the US and examines the ways in which social relations around health, such as the primary doctor-patient relationship have been dehumanized by technology and technological language. The course has been developed in consultation with elders and other members of local aboriginal communities.

Plans are underway to offer the course through distance learning to reach those students currently working as health professionals in aboriginal communities. It is a first step toward a new post-graduate diploma in aboriginal health to be launched by the CHPS in the fall of 2006 through three community colleges: Blue Quills First Nations College, Yellowhead Tribal College and Maskwachees Cultural

College. The aim is to allow aboriginal students to stay in their communities to build health promotion capacity in the community.

High-Sticking Elk

Researchers at the University of Alberta developed a method for keeping elk in Banff, Alberta from clashing with tourists, but still close enough so they can be viewed in their wild habitat. Dr. Colleen Cassady St. Clair and M.Sc. student Elsabe Kloppers (Biological Sciences) were able to stickhandle their way to success through creating aversive conditions, or getting the elk to avoid certain unpleasant stimuli. The team was able to increase the distance at which the elk take flight from approaching humans by aggressively chasing them with hockey sticks and subjecting the animals to pyrotechnic noisemakers.

St. Clair and Kloppers began studying the problem in 2001, when serious concerns were raised about increased incidents of elk making physical contact with humans in Banff, often resulting in injuries to the person. The presence of the elk was also drawing unwanted attention from other predators, such as wolves, posing another threat to humans. The research team's methods with Banff's elk can conceivably be applied in other locations and for other animals such as bears that are prone to habituation.

Folkways Going Hi-Tech

The University of Alberta, Alberta Innovation and Science and Sun Microsystems struck a unique partnership in January 2005. The collaboration ensures the legacy of the Folkways music collection is permanently accessible for future generations. This preservation will be possible through the establishment of MuDoc, a multimedia online database originally conceived and designed by University of Alberta music professor Dr. Michael Frishkopf. MuDoc is to be the repository for the Folkways collection of close to 2,200 discs and other historic and important ethnomusicological collections. Dr. Frishkopf imagines a search engine that could find MP3s that match a tune hummed by a person rather than typing in search terms such as the artist's name or a song title.

FolkwaysAlive, a joint initiative between the University of Alberta and the Centre for Folklife and Cultural Heritage at the Smithsonian Institution in Washington D.C., have supported the digitization and archiving of the material.

Technology to Reduce Greenhouse Gas Emissions

Dr. Robert Hayes and his research team have developed a way to reduce nearly half of Alberta's emissions of methane, a petrochemical with 21 times the global warming capacity of carbon dioxide. Hayes, a chemical engineer, believes his team's novel catalytic combustion application, which converts methane to carbon dioxide, will lessen the negative environmental effects of the oil and gas industry and help Canada meet its Kyoto agreement standards. Not only will the method reduce greenhouse gas emissions, it may also save money for oil and gas companies by allowing industry to use the methane and other natural gases that otherwise would be lost to flaring.

Improving Living Conditions in Cold Climates

Engineering professor Dr. Dan Smith received the 2004 Harold R. Peyton Award for Cold Regions Engineering in 2004 by the American Society of Civil Engineers for his research into providing clean drinking water and safe wastewater disposal in communities that spend most of the year in extremely cold temperatures. One of Smith's most extensive areas of research focuses on lagoons and lagoon design for

wastewater treatment in northern climates. His work has provided the information base that supports the approach used in most of Canada - using primary cells (storage basins) followed by a large treatment cell, then, for maximum benefit, storing wastewater until the fall before discharging it. The benefit is that the wastewater is treated during the summer using sunlight, algae and bacteria working together. Further, there is no wastewater discharged to streams during the winter. Dr. Smith was also elected a member of the Royal Society of Canada.

Strategic Performance

The University of Alberta employs 37 performance measures to gauge the success of initiatives outlined in its Strategic Business Plan 2002-07. The original 2002-06 planning period has been extended to 2007 to enable the University to complete an intensive consultation process leading a new core academic plan and development of the next long-range strategic business plan with the new president. Appropriate performance measures and realistic targets accompany each of the University's four goals and the associated key strategic initiatives. The following tables provide an indication to students, faculty and staff, the Board of Governors, governments and the community of the University's progress through 2004-05 in achieving its goals and objectives set for the end of its strategic business cycle in 2006-07. They also enable the University to gauge the effectiveness of its strategies and make appropriate adjustments in its annual updates to the 2002-07 Strategic Business Plan.

Key Performance Indicators are updated in the following progress tables:

1) Quality of Entering Students	21) Federal Councils Operating Grants per Continuing Faculty
2) Satisfaction with Educational Quality	22) Competitive Faculty Salaries
3) Undergraduate and Graduate Enrolment	23) Faculty and Staff Job Satisfaction
4) Quality of Teaching	24) 3M Teaching Awards since 1986
5) Graduate Employment Success	25) Awards to Faculty
6) Student Satisfaction with Relevance of Programs	26) Comparative Operating Revenue per Student
7) CIS Academic All-Canadians since 1990-91	27) Charitable Receipted Gifts
8) Classroom Technology	28) Alumni Support
9) Year One Classes Taught by Continuing Faculty	29) Net Assets (Deficit)
10) WebCT Learning Support Development	30) Administrative Expenditures
11) Work Experience Programs	31) Accessible Policies and Procedures
12) International Exchange Students	32) Facilities Condition Index
13) International Undergraduate Student Enrolment	33) Stakeholder Satisfaction with Services
14) Sponsored Research Revenue	34) Association of Research Libraries Index
15) Federal Research Granting Councils Funding	35) National Media Exposure
16) NSERC Steacie Fellowships	36) Public Awareness of Excellence
17) Networks of Centres of Excellence	37) Increase in Life-long Learning Opportunities
18) NSERC Industrial Research Chairs	
19) Gross Licensing Revenue (Cdn\$, 3-year annual average)	
20) New Spin-off Companies (3-year annual average)	

GOAL 1: THE UNIVERSITY OF ALBERTA WILL PREPARE OUR STUDENTS FOR SUCCESSFUL LIVES AND CAREERS AS LEADERS OF TOMORROW.

