





The University of Alberta respectfully acknowledges that we are located on Treaty 6 territory, traditional lands of First Nations and Métis people.

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BOARD OF GOVERNORS

(MEMBERSHIP LIST AS OF MARCH 31, 2019)

MEMBER / ROLE	RELATIONSHIP
<i>Voting – Appointed Members</i>	
Michael Phair, Chair	General Public
Lynn Parish, Vice-Chair	General Public
Matthew Barnett, Member	Non-Academic Staff Representative (NASA)
Mary Pat Barry, Member	University of Alberta Alumni Association Representative
Katherine Binhammer, Member	Academic Staff Representative (General Faculties Council)
Charlene Butler, Member	University of Alberta Senate Representative
Levi Flaman, Member	Undergraduate Board of Governors Representative
Dominique Grégoire, Member	General Public
Reed Larsen, Member	President (Students' Union)
Kirk MacLeod, Member	General Public
Raymond Muzyka, Member	General Public
Lynne Paradis, Member	General Public
Zahra Somani, Member	General Public
Sheri Somerville, Member	General Public
Douglas Stollery, Member	Chancellor, University of Alberta
Glenn Stowkowy, Member	University of Alberta Alumni Association Representative
Owen Tobert, Member	General Public
David Turpin, Member	President and Vice-Chancellor, University of Alberta
Sasha van der Klein, Member	President (Graduate Students' Association)
Donna Wilson, Member	Association of Academic Staff Representative (AASUA)
Vacant Position	General Public

Non-Voting – Appointed Members

Steven Dew, Official	Provost and Vice-President (Academic)
Marion Haggarty-France, Official	University Secretary
Brad Hamdon, Official	General Counsel
Gitta Kulczycki, Official	Vice-President (Finance and Administration)
Matthias Ruth, Official	Vice-President (Research)
Andrew Sharman, Official	Vice-President (Facilities and Operations)
Kelly Spencer, Official	Interim Vice-President (Advancement)
Catherine Swindlehurst, Official	Chief of Staff (President's Office)
Jacqui Tam, Official	Vice-President (University Relations)
Juli Zinken, Official	Board Secretary and Manager, Board Services





ACCOUNTABILITY STATEMENT

The University of Alberta's Annual Report for the year ended March 31, 2019, was prepared under the Board's direction in accordance with the *Fiscal Planning and Transparency Act* and ministerial guidelines established pursuant to the *Post-Secondary Learning Act*. All material economic, environmental or fiscal implications of which we are aware have been considered in the preparation of this report.

Original signed by
Kate Chisholm, QC
Chair, Board of Governors

MANAGEMENT'S RESPONSIBILITY FOR REPORTING

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

Original signed by
David H. Turpin
President and Vice-Chancellor

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

The Auditor General of Alberta, the institution's external auditor appointed under the *Auditor General Act*, performs an annual independent audit of the consolidated financial statements which are prepared in accordance with Canadian public sector accounting standards.

Original signed by
Gitta Kulczycki
Vice-President (Finance & Administration)
and Chief Financial Officer





MESSAGE FROM THE PRESIDENT

The University of Alberta stands among Canada's most enduring and vital public institutions. We push the limits of human understanding and knowledge. We inspire outstanding achievements in learning, discovery, citizenship and service—and for more than a century those achievements have shaped Alberta's future. Aspiring to be both forward and outward looking, we set five key goals in For the Public Good, the university's strategic plan: **Build** a diverse and inclusive community; **Experience** rewarding learning opportunities; **Excel** as individuals and foster a culture that champions distinction; **Engage** communities across our province, nation, and the world; and **Sustain** our people, our work, and the environment. In meeting these goals, the University of Alberta plays a central role in building Alberta's capacity for long-term, knowledge-driven, sustainable development at the global forefront.

Albertans need access to high-quality, affordable post-secondary education and our province needs highly skilled people who will lead our workforce in the coming years. At the U of A, work-integrated and experiential learning opportunities increasingly link our students to their futures and prepare them for success in the evolving knowledge economy - in fact, nearly 85% of our students engage in these high-impact opportunities during their undergraduate career. Today, according to the 2019 QS World University Rankings, U of A graduates have the highest employment rate in Canada - and one of the best employment rates in the world.

The U of A is also a critical engine of research innovation and economic diversification. Our researchers collaborate with industry and government to identify and understand shared problems, find

solutions and bring new ideas to market. U of A research is invigorating and re-shaping diverse sectors across the province and nation—from health, energy, and technology through to the arts, culture, and recreation. We also stand at the front edge of emerging new industries. We are commercializing nano-fabrication research, creating spin-offs that produce next-generation renewable fuels, and building health technology companies. We are widely recognized as one of the top artificial intelligence (AI) and machine learning research universities in the world, and are a key partner in the \$125 million pan-Canadian AI strategy. Our work sparks and feeds widespread social, cultural, and economic benefits for Albertans and Canadians.