The University has four key strategic initiatives that are associated with achieving this goal:

- 1.1 Recruit and satisfy outstanding undergraduate and graduate students and students with outstanding potential;
- 1.2 Provide the best possible learning experience for our undergraduate and graduate students' lives and careers;
- 1.3 Create an improved learning environment inside and outside the classroom; and
- 1.4 Provide each undergraduate and graduate student with a significant international experience.

While focusing on enhancing quality and not quantity, the University of Alberta has seen modest enrolment growth during the past year (excluding the addition of Augustana Campus), some advance in the quality and diversity of its students and some improvements in educational experience.

Key Strategic Initiative 1.1
Recruit and satisfy outstanding students and students with outstanding potential.

The University's strategy is to recruit outstanding students even as its programs remain accessible to the majority of those who will graduate with Alberta degrees. Recent improvements to University scholarship programs have contributed to accountability.

1) Quality of Entering Students

Despite enrolment increases, the proportion of first year students who have achieved 80 per cent or better in their high school programs has increased by over 25 per cent since 1997. In 2004-05, the university saw 84.6 per cent of its first year students with entering grades of 80 per cent or better, a 2.7 per cent increase from the previous year. This trend can be explained two ways. One is technical: as entering averages rise even modestly toward upper levels, the proportion over 80 per cent rises much faster. The second explanation is a cause for concern about accessibility: as recently as last year, first year entering averages in some programs were raised significantly in response to very high demand beyond capacity.

U of A 1st Year Students: Entering Grades from High School Averaging 80% or Better								
History							Actual	Target
1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2006-07
58.9%	61.6%	65.3%	67.9%	70.8%	72.6%	81.9%	84.6%	75.0%

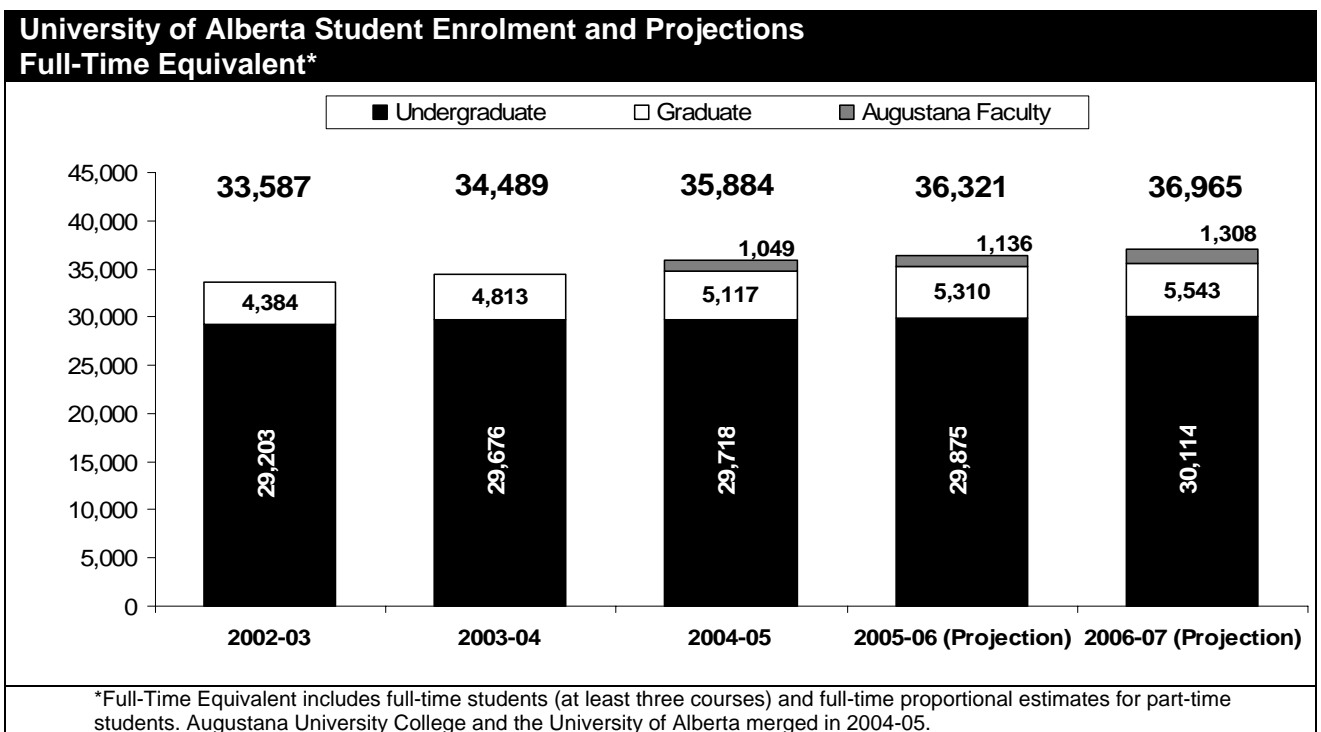
2) Satisfaction with Educational Quality

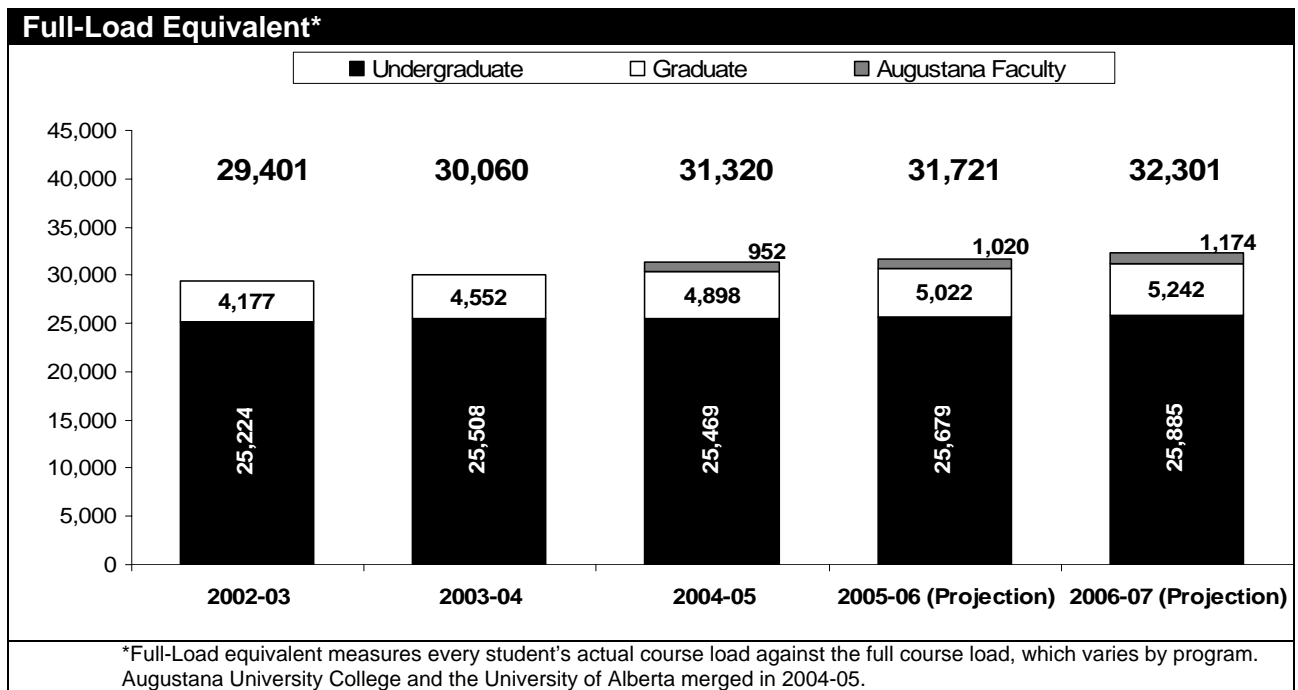
Alberta Advanced Education has historically measured student satisfaction with educational quality through its *Student Satisfaction Survey*. In 2004, this survey was combined with Alberta Advanced Education's *Graduate Employment Survey*. The new survey (*2004 Graduate Outcomes Survey of 2001-2002 Graduates*) measures student satisfaction by asking them "Overall, how satisfied are you with the quality of your educational experience?"

Proportion of students satisfied or very satisfied (bi-annual survey)			
	Actual 2004	Actual 2005	Target 2006
Graduate Outcomes Survey	77%	No survey	80.0%
<i>Source: Alberta Advanced Education's Biennial Graduate Outcomes Survey.</i>			

3) Undergraduate and Graduate Enrolment

Enrolment in undergraduate and graduate programs is carefully managed through the university's admission process. Each Faculty has been assigned an enrolment target based on several factors including quotas established by Alberta Advanced Education, student demand, capacity and market issues. The University has projected enrolment growth based on increased student spaces provided through the ACCESS program and the very high demand that has been demonstrated by applications for admission from both high school graduates and transfer students. At this time, due to issues of capacity, the University of Alberta will aim to maintain undergraduate enrolment at current levels unless funding growth is provided through the ACCESS program. Faculties have, however, been encouraged to continue to increase graduate student enrolment to the extent possible with current resources. Undergraduate student demand for places at the University has grown dramatically over the past few years and the grades that are required for admission have increased each year in order to maintain enrolment at acceptable levels. The target for 2006-07 will only be met if increased funding is provided to support the required capacity.





Key Strategic Initiative 1.2
Provide the best possible learning experience for our students' lives and careers.

The success of a university education is also measured by the students' satisfaction with their educational experience and if this education results in success in their future employment. Measures of teaching quality and the relevance of programs for students may be available from Alberta Learning's combined graduate satisfaction and employment survey (*Graduate Outcomes Survey*) underway in 2004.

4) Quality of Teaching

Selection and implementation of a performance measure will take place with attention to the adjusted Alberta Advanced Education Biennial Graduate Outcomes Survey and to a new National Survey of Student Engagement. A target will not be identified within the current planning cycle. Research is required to ensure appropriate benchmarking against peers with the correct measures. The University will revisit this indicator for the next four-year planning cycle.

5) Graduate Employment Success

Alberta Advanced Education has historically measured student employment success through its *Graduate Employment Survey*, completed two years after graduation. In 2004, this survey was combined with Alberta Advanced Education's *Student Satisfaction Survey*. The new survey (*2004 Graduate Outcomes Survey of 2001-2002 Graduates*) is also conducted two years after graduation. Results from the 2004 survey indicated that 96 per cent of graduates were employed two years after graduation, a successful trend, which the University of Alberta intends to maintain. The survey was not conducted in 2005.

Proportion of graduates employed – Two Years Out									
History							Target	Actual	Target
1998	1999	2000	2001	2002	2003	2004	2005		2006
no survey	no survey	96%	no survey	96%	no survey	96%	96%	no survey	96%

Source: Alberta Advanced Education's Biennial Graduate Outcomes Survey

6) Student Satisfaction with Relevance of Programs

A broader measure of success in developing suitable skill sets for life and career requires survey questions and design will be developed with attention to an adjusted Alberta Advanced Education Biennial *Graduate Outcomes Survey* and to a new *National Survey of Student Engagement*, both completed in 2004. A target will not be identified within the current planning cycle. Research is required to ensure appropriate benchmarking against peers with the correct measures. The University will revisit this indicator for the next four-year planning cycle.

7) CIS Academic All-Canadians since 1990-91 (cumulative)

CIS Academic All-Canadians are students at Canadian universities who have combined sports participation with academic excellence in their degree programs. Since 1990-91, 1,234 of the University's students have been recognized in this way, the second highest number among Canadian universities. For 2004-05, the University passed its cumulative target of 1,192 All-Canadians; however, it did not regain its number one position. The original goal of having at least 100 students recognized as CIS Academic All-Canadians each year, while remaining a leading winner of national athletic championships proved insufficient to hold the cumulative lead. The University has maintained its targeted balance of academic and athletic excellence, but for the past two years, McGill had exceptionally high numbers of Academic All-Canadians, which accounts for the University of Alberta's drop to second place.