We strive to attract and steward the resources we need to deliver excellence. We receive more than \$500 million annually in sponsored research funding. Our research funding was bolstered by a fundraising year with nearly \$168 million in donations. At the same time, we embarked on a multi-year benchmarking program (UniForum) that will help us to increase the efficiency and effectiveness of our administrative services and activities. We also began the transition to a new budget model that more effectively directs operating resources to the core activities of the university: teaching and research.

The University of Alberta has been a key part of Alberta's growth and prosperity, and we are proud to contribute to its future. This tradition of excellence and a record of public leadership is evidenced by the many activities and achievements captured in this report. Moving forward, we will continue to play a lead role in building a better province, a better Canada, and a better world.

Original signed by
David H. Turpin, CM, PhD, LL.D., FRSC
President and Vice-Chancellor

OPERATIONAL OVERVIEW

The University of Alberta (the U of A / university) upheld its reputation as a world-class public education institution as reflected by its ranking as one of the top universities in the world. The university delivers research and teaching that has global quality, relevance and impact while ensuring that its world-class programs are accessible to Albertans and the top students from across Canada and the world. As well, the university plays a lead role in Campus Alberta through collaboration with other Alberta institutions, responding to vital community relationships at every level and giving a national and international voice to Alberta innovation. Its activities enhance the range and quality of student opportunities and build Alberta's capacity for long-term, knowledge-driven, sustainable development at the global forefront.

The U of A maintains its focus on instructional excellence through both on-campus and distance delivery in a vibrant and supportive learning and research environment; and continues to discover, disseminate and apply new knowledge through interrelated core activities. It provides graduate and undergraduate students with the opportunity to earn internationally respected credentials, including bachelor, master and doctoral degrees and university certificates and diplomas, and provide French-language programs leading to university degrees, certificates and diplomas, as well as college certificates and diplomas.

The university, a balanced multi-campus academy with strong arts and sciences programs, creates an environment of inquiry-based learning anchored in strong academic programming and an array of co-curricular student life opportunities. Academic support, social and community enrichment, health and wellness and career and life development have been, and continue to be, cornerstones of the University of Alberta student experience. The intellectual

and creative diversity of the campus, including its international and multi-cultural population and exchange programs, creates an engaging student experience. As well, experiential learning opportunities based in the community augment on-campus activities with real-life applications.

Transfer and collaborative degree completion agreements with partner institutions broaden student opportunities and provide rural, northern and Indigenous communities with access to U of A programs. The university's research and creative activities have a dual impact through the preparation of highly-qualified graduates and a continuous flow of innovation. The university attracts scholars of international reputation: undergraduate and graduate students, post-doctoral fellows, staff and faculty. Collectively, they foster, conduct and disseminate research and creative activity, both pure and applied, within and across all the major program areas at an internationally recognized level of excellence. The university faculties, centres and institutes combine their resources and talents for collaborative advantage through research partnerships with other academic institutions, business, governments and public agencies. The university actively transfers new knowledge and creative works to Alberta, Canada and the world for community benefit, including commercial development of intellectual property when appropriate and feasible.

The U of A has continued its mandate of offering a broad range of outstanding learning and research programs to prepare citizens and leaders who will make a difference. There were no significant changes within the institutional environment that diverted the U of A from projections made in its Comprehensive Institutional Plan, 2018-21; this includes no major changes to programming in terms of overall enrolment increases or decreases.



GOALS, PRIORITY INITIATIVES, EXPECTED OUTCOMES, AND PERFORMANCE MEASURES

The focus of the university’s strategic plan, *For the Public Good* is to “inspire the human spirit through outstanding achievements in learning, discovery, and citizenship in a creative community, building one of the world’s great university’s for the public good.” *For the Public Good* goals directly support the goals of Alberta’s post-secondary and research system as seen in the following table.

ADULT LEARNING SYSTEM PRINCIPLES	FOR THE PUBLIC GOOD GOALS
<p>Accessibility, which means that every Albertan should have the same opportunity to get a post-secondary education.</p>	<p>Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.</p> <p>Build a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada and the world.</p> <p>Experience diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.</p>
<p>Affordability, which means that every Albertan should have the same opportunity to get a post-secondary education, regardless of financial circumstances.</p>	<p>Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.</p>
<p>Quality, which means that Albertans should get the best education possible here at home.</p>	<p>Excel as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research and service.</p> <p>Build a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada and the world.</p> <p>Experience diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.</p> <p>Engage communities across our campuses, city and region, province, nation, and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships and collaborations.</p>



ADULT LEARNING SYSTEM PRINCIPLES	FOR THE PUBLIC GOOD GOALS
<p>Coordination, which means that Albertans should get full advantage from a diverse post-secondary system.</p>	<p>Engage communities across our campuses, city and region, province, nation, and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships and collaborations.</p> <p>Experience diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.</p> <p>Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.</p> <p>Excel as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research and service.</p>
<p>Accountability, which means that post-secondary education providers must be accountable to students, the government, and Albertans.</p>	<p>Build a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada and the world.</p> <p>Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.</p>

This section speaks to key accomplishments and progress made in the 2018-19 fiscal year, compared against the U of A's Comprehensive Institutional Plan (CIP) for 2018-2021, and in alignment with principles of Alberta's adult learning system and goals of *For the Public Good*.

ADULT LEARNING SYSTEM PRINCIPLE:

ACCESSIBILITY - every Albertan should have the same opportunity to get a post-secondary education.

RELATED *FOR THE PUBLIC GOOD* GOALS: SUSTAIN, BUILD, EXPERIENCE

Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.

Build a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada and the world.

Experience diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.

KEY ACCOMPLISHMENTS:

Alberta is home to one of the world's top public universities. The University of Alberta strives to ensure that all Albertans benefit from high-quality education, leading scholarship, cutting edge research, and outstanding service.

- The University of Alberta has a long history of commitment to equity, diversity, and inclusivity (EDI). It has reached a new milestone with the launch of the EDI Strategic Plan - a common vision and framework to inspire, guide, and support current and future EDI efforts across the university.
- The Indigenous Health Initiatives Program (IHIP) was founded in 1988 to encourage First Nations, Inuit and Métis students to enroll in medicine. The program previously admitted up to five students per year - a quota that was eliminated this past year. Beginning in fall 2019, all Indigenous students who meet the eligibility requirements through IHIP will be offered a place in medical school.
- Indigenous Canada - a massive open online course that explores Indigenous histories and contemporary issues in Canada - became the most popular online course in the country. More than 31,000 people have registered for the course.



- The U of A officially opened its state-of-the-art archival facility, which houses scholarly materials dating back to 1908. The new Research and Collection Resource Facility is open for public use, and better protects and provides access to thousands of collections, safeguarding records for generations to come.
- Two new innovative U of A programs were approved:
 - Beginning fall 2020, the Department of Political Science will offer a Master of Arts in Policy Studies program that emphasizes experiential learning and incorporates paid practicums and post-graduation internships.
 - The Faculty of Agricultural, Life & Environmental Sciences and the Alberta School of Business launched a joint degree in Fashion Business Management - the only program of its kind in Western Canada.
- Popular “Surgery 101” podcasts were expanded to include children’s content aimed at teaching them about their bodies and sparking their interest in health careers. The project allows anyone around the world to use these U of A-branded podcasts for free in classes, seminars, presentations and workshops.

REPORT ON 2018-21 CIP

PROGRESS IN RELATION TO ACCESSIBILITY

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE (PER CIP) AND, IF APPLICABLE, REVISED COMPLETION DATE	STATUS / PROGRESS MADE IN THE LAST 12 MONTHS	FOR THE PUBLIC GOOD ALIGNMENT
GOALS				
2017-G1	Prioritize and sustain student, faculty and staff health, wellness and safety by delivering proactive, relevant, responsive and accessible services and initiatives.	2018 Revised: Implementation will be Ongoing	Ongoing.	Sustain, Objective 19
2017-G2	Develop, in consultation and collaboration with internal and external community stakeholders, a thoughtful, respectful, meaningful and sustainable response to the report of the Truth and Reconciliation Commission of Canada.	Ongoing	Ongoing.	Build, Objective 4
2017-G3	Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada and the world.	2025	National recruitment strategy and targeted support for Indigenous enrolment and retention is underway.	Build, Objective 1
2017-G4	Support the recruitment and retention of a diverse and inclusive faculty and non-academic staff to ensure that students have access to a university community reflective of Alberta's diversity.	2025	Ongoing faculty renewal.	Build, Objectives 2 & 3
PRIORITY INITIATIVES				
2017-P1	Develop an integrated, institution-wide health and wellness strategy, which increases the reach and effectiveness of existing health, mental health and wellness resources, programs and services and promotes resilience and work-life balance.	2017 Revised: Implementation will be Ongoing	The Healthy University Strategic Plan was completed. The implementation phase will be ongoing under Deans of Students, Human Resource Services, and Faculty of Kinesiology, Sport and Recreation. Related activities include Mental Health Workshops to help students, staff and faculty deal with issues such as depression and anxiety	Sustain, Objective 19 Strategy i
2017-P2	Continue the implementation of top recommendations of the 2016 Review of the U of A's Response to Sexual Assault.	2018 Revised: Implementation will be Ongoing	Continued implementation of Sexual Violence Policy through awareness activities and regular training and education offered through the Sexual Assault Centre.	N/A