CIS Academic All-Canadians National Awards to University of Alberta since 1990 (cumulative)									
History (cumulative)						Target	Actual	Target	Target
1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05		2005-06	2006-07
590 (1 st)	686 (1 st)	792 (1 st)	901 (1 st)	1,000 (1 st)	1,101 (2 nd)	1,192 (1 st)	1,234 (2 nd)	1,292 (1 st)	1,392 (1 st)

Source: Canadian Interuniversity Sport

Key Strategic Initiative 1.3
Create an improved learning environment inside and outside the classroom.

As the nature of and resources available to teaching change, the University must be flexible. This involves not only adjusting the actual classroom experience but also the transition of the student from high school to the university and from the university to employment. To facilitate this, the University has developed several programs.

8) Classroom Technology

The tracking of technology renewals and upgrades ensures that the University of Alberta keeps pace with changing technology. Upgrading classroom technology must be followed by yearly renewal. Targets have been established based on realistic assessments of resources that might be available: financial and resource constraints may well moderate progress rates in both upgrading and renewal of classroom technology.

The University has an aggressive program that addresses the requirement for current technology in the teaching and learning environment. Each year, additional classrooms are targeted for technology enhancements and existing Smart Classrooms are scheduled for equipment renewal. As the University embarks on further growth, the classroom enhancement/renewal plan will endeavor to maintain "state-of-the-art" facilities to create an environment that facilitates consistent and effective use of instructional resources.

Classroom Technology (renewals and upgrades – including new installations)						
	History			Target	Actual	Target
	2001-02	2002-03	2003-04	2004-05		2006-07
Renewals	5	25	37	17	40	14
Upgrades	1	5	14	Not set	14	Not set

9) Year One Classes Taught by Continuing Faculty

Quality of instruction is a vital part of the learning experience. Since funding cuts of the mid-1990's, the trend had been reversed to a gradual climb in the direction of the target. But recent adjustments to two years of significant enrolment growth without equivalent funding increases have required a balance between reasonable class sizes and first-year exposure to continuing faculty, introducing some annual volatility. It should also be noted that many first-year classes in such areas as languages, the social sciences, the various fine arts and physical activity are very effectively taught by non-continuing instructors and senior graduate students with high levels of expertise.

Percentage of Year One Classes Taught by Continuing Faculty								
History							Actual	Target
1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2006-07
43.5%	43.4%	43.3%	44.5%	46.9%	50.3%	45.9%	53.3%	54.0%

10) WebCT Learning Support Development

The use of technology and web-enabled learning in classrooms is one of the most significant innovations introduced into teaching in the last decade. One limited measure of the broader information innovation at the University is the rate at which instructors develop the WebCT integrated suite of web-based course development and delivery tools. The number of courses with WebCT support has more than tripled in the last five years. The University of Alberta will continue to use new instructional technologies where appropriate to continually improve the learning experience it provides.

WebCT Learning Support Development and Use (Average % over both terms each year)*								
History							Actual	Target
1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2006-07
not avail.	5.4%	12.7%	18.3%	27.6%	30.5%	33.8%	45.1%	50%
*This measure is currently based on a per-course figure; a per-section measure is under review.								

11) Work Experience Programs

An increasingly important element of the learning environment at the University of Alberta is the use of work experience programs. These internship, cooperative, field and clinical programs provide students with a 'hands-on' learning opportunity and the vital experience needed in the job market. The University is expanding the number of programs that include work experience and there has been an increase in the percentage of graduates who have participated in these programs. While this trend has stabilized recently, it is expected to increase again in the coming years.

Proportion of First Degree and Professional Graduates with Program Work Experience (excludes articling Law students)							
History						Actual	Target
1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2006-07
41.7%	43.4%	43.4%	45.7%	46.7%	46.8%	46.7%	50%

Key Strategic Initiative 1.4
Provide each student with a significant international experience.

The final strategy in preparing students for successful lives and careers is to provide international experiences and exposure. Two approaches that help are: increasing the number of international students and professors here; and encouraging students to participate in international exchange programs.

12) International Exchange Students

A selected measure is the number of students going abroad for a term or terms in official exchange programs from the University. Participation in 2004-05 has increased by 34 students from the previous year. However, this achievement did not reach the target of 175 students going abroad set out in the 2002-07 Strategic Business Plan (update 2005). It will be a major challenge to progress towards the 2006-07 goal of more than doubling the 2000-01 level of involvement in international exchanges.

It should be noted that in addition to those taking part in official exchange programs, University students study and work abroad under a variety of other types of arrangements that are not included in this measure. These include practicum programs, volunteer work programs and research projects.

Official International Exchange Students Going Abroad from the University of Alberta								
History						Target	Actual	Target
1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05		2006-07
126	136	117	127	129	134	175	168	250

13) International Undergraduate Student Enrolment

A second measure of the University's success in providing international experiences to its students is through the presence of international students on campus. International students enrich the learning environment and raise the international profile of the University while paying their own way without diminishing access for Alberta students. This measure has been refined to include only those undergraduates who hold visas, and there is considerable progress toward the target of five percent by 2006-07. Many other students bring international residence experience to the University, for example, recent arrivals classified as "permanent residents".

International Undergraduate Student Enrolment (as a proportion of head-count winter-session enrolment)						
History					Actual	Target
1999-00	2000-01	2001-02*	2002-03*	2003-04	2004-05	2006-07
2.3%	2.6%	2.8%	3.1%	3.7%	4.2%	5.0%

* Data in previous reports have been updated.

GOAL 2: THE UNIVERSITY OF ALBERTA WILL BE A LEADER IN THE CREATION, INTEGRATION, DISSEMINATION AND APPLICATION OF KNOWLEDGE.

The University has two key strategic initiatives that are associated with achieving this goal:

- 2.1 Achieve national and international leadership in research; and
- 2.2 Build productive partnerships to facilitate collaborative research and knowledge transfer.

As one of the top two universities for participation in national Networks of Centres of Excellence and one of the top five universities for research funding from the Federal Research Granting Councils, the University of Alberta remained a major player and partner in Canada's university research system in 2004-05.

Key Strategic Initiative 2.1
Achieve national and international leadership in research.

Leading-edge research is a key element of the University's strategy to be a leader in the creation of knowledge. The University will continue to build on its research base by attracting new resources through initiatives involving government programs, matching opportunities, and strategic partnerships and alliances.

14) Sponsored Research Revenue

A measure of the quality of its research is the comparative amount of sponsored revenue the University receives for research projects awarded following peer review. The University exceeded its target for 2004-05 by \$43.7 million, and indeed exceeded the target of \$400 million set for 2006-07. The increase from 2003-04 is largely due to a \$34.6 M increase in sponsored research funding from the Province of Alberta.

Keeping in mind the irregular timetable of the federal indirect cost of research payments and the highly volatile nature of capital funding, which can cause annual swings (as experienced in 2002-03), it is expected that the University will continue to exceed its target of \$400 million in annual sponsored research funding in 2005-06, although it is not guaranteed to be ranked as one of the top two Canadian universities.

Sponsored Research Revenue (in \$ millions)									
History & Rank in Canada							Target	Actual	Target
1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05		2006-07
\$135.4 (4 th)	\$174.3 (4 th)	\$213.9 (4 th)	\$255.5 (4 th)	\$304.2 (3 rd)	\$295.9 (4 th)*	\$377.2 (4 th)*	\$374.1 (Top 2)	\$417.8	\$400.0 (Top 2)
* The 2002-03 and 2003-04 rankings for sponsored research revenue include the University of Alberta's clinical trials and related research, which is not reported to CAUBO by the University of Alberta, but is reported by other universities.									

Ranking Source: CAUBO, Financial Information of Universities and Colleges 2003-2004

15) Federal Research Granting Councils Funding

Federal research council funding includes support from the Canadian Institutes of Health Research (CIHR), the Natural Sciences and Engineering Research Council (NSERC) and the Social Sciences and Humanities Research Council (SSHRC). This peer-reviewed funding serves as a measure of the academic quality of the University's research programs. The University of Alberta has consistently ranked in the top five Canadian universities; however, its goal is to rank in the top four universities for every Council and in the top two for at least one Council. See also page 37 for "Federal Councils Operating Grants per Continuing Faculty," showing the University of Alberta ranking in individual operating grant funding per continuing faculty member.

Federal Research Granting Councils Funding (national ranking)									
	History							Actual	Target
	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2006-07
CIHR	5 th	5 th	5 th	5 th	5 th	5 th	5 th	5 th	2 nd to 4 th
NSERC	3 rd	3 rd	3 rd	2 nd	3 rd	3 rd	3 rd	3 rd	2 nd to 4 th
SSHRC	3 rd	5 th	5 th	5 th	4 th	4 th	4 th	4 th	2 nd to 4 th

Ranking Source: CIHR, NSERC and SSHRC.

16) NSERC Steacie Fellowships

The University's objective of attaining national recognition for its research programs is measured in part through the awards received by its faculty membership. Up to six E.W.R. Steacie Fellowships are awarded nationally to recognize highly promising science and engineering faculty members at Canadian universities and to enhance their career development. The University has an ambitious target of having at least one faculty member named as a Steacie Fellow in each year, a rate well above its share of Canadian university faculty in the NSERC disciplines.

NSERC Steacie Fellowships (4 to 6 awarded nationally per year)									
History							Target	Actual	Target
1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05		2006-07
1	1	2	1	1	0	0	1	0	1

Source: NSERC

Key Strategic Initiative 2.2
Build productive partnerships to facilitate collaborative research and knowledge transfer.

In a global, knowledge-based environment, collaboration is key to the success of research and knowledge transfer. Strategies include the development of national and international interdisciplinary research initiatives, and participation in collaborative research with industry and public institutions and organizations. In addition, the transfer of knowledge to communities is the one of the primary results of research.

17) Networks of Centres of Excellence

Networks of Centres of Excellence (NCE) are coordinated by the federal government and bring together researchers from universities, the public sector and industry. The University of Alberta participated in 18 of the 21 the NCEs active in 2004-05, more than the Universities of Toronto, McGill and Montréal, but fewer than the University of British Columbia, which had the highest rate of participation at 19. The University of Alberta has achieved its target of ranking in the top two participating universities in the country.

Networks of Centres of Excellence (Participation Rank in Canada)									
History							Target	Actual	Target
1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05		2005-06
1 st (tie)	2 nd	2 nd (tie)	1 st (tie)	1 st (tie)	1 st (tie)	1st	Top 2	2nd	Top 2

Source: NCE, 2004-2005 Annual Report.

18) NSERC Industrial Research Chairs

The attraction of NSERC Industrial Research Chairs represents another measure of the University's research collaboration with public and private institutions and organizations. Industrial Research Chairs are awarded to Canadian researchers for excellent research of great industrial promise and are co-funded between the federal government and industry. The University's goal of attaining two chairs per year represents a highly ambitious proportion of the ten or so chairs annually made available.

NSERC Industrial Research Chairs (approximately 10 awarded per year)									
History							Target	Actual	Target
1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05		2006-07
2	2	2	2	1	1	1	2	0	2

Source: NSERC

19) Gross Licensing Revenue (Cdn\$, 3-year annual average)

The licensing revenue received by the University is one measure of the success of technology, providing a clue to the much greater activity and revenue flowing to the company licensing the technology. At times, the University has been the top revenue generator in the country in what is a volatile measure, and would like to be consistently in the top two.