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE (PER CIP) AND, IF APPLICABLE, REVISED COMPLETION DATE	STATUS / PROGRESS MADE IN THE LAST 12 MONTHS	FOR THE PUBLIC GOOD ALIGNMENT
2017-P3	Increase the opportunities for all undergraduate and graduate students to experience the benefits of living on campus, including guaranteeing the offer of a place in residence to every first-year undergraduate student.	2018	This initiative was completed; two new student residences were opened.	Experience, Objective 8 Strategy i
2017-P4	Build the Maskwa House of Learning as a place of understanding, welcome and cultural connection, where Indigenous and non-Indigenous students together can grow and celebrate the unique and proud histories of Indigenous peoples and where Indigenous students can access the social, cultural and spiritual supports that enable their academic success. Improve cultural supports for Indigenous colleagues so they feel an essential part of the fabric of the university and for non-Indigenous colleagues so they can be more inclusive and welcoming and supportive.	2019	The Advancement Feasibility Study was completed, indicating potential donor support of \$10 million for programming if capital funding is secured.	Build, Objective 4 Strategy ii
2017-P5	Foster learning opportunities across our campuses that enable student, staff and faculty participation in reconciliation.	2020	Development of research guidelines on Indigenous community engagement is underway. Development of a Vice-Provost position on Indigenous initiatives is underway.	Build, Objective 4 Strategy i
2017-P6	Review, improve and implement equity processes and procedures for recruiting and supporting faculty and staff in all categories to ensure a balanced academy and workforce that is representative of women, visible minorities, sexual and gender minorities, Indigenous peoples and peoples with disabilities.	2020	An institutional Strategic Plan for Equity, Diversity and Inclusivity (EDI) was developed and launched.	Build, Objectives 2 & 3 Strategy ii
2017-P7	Optimize our international recruiting strategies to attract well-qualified international students from regions of strategic importance and enhance services and programs to ensure their academic success and integration into the activities of the university.	2020	Development of an International Strategy entered into its final stages.	Build, Objective 1 Strategy iii
2017-P8	This item was moved to Affordability			

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE (PER CIP) AND, IF APPLICABLE, REVISED COMPLETION DATE	STATUS / PROGRESS MADE IN THE LAST 12 MONTHS	FOR THE PUBLIC GOOD ALIGNMENT
2017-P9	Develop and implement an undergraduate and graduate recruitment strategy to attract top students from across the diverse communities in Alberta and Canada, leveraging our strengths as a comprehensive, research-intensive, multi-campus university offering francophone and rural liberal arts programming.	2025	Year 2 of the National Recruitment Strategy was completed, and all Key Performance Indicators for the year were achieved. Year 3 of the strategy is underway.	Build, Objective 1 Strategy i
2017-P10	Develop and implement an undergraduate and graduate recruitment and retention strategy to attract Indigenous students from across Alberta and Canada.	2025	Added to capacity created in 2017/18 – established a new position to support transfer students from First Nations Colleges. Other Indigenous student recruitment initiatives were ongoing.	Build, Objective 1 Strategy ii
2017-P11	Highlight and strengthen the role that Campus Saint-Jean (CSJ) plays in reflecting and reinforcing the French/English linguistic duality of Canada as well as the world-wide multi-ethnic Francophonie, by positioning the university locally, nationally and internationally as a destination of choice for francophone and bilingual students; and by progressively improving Campus Saint-Jean students' and applicants' access to French-language services.	Ongoing	Ongoing work on translation of services to CSJ students continued.	Experience, Objective 9 Strategy ii
EXPECTED OUTCOMES				
2018-E01	Enhanced tracking and reporting on student merit-based and needs-based awards. Note: In the 2019-22 CIP, this item has been moved to Affordability.	2018	Completed through enhancements to the Annual Student Financial Supports Report.	Build, Objective 1 Strategy iv
2018-E02	Enhanced institutional understanding of the new sexual violence policy through educational opportunities for students and staff, communications and committee oversight.	Ongoing	Related activities include providing information sessions specific to working with survivors of sexual assault and better preparing participants to receive disclosures from and provide referrals to survivors.	N/A
2017-E01	Infuse health into everyday operations, business practices and academic mandates through the launch of an integrated health and wellness strategy to support the health, well-being and safety of the university community.	2019	The Healthy University Strategic Plan was completed; implementation is ongoing through regular business activities.	Sustain, Objective 19 Strategy i

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE (PER CIP) AND, IF APPLICABLE, REVISED COMPLETION DATE	STATUS / PROGRESS MADE IN THE LAST 12 MONTHS	FOR THE PUBLIC GOOD ALIGNMENT
2017-E02	An enriched student academic experience that links learning with other aspects of their lives such as a residential experience through the completion of 760 bed spaces on the Lister Hall site and in East Campus Village. Housing in on-campus residences supports student success and enhances access for rural, Indigenous, under-represented and international students.	2018	This was completed; two new student residences were opened.	Experience, Objective 8
2017-E03	An increased understanding and inclusion of First Nation, Métis and Inuit perspectives in university activities, supported by increased visibility and celebration of Indigenous culture, researchers and learners.	2020	Development of Vice-Provost position on Indigenous initiatives is underway.	Build, Objective 4
2017-E04	Enhanced support for equity, diversity and inclusion promotes university values, ensures that the professoriate and university workforce more closely reflect the community at large and enhances the intellectual diversity of the academy.	Ongoing, completed by 2025	An institutional Strategic Plan for Equity, Diversity and Inclusivity (EDI) was developed and launched.	Build, Objective 2 Strategy ii; and Objective 3 Strategy ii
2017-E05	Renewal of the professoriate to increase diversity. More applications from individuals with diverse backgrounds expand our available conceptual tools, leading to a more creative academy.	2025	Ninety six (96) new assistant professors were recruited in the 2017-18 academic year.	Build, Objective 2 Strategies i & ii
2017-E06	Enhanced diversity of the student body to more closely reflect the demographic diversity of Alberta and Canada while continuing to attract top students and serve the needs of Alberta learners.	2025	Year 2 of the National Recruitment Strategy was completed, and all Key Performance Indicators for the year were achieved. Year 3 of the strategy is underway.	Build, Objective 1
2017-E07	Incremental increase in the proportion of Indigenous students to more closely reflect their demographic representation in Alberta's population. Improved retention of Indigenous students to match retention for other groups in the same cohorts.	2025	Indigenous undergraduate enrolment increased by 8.7 percent in 2018, for a total of 1,175 students.	Build, Objective 1 Strategy ii