Gross Licensing Revenue (Cdn\$, 3-year annual average)					
History				Actual	Target
1997-99	1998-00	1999-01	2000-02	2001-03	2004-06
1 st (4.03M)	4 th (3.15M)	4 th (4.28M)	5 th (3.78M)	5 th (\$3.60M)	Top 2

Source: Association of University Technology Managers (AUTM)

20) New Spin-off Companies (3-year annual average)

The rate at which technology is being transferred to the community is also demonstrated by the formation of spin-off companies. Between 2001 and 2003, the University announced, on average, four new spin-off companies annually, placing us third among Canadian universities. The University has consciously decided to wait to announce spin-off companies until each has moved beyond its initial start-up phase. The average number of spin-off companies announced has, therefore, slowed.

In early 2004-05, the University's Technology Transfer Group moved to the Research Transition Facility to be closer to the spin-off companies and researchers that the team helps transition from campus to the marketplace. At the same time, a joint venture with Edmonton Economic Development Corporation was launched, creating TEC Edmonton: Technology, Entrepreneur & Company Development.

New Spin-off Companies (3-year annual average)				
History			Actual	Target
1998-00	1999-01	2000-02	2001-03	2005-07
6.0 (4 th)	5.3 (6 th)	5.7 (4 th)	4.0 (3 rd)	Top 2

Source: Association of University Technology Managers (AUTM).

GOAL 3: The University of Alberta will achieve institutional excellence.

The University has three key strategic initiatives that are associated with achieving this goal:

- 3.1 Attract and retain outstanding faculty, researchers and staff;
- 3.2 Attract and allocate the necessary resources to achieve the University's mission; and
- 3.3 Renew and enhance the University's infrastructure and provide high-quality support services to meet the needs of the future.

The University has earned a national reputation for its high-quality research and undergraduate teaching by world-class faculty, and is building and effectively managing an enhanced resource base.

Key Strategic Initiative 3.1
Attract and retain outstanding faculty, researchers and staff.

The University must attract and retain an outstanding faculty in order to achieve institutional excellence. As faculty hired in the 1960's and 70's begin to retire there is fierce competition in attracting new faculty compounded by challenges in retaining existing faculty who are being drawn to other universities by factors such as higher compensation and additional research resources.

21) Federal Councils Operating Grants per Continuing Faculty

Research funding by the federal granting councils indicates peer recognition of research programs. The sample is restricted to funding programs primarily for individual researchers (rather than groups). Updates to this measure (as calculated for the Alberta Advanced Education Key Performance Indicators) are delayed by gaps in Statistics Canada data on full-time faculty for some key universities.

Federal Councils Operating Grants per Continuing Faculty (3-year average, ranked among Canadian medical/doctoral universities)

History						Actual	Target
1995-97	1996-98	1997-99	1998-00	1999-01	2000-02	2001-03	2005-07
\$4,882 (2 nd)	\$5,186 (2 nd)	\$5,940 (2 nd)	\$6,120 (3 rd)	Not Available	\$7,971 (3 rd)	Not Available	1 st

Source: Alberta Advanced Education KPI calculations, based on federal councils individual operating grants and Statistics Canada full-time faculty data, ranking Canadian medical/doctoral universities

22) Competitive Faculty Salaries

Competitive salary levels are needed to ensure that outstanding faculty will come to, or remain at, the University of Alberta. Although salary levels at the University have increased significantly in the last five years, these have often been similar to, or less than, salary increases at other Canadian and US universities. The University's rank among reporting G10 universities* has increased by two in the past year and three since 1997-98, assuming that average salaries at non-reporting universities (McGill, Laval, Montréal and Western Ontario) remain lower.

Average Salaries of Full-Time Faculty Rank in Group of 10 Universities*								
History							Actual	Target
1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
\$74,242 (7th)	\$76,421 (7th)	\$81,881 (6th)	\$84,141 (6th)	\$87,637 (6th)	\$91,457 (5th)	\$96,442 (6th)	\$101,240 (est. 4th)	3rd

*G10 universities include: University of British Columbia; University of Alberta; University of Western Ontario; University of Toronto; McMaster University; University of Waterloo; Queen's University; Laval University; University de Montréal; and McGill University.

Source: Statistics Canada (non-medical/dental full-time faculty down to Assistant Professors, including Deans and Chairs)

23) Faculty and Staff Job Satisfaction

Job satisfaction often ranks above pay in the reasons given by employees for remaining in a position. The design and implementation of a valid measure of the satisfaction of faculty and staff is under development. A target will not be identified within the current planning cycle. Research is required to ensure appropriate benchmarking against peers with the correct measures. In the meantime, the University continues to develop an HR Report Card that will measure and report on a number of performance metrics. The University will revisit this indicator for the next four-year planning cycle.

24) 3M Teaching Awards since 1986

The recognition of outstanding teaching by 3M is a measure that highlights the quality of undergraduate teaching. Despite a recent hiatus, the University of Alberta has received more awards than any other Canadian university. Meeting the 2007 target of 29 awards would require an accelerated award rate in the next two years.

Teaching Awards: National 3M Awards to University of Alberta since 1986									
History							Target	Actual	Target
1998	1999	2000	2001	2002	2003	2004	2005		2007
18 (1 st)	22 (1 st)	22 (1 st)	23 (1 st)	23 (1 st)	23 (1 st)	24 (1 st)	27 (1 st)	24 (1 st)	29 (1 st)

Source: The Society for Teaching and Learning in Higher Education

25) Awards to Faculty

Selection and implementation of a performance measure is under consideration. A target will not be identified within the current planning cycle. Research is required to ensure appropriate benchmarking against peers with the correct measures. The University will revisit this indicator for the next four-year planning cycle.

Key Strategic Initiative 3.2
Attract and allocate the necessary resources to achieve the University's mission.

In order to achieve its goals the University must have access to the resources needed to carry out its initiatives. The composition of the University's funding sources is changing: increases in recent years have been primarily associated with sponsored research, infrastructure and specific academic programs.

26) Comparative Operating Revenue per Student

Operating revenue per student provides a measure by which the University can benchmark its performance against other Canadian universities. Operating revenues must be competitive to support the University's initiatives as one of Canada's top teaching and research institutions. Although the University seems to have reached its third place target in 2003-04, CAUBO comparisons include some misleading volatility based on endowment and investment earning entries that do not reflect the actual funds available from that source for use each year. Hence, the 2003-04 entry is too high and the 2002-03 entry too low.

Operating Revenue per Winter Student FTE (Rank in Group of Ten Universities*)							
History						Actual	Target
1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2006-07
\$12,208	\$12,640	\$14,431	\$15,466 (5 th)	\$15,730 (4 th)	\$14,775 (6 th)	\$17,036 (3 rd)	3rd

* G10 universities include: University of British Columbia; University of Alberta; University of Western Ontario; University of Toronto; McMaster University; University of Waterloo; Queen's University; Laval University; University de Montréal; and McGill University.

Source: CAUBO Financial Information 2003-2004; AUCC's Preliminary fall 2004 enrolment figures: FTE (full-time equivalent) means full-time students plus part-time students divided by 3.5.

27) Charitable Gifts

Strong fund raising results over the last two fiscal years is attributed to the ramping up of development activity across campus as part of Campaign 2008 and the receipt of two unprecedented gifts in-kind of \$17.5 million from Schlumberger in 2003-04 and the two-phase donation of the Mactaggart Art Collection of \$13.9 million in 2003-04 and \$23.4 million in 2004-05. While total gifts decreased by 14 per cent in 2004-05, it should be noted that pledge commitments continue to increase and now total \$77.8 million. This increase in pledge balances is typical of organizations seeking large, multi-year commitments for major projects. If pledges are combined with annual donations, development activity over the last two fiscal years increased from \$74.8 million in gifts and pledges in 2003-04 to \$84 million in 2004-05.

Charitable Gifts (for fiscal year*, in current \$ millions)								
History						Actual	Target	
1997-98	1998-99	1999-00*	2000-01*	2001-02*	2002-03*	2003-04*	2004-05	2006-07
\$23.6 M	\$24.4 M	\$39.6 M	\$35.6 M	\$43.4 M	\$30.8M	\$64.2M	\$55.7M	\$45M

* Data in previous reports has been revised to correspond with the University's fiscal year (ending March).

Note: Charitable gifts refer to philanthropic contributions and include general donations, donations to endowments, certain deferred contributions, gifts in kind, and gifts of securities. Charitable gifts may be for immediate or future use.

28) Alumni Support

University of Alberta alumni continue to generously support their alma mater albeit in decreasing numbers in recent years. Alumni represent 63 per cent of the 49,152 donors to Campaign 2008 to date and account for more than 50 per cent of the lead gifts of \$1 million plus. Unfortunately, the percentage of alumni making gifts to the University has declined in the past three years to 12.1 per cent in 2004-05. The Office of External Relations has identified enhancing alumni engagement and alumni donor participation rates as top priorities for the upcoming year. The Alumni Relations Office is exploring new strategies to foster life-long relations with alumni and the Development Office is re-assessing all fund-raising programs targeted at alumni.

Alumni Support (proportion making gifts to the University of Alberta)								
History - restated from new database							Actual	Target
1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2006-07
15.0%	16.5%	15.6%	14.8%	17.2%	14.8%	13.6%	12.1%	15.5%

29) Net Assets (Deficit)

The Net Assets (Deficit) is a new measure of the University's success in eliminating its structural deficit. The original long-term goal for this measure was set to reach a positive position by 2007-08. As at March 31, 2005, the University's unrestricted net assets as a proportion of net assets reached 0.96 per cent (positive), hitting the long-term goal three years earlier than originally anticipated. In the past year, revenues from several sources, most notably the Province of Alberta, were much better than anticipated and the University has been successful in its cost containment efforts, with the most significant impacts achieved in the areas of employee benefits and utility costs.

Net Assets Deficit (unrestricted proportion of net assets)				
History			Actual	Target
2001-02	2002-03	2003-04	2004-05	2006-07
surplus	6.4% deficit	0.5% deficit	0.96% surplus	0%

30) Administrative Expenditures

The University seeks a high level of administrative efficiency in its operations, remaining at the top level in Alberta Advanced Education's Key Performance Indicator (five per cent or less of expenditures for administration) and is aiming to improve on that. The measure presented here conforms to Alberta Advanced Education's KPI detailed specifications. The long-term target is to reduce the proportion of administrative expenditures to below 1998-00 levels – to 4.0 per cent by 2005-07. However, several new factors have intervened and suggest reconsideration of the original target. One factor is additions made to the definition of entries deemed "administration". More important, very large increases in sponsored research and capital development activity have changed operating expenditure patterns.

Administrative Expenditures Proportion (proportion of total less ancillaries, over two fiscal years)									
History							Target	Actual Est.	Target
1997-99	1998-00	1999-01	2000-02	2001-03	2002-04	2003-05	2004-06		2005-07
3.8%	4.3%	4.6%	4.9%	4.9%	5.1%	5.2%	4.0%	5.2%	4.0%
Note: 2003-05 figure subject to final review.									

Key Strategic Initiative 3.3
Renew and enhance the University's infrastructure and provide high quality support services to meet the needs of the future.

While new construction and expanded services are important to meet the needs of faculty, staff and students as the University grows, the existing infrastructure and services must also be maintained.

31) Accessible Policies and Procedures

The "University of Alberta Policies and Procedures Online" (UAPPOL) project reviews and updates the University's administrative policies and procedures and makes them accessible through a web-based content management application so that they can be accessed by all faculty, staff and students. The original target of the UAPPOL project was for 90 per cent of administrative policies and procedures to be complete by 2005-06. This target will be met with the rescission of the Manual of Administrative Policies, Procedures and Services by March 31, 2006. In 2004-05, the project scope expanded to include Academic, Research and Student policies and procedures. Consequently, the target end date will be pushed out to 2008-09 for completion of all policies and procedures.