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE (PER CIP) AND, IF APPLICABLE, REVISED COMPLETION DATE	STATUS / PROGRESS MADE IN THE LAST 12 MONTHS	FOR THE PUBLIC GOOD ALIGNMENT
PERFORMANCE MEASURES				
2017-PM1	Composition of the student body: percentage of the student body from Alberta (excluding Edmonton) (target undergoing validation in 2017-18); percentage of students from out-of-province; and percentage of Indigenous students (target: Indigenous student population is proportionate to the Indigenous population in Alberta).	2018-25	<p>Just under one-third of U of A undergraduate students and just over one-third of graduate students come from outside of Edmonton. These proportions have remained relatively stable at just over 31% and 35%, respectively, between 2016-17 and 2018-19.</p> <p>Over these same reporting periods, proportions of undergraduate and graduate students from outside of Alberta has also remained quite consistent at approximately 27% and 60%, respectively.</p> <p>Proportions of Indigenous students has increased slightly from 4.0% in 2016-17 to 4.4% in 2018-19.</p> <p>(See Tables 1, 2 and 3 for related data.)</p>	Build, Objective 1
2017-PM2	<p>Composition of faculty and staff: gender (target: 43% female professoriate by 2025), Indigenous (target: 26 faculty members by 2025), visible minority (target: 25% of faculty members by 2025), disability status.</p> <p>Note: Data are only available for continuing, operating-funded positions; broader data collection and target setting are pending. Data are self-reported.</p>	2025	<p>Representation of faculty who are female has been increasing over the past three years. In 2018-19, the proportion of faculty who are female was just under 38% indicating that the university is on track towards achieving its 2025 target of 43%.</p> <p>Staff who are female has remained quite stable at close to 64% of all staff. Between 2016 and 2018, a slight increase has been seen in the proportion of faculty members who are Indigenous or of a visible minority.</p> <p>(See Table 5 and Figure 1 for related data.)</p>	Build, Objectives 2 & 3
2017-PM3	Percentage of full-time students living in purpose-built student housing where there is intentional programming Target: 25%	2040	The percentage of full-time students living in purpose-built student housing where there is intentional programming was 13%. Note: this assumes full-time enrolment to be 35,210 in 2018/19.	Experience, Objective 8

ACCESS AND ENROLMENT TRENDS

Just under one-third of U of A undergraduate students and just over one-third of graduate students come from outside of Edmonton. These proportions have remained relatively stable over the reported period.

TABLE 1: COMPOSITION OF THE STUDENT BODY FROM OUTSIDE OF EDMONTON

PROPORTION OF ALBERTA STUDENTS FROM OUTSIDE OF EDMONTON	2016-17	2017-18	2018-19
Undergraduate	31.3%	31.2%	31.1%
Graduate	35.5%	35.2%	35.7%
Total	31.9%	31.7%	31.6%

Source: Acorn Institutional Data Warehouse, U of A, Student Headcount and FLE

Notes: Proportion based on students registered on December 1 of the reported year. Alberta students from outside of Edmonton, have an original hometown census province of Alberta and an original hometown census division other than Edmonton. The undergraduate figures:

- Include students in career preparation programs.
- Exclude post-graduate medical residents, students who did not report a hometown, students who are only auditing courses, and withdrawn students.

Just over one-quarter of undergraduate students are from outside of Alberta. The majority of graduate students (just under two thirds) are from outside of Alberta.

TABLE 2: COMPOSITION OF THE STUDENT BODY FROM OUTSIDE OF ALBERTA

PROPORTION OF STUDENTS FROM OUTSIDE ALBERTA	2016-17	2017-18	2018-19
Undergraduate	26.7%	26.9%	26.9%
Graduate	60.2%	59.6%	60.5%
Total	33.4%	33.5%	33.8%

Source: Acorn Institutional Data Warehouse, U of A, Student Headcount and FLE

Notes: Proportion based on students registered on December 1 of the reported year.

Percent outside Alberta includes students with an original hometown province that is not Alberta.

The undergraduate figures:

- Include students in career preparation programs.
- Exclude post-graduate medical residents, students who did not report a hometown province, students who are only auditing courses, and withdrawn students.

The proportion of students who have self-identified as Aboriginal has increased slightly since 2016-17.

TABLE 3: COMPOSITION OF THE STUDENT BODY, SELF-IDENTIFIED AS ABORIGINAL

Proportion of Students who have self-identified as Aboriginal	2016-17	2017-18	2018-19
Total	4.0%	4.0%	4.4%

Source: Acorn Institutional Data Warehouse, U of A, Student Headcount and FLE

Notes: Reflects students registered on December 1 of the reported year. Includes undergraduate students with an original hometown province of Alberta who have self-identified as being of Aboriginal ancestry. Excludes post-graduate medical residents, students who are only auditing courses, and withdrawn students.

Masters students continue to experience the highest completion rates compared to Undergraduate and PhD students. Undergraduate student completion rates remain very stable hovering at about 76%. PhD student completion rates have fluctuated slightly since 2015-16, however, because the PhD cohort is small, changes of a few students result in relatively large percentage changes.

TABLE 4: STUDENT COMPLETION RATES

REPORT YEAR	UNDERGRADUATE	MASTERS	PHD
2017-18	76.1%	90.4%	82.2%
2016-17	76.0%	90.1%	84.5%
2015-16	76.9%	89.8%	82.1%

Source: Acorn Institutional Data Warehouse, U of A

Notes: Completion rates reflect the percentage of full-time students completing a degree-granting program within a designated number of years from the time of their first registration. Undergraduate completion rates reflect students in the following: Direct Entry Programs, admitted from high school (6 years); Second Entry Programs (5 years); and Transfers from other post-secondary institutions (5 years). Graduate completion rates reflect students in the following: Masters completion rates (5 years); and PhD completion rates (9 years). Graduate completion rates have been adjusted to provide additional time for students who change programs and to allow for convocation records that don't exactly align with the program of registration; historical rates have been restated. Excludes withdrawn and part-time students.

BUILDING DIVERSE AND INCLUSIVE FACULTY AND STAFF

Representation of faculty who are female has been increasing over the past three years. The proportion of staff who are female has remained quite stable over the same time period at just under two thirds of all staff.

TABLE 5: PROPORTION OF FACULTY AND STAFF WHO ARE FEMALE

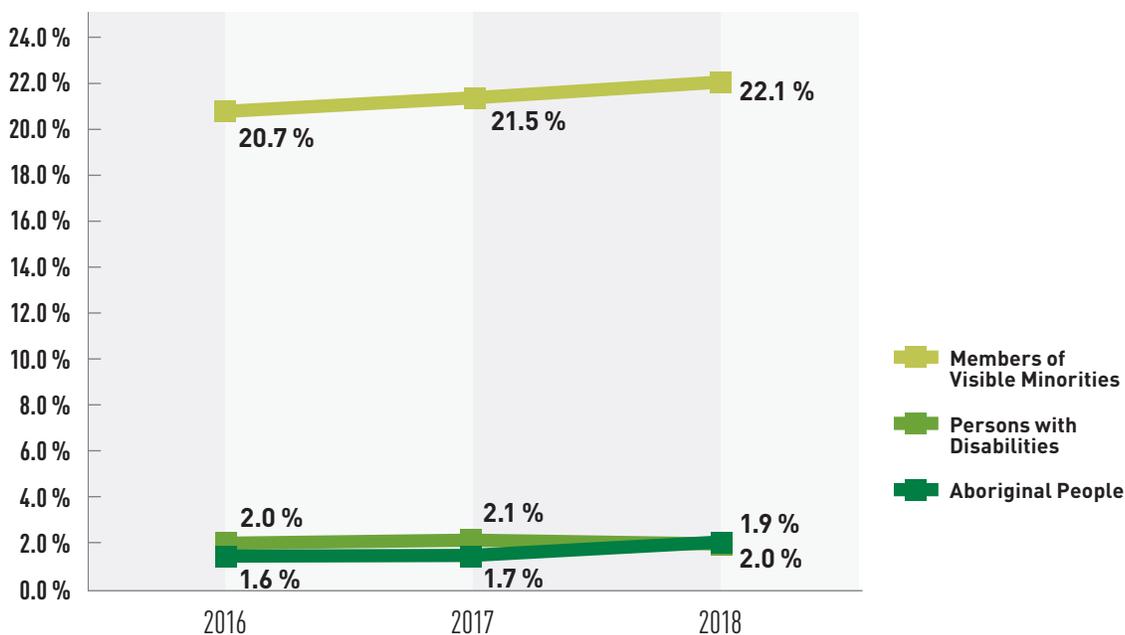
	2016-17	2017-18	2018-19
Proportion of faculty who are female	36.1%	37.0%	37.6%
Proportion of staff who are female	63.4%	63.2%	63.4%

Source: Acorn Institutional Data Warehouse, U of A, HR - Staff Headcount and FTE

Notes: Data are as of October 1 of each respective year. Faculty includes professors in teaching faculties. Staff includes the Administrative Professional Officers, Contract Academic Teaching Staff, Faculty Service Officers, Librarians, Research Academic Staff, and Support Staff (not casual).

The U of A continues to provide equal employment opportunities for Aboriginal people, persons with disabilities, and members of visible minorities.

FIGURE 1: FACULTY COMPOSITION TREND, PERCENTAGE OF ALL PROFESSORIATE, 2016 TO 2018



Source: U of A Equity Survey

Notes: Faculty includes full, associate and assistant professors, including those who have an administrative appointment. Proportions are based on number of survey respondents. Aboriginal peoples are persons who self-identify as North American Indian (Status, non-Status, and Treaty), Inuit, or Métis. Persons with disabilities are persons who have a long-term or recurring physical, mental, sensory, psychiatric or learning disability. Members of visible minorities are persons, other than Aboriginal Peoples, who are non-Caucasian in race or non-white in colour, regardless of their birthplace or citizenship. The visible minority category includes Chinese, South Asian, Black, Arab, West Asian, Filipino, Southeast Asian, Latin American, Japanese, Korean, Indigenous People from outside North America, and Persons of Mixed Origin.

2018 figures are preliminary and may change once finalized.

ADULT LEARNING SYSTEM PRINCIPLE:

AFFORDABILITY - every Albertan should have the same opportunity to get a post-secondary education, regardless of financial circumstances.

RELATED FOR THE PUBLIC GOOD GOAL:

Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.

KEY ACCOMPLISHMENTS

Affordability is underpinned by the university's ability to attract and steward resources which enable excellence in teaching, learning, research, and service. The University of Alberta strives to provide strong student financial supports, promote equitable access, and deliver research and education at the high standard Albertans and Canadians expect.

- The U of A is transitioning from an incremental budget model to a new budget model that more effectively directs operating resources to core activities: teaching and research. The new model will help bring transparency to resource allocation, align spending with strategic priorities, and create a culture of long-term academic planning.
- A 2% increase in the Campus Alberta grant and tuition backfill - amounting to \$16.9M - was allocated to program and learning space development, student safety and security infrastructure, and other strategic initiatives including experiential learning, signature areas of research and teaching, and professional and leadership development.
- Ten infrastructure projects - including a new student innovation centre and lab upgrades - were completed thanks to the Post-secondary Institutions Strategic Investment Fund. The federal government also announced \$39 million in discovery grants from the Natural Sciences and Engineering Research Council to support fundamental research at the U of A.
- A five-year, \$50-million commitment from the provincial government added new seats in tech programs across Alberta. The first round of funding included 25 new seats in the U of A's BSc Computing Science (After Degree) program.
- The Faculty of Engineering celebrated the opening of the Elko Engineering Garage. The 6,000-square-foot space provides students with new hands-on learning opportunities, using tools and equipment to build devices they've designed.
- Following extensive consultations, Ancillary Services implemented a new residence meal plan. The flat-rate meal plan model, based on successful programs at other Canadian universities, provides greater options as well as more financial certainty for students.
- Due to a concerted effort to keep residence rates as low as possible, necessary investments in maintenance did not occur at Michener Park, resulting in this facility falling into disrepair. With a deferred maintenance liability and, understandably, very low tenant satisfaction, this residence was scheduled for closure in June 2020.



PROGRESS IN RELATION TO AFFORDABILITY

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE (PER CIP) AND, IF APPLICABLE, REVISED COMPLETION DATE	STATUS / PROGRESS MADE IN THE LAST 12 MONTHS	FOR THE PUBLIC GOOD ALIGNMENT
GOALS				
2017-G5	<p>Ensure that the University of Alberta's campuses, facilities, utilities and Information Technology infrastructure can continue to meet the needs and strategic goals of the university.</p> <p>Note: in the 2019-22 CIP, this item will be removed from this section as capital and IT priorities are addressed in respective appendices.</p>	2018	<p>Development of the Integrated Asset Management Strategy is nearly complete. This strategy will be used for informing decisions to reduce reliance on leased space and more effectively utilize on-campus space.</p>	Sustain, Objective 23
2017-G6	Secure and steward financial resources to sustain, enhance, promote and facilitate the university's core mission and strategic goals	2020	<p>A joint tuition and budget consultation mechanism with students was put in place.</p> <p>Budgeting system implementation is ongoing.</p> <p>Continued making progress on development and implementation of the new budget model and multi-year planning framework.</p> <p>Wording of G6 was updated for the 2019-22 CIP as follows:</p> <p>Ensure robust student financial support in the context of financial stewardship to sustain, enhance, promote and facilitate the university's core mission and strategic goals. (2020)</p>	Sustain, Objective 22
2017-G7	Continue to build and support an integrated approach to social, economic and environmental sustainability that incorporates teaching and learning, research, outreach, capacity building and the operations that support them.	2020	<p>Completed ahead of expected completion date.</p> <p>Physical sustainability functions were fully integrated into operational units.</p>	Sustain, Objective 20
PRIORITY INITIATIVES				
2018-P1	<p>Exploit building analytics (e.g. Enterprise Asset Management) to fully implement a data-driven approach to maintaining, renovating and repurposing existing space on campus with a view to ensuring the best balance between providing modern learning environments and the ability to sustain building infrastructure over the long-term.</p> <p>Note: in the 2019-22 CIP, this item will be removed from this section and addressed in the respective appendix.</p>	2018	Ongoing	Sustain, Objective 20 Strategy ii & Strategy iii; and Objective 22 Strategy iii

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE (PER CIP) AND, IF APPLICABLE, REVISED COMPLETION DATE	STATUS / PROGRESS MADE IN THE LAST 12 MONTHS	FOR THE PUBLIC GOOD ALIGNMENT
2017-P1	Ensure that qualified undergraduate and graduate students can attend the university through the provision of robust student financial support. (This initiative was moved from Accessibility)	2025	Provided almost \$63 million in needs-based student aid.	Build, Objective 1 Strategy iv
2017-P2	Encourage transparency and improve communication across the university through clear consultation and decision-making processes, substantive and timely communication of information and access to shared, reliable institutional data.	2018	Completed	Sustain, Objective 21 Strategy i
2017-P3	Integrate sustainability into teaching, learning, research and outreach in ways that foster critical, interdisciplinary, long-term and systems thinking on sustainability.	2020	Completed	
2017-P4	Advance the renewal of the historic Dentistry/Pharmacy Building, taking advantage of excellent architecture and incorporating contemporary building operations and maintenance systems to support contemporary administrative, teaching, learning and research activities. Note: in the 2019-22 CIP, this item will be removed from this section and addressed in the respective appendix.	Updated to 2022 due to 2017 funding received.	Renovation is underway and on schedule.	Sustain, Objective 23 Strategy i
2017-P5	Revised 2017-P5 - Explore options to refurbish facilities for the Faculty of Arts, specifically Music and Arts and Design on North Campus. Note: in the 2019-22 CIP, this item will be removed from this section and addressed in the respective appendix.	2028 (multi-phased)	The university is awaiting decision on funding.	Sustain, Objective 23 Strategy i

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE (PER CIP) AND, IF APPLICABLE, REVISED COMPLETION DATE	STATUS / PROGRESS MADE IN THE LAST 12 MONTHS	FOR THE PUBLIC GOOD ALIGNMENT
EXPECTED OUTCOMES				
2017-E01	<p>Launch of key IT solutions and enhancements that enable the secure, efficient and reliable delivery of high-quality programs and services, including analytics, budgeting and planning, student, financial and human resource management.</p> <p>Note: in the 2019-22 CIP, this item will be removed from this section and addressed in the respective appendix.</p>	2018 Revised: Enhancements are Ongoing	Solutions were launched as described in the Information Technology section of this report.	Sustain, Objective 23 Strategy iii
2017-E02	<p>Continued advancement of the three pillars of sustainability: environmental, economic and social, through action to “green” U of A activities, reduce energy demands and promote sustainability across all university activities.</p>	2020	Completed. Physical sustainability functions were fully integrated into operational units.	Sustain, Objective 20 Strategy i, ii, iii
2017-E03	<p>Continued optimization of the university’s financial resources, including the management of endowments, to support long-term institutional sustainability.</p> <p>Note: In the 2019-22 CIP, wording for this item will be updated as follows: Continued optimization of the university’s financial resources, including the management of endowments, to support long-term student affordability and institutional sustainability.</p>	2020	<p>Joint tuition and budget consultation mechanism with students in place.</p> <p>Continued progress on implementation of a new budget system and multi-year planning process.</p>	Sustain, Objective 22 Strategy ii
PERFORMANCE MEASURES				
2017-PM1	<p>STARS Rating The Sustainability Tracking, Assessment and Rating System (STARS) is an integrated assessment of institutional sustainability. The university targets a Gold rating.</p>	2017	<p>The university achieved a gold rating in 2017.</p> <p>This evaluation is conducted on a tri-annual basis with the next rating due in 2020</p>	Sustain, Objective 20
2017-PM2	<p>Net Operating Revenues Ratio. This is a core measure of financial sustainability and provides an indication of the extent to which the university is generating positive cash flows. Target is not yet established.</p> <p>Note: In the 2019-22 CIP, this item will be updated as follows: 2019-PM1. Financial sustainability. The university reports on financial sustainability through numerous established mechanisms, notably the Audited Financial Statements.</p>	2018	Work has been ongoing in developing appropriate data and formulae.	Sustain, Objective 22

ADULT LEARNING SYSTEM PRINCIPLE:

QUALITY - Albertans should have the best education possible here at home.

RELATED FOR THE PUBLIC GOOD GOALS: EXCEL, BUILD, EXPERIENCE, ENGAGE

Excel as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research and service.

Build a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada and the world.

Experience diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.

Engage communities across our campuses, city and region, province, nation, and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships and collaborations.

KEY ACCOMPLISHMENTS

The University of Alberta stands among Canada's top research-intensive institutions, and holds an international reputation for teaching and research excellence. It attracts top academic talent to Alberta, connects students with exceptional experiences that enable their success, and empowers leading researchers to generate widespread social and economic benefits.

- The U of A ranked among the top four institutions in Canada in the 2019 QS World University Rankings. The 2019 QS subject rankings also rated U of A programs among the world's top 50 in seven different areas, including three top 25 placements:
 - Sports-related subjects (9th)
 - Minerals and mining engineering (12th)
 - Nursing (23rd)
- Canada Research Chairs (CRCs) represent research excellence at the national level. When the latest round of CRCs was announced in November 2018, seven U of A researchers stood among them, spanning