Accessible Policies and Procedures (project completion level)					
History			Target	Actual	Target
2001-02	2002-03	2003-04	2004-05		2006-07
10%	20%	40%	70%	60%	100%*
* 100% completion of the original target – administrative policies and procedures only.					

32) Facilities Condition Index

The Facilities Condition Index is an indicator of relative building condition. It is a ratio of the deferred maintenance cost divided by the current replacement value. A higher rating indicates poorer condition of the facilities at the University. On an annual basis, strategic facilities and facilities with high emerging deferred maintenance issues are reviewed. Index reductions are targeted based on Alberta Infrastructure and Transportation's 2000-01 audit and were updated on a province-wide basis for 2005. Despite exceeding its targeted reductions in identified facilities, the overall facility condition index of the combined campus facilities continues to increase.

As part of its ongoing review of grants, Alberta Infrastructure and Transportation monitors the expenditure of Infrastructure Maintenance Program funds against safety issues that were identified in the 2000-01 audit. In 2004-05, \$1.475 million (12.8 per cent of the Infrastructure Maintenance Program funds) was spent to address these safety issues.

Facilities Condition Index (for key strategic and high maintenance buildings in the Capital Plan)					
	History		Target	Actual	Target
	2002-03	2003-04	2004-05		2006-07
Reduction in facilities condition index	2.0%	3.4%	0.7%	0.77%	0.5%-0.7%
Expenditures on safety issues	\$1.974M	\$2.062M	\$1.345M	\$1.475M	\$1M

33) Stakeholder Satisfaction with Services

A target will not be identified within the current planning cycle. Research is required to ensure appropriate benchmarking against peers with the correct measures. The University will revisit this indicator for the next four-year planning cycle.

34) Association of Research Libraries Index

The Association of Research Libraries Index Rank for Canadian universities takes into account the number of volumes held, the number of volumes added during the previous fiscal year, the number of current serials, the total operating expenditures, and the size of “permanent” staff including professional and support workers, but not students.

Association of Research Libraries Index Rank in Canada (composite of five indicators)							
History						Actual	Target
1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2006-07
2 nd	2 nd	2 nd	2 nd	2 nd	2 nd	3 rd	To be determined

Source: Association of Research Libraries (ARL)

GOAL 4: THE UNIVERSITY OF ALBERTA WILL CONTRIBUTE TO THE NEEDS OF ITS COMMUNITIES.

The University's key strategic initiative for achieving this goal is to enhance and build connections with its communities.

The results for 2004-05 show a steady increase of general public awareness of the University of Alberta and its achievements.

Key Strategic Initiative 4.1
Enhance and build connections
with our communities.

The University plays an integral role in the community through the services it provides and in the development of partnerships with its neighbours, the business community, multicultural communities and the government.

35) National Media Exposure

A key measure of the University of Alberta's research and academic excellence is the amount of national news coverage featuring it as a source for information on key issues facing Albertans and Canadians. The measure also reflects the attention to University issues and the national perception of the importance of these issues. The amount of media exposure can be influenced by national and world events, the relevance of issues to the University, as well as the proximity of spokespersons to national media sources. In 2004-05, national media exposure overall continued to be strong with the University of Alberta maintaining a position of fourth against comparisons with top universities surveyed. The University of Alberta made additional gains in international media attention in a number of research areas.

National Media Exposure (proportion of university news covering the University of Alberta)							
	History				Target	Actual	Target
	2000-01	2001-02	2002-03	2003-04	2004-05		2006-07
TV	9%	6%	10.3%	12.5%	13%	9.6%	14%
Print Media	8%	6%	6%	8.5%	14%	8.6%	9.5%

Source: Professional media analysis commissioned by the University of Alberta

36) Public Awareness of Excellence

A telephone survey of 1,808 respondents across Canada was conducted in spring 2005. While there were no statistically significant differences in levels of awareness since 2003, overall, the survey indicates general awareness of the University is growing steadily. When the question was first asked in 1999, only 9 per cent of Canadians reported recently seeing, hearing or reading something about the University of Alberta. In the 2005 survey, 25 per cent reported recalling seeing, hearing or reading something about the University of Alberta in the past two months. For Alberta, those indicating recent awareness grew from 36 per cent in 1999 to 70 per cent in 2005.

In the 2005 survey, 91 per cent of respondents agreed the University of Alberta conducts high quality research (68 per cent in 1995); 89 per cent agreed that University of Alberta research has practical value (62 per cent in 1995); and 83 per cent agreed it had economic benefits (58 per cent in 1995). Eighty per cent of Albertans and 36 per cent of Canadians would recommend the University of Alberta as one of the top three universities in Canada.

Public Awareness of Excellence at the University of Alberta (proportion rating academic excellence above average or outstanding)							
	History				Target	Actual	Target
	2001	2002	2003	2004	2005		2006
Within Alberta	76%	No poll conducted	72%	No poll conducted	78%	74%	80%
Within Canada	21%		14%		25%	17%	27%

Source: National poll commissioned by the University of Alberta.

37) Increase in Life-long Learning Opportunities

A target will not be identified within the current planning cycle. Research is required to ensure appropriate benchmarking against peers with the correct measures. The University will revisit this indicator for the next four-year planning cycle.

Conclusion

The University of Alberta's commitment to excellence in teaching, research and community service remains evident through its notable accomplishments in 2004-05. This has meant responding effectively to the risks and challenges of global competition for internationally recognized faculty, limited operating revenues per student and increasing space and infrastructure demands, all driven by the evolving academic and community needs of a diverse and changing society.

In its pursuit of outstanding educational and research quality, the University of Alberta welcomes the exciting opportunity presented by the Government of Alberta to help shape a new vision and policy framework for "A Learning Alberta" in support of its comprehensive 20-year Strategic Plan. The University trusts that the outcome of this review will be a long-term blueprint for directing and managing strategic investments to add long-term value to the proceeds of a strong but not endless resource base. There will be multiple rewards from investment in universities: from increasing the capacity for the advanced education of growing proportions of Albertans and from fostering successful partnerships to inject the very best from advanced scholarship into Alberta's economy and society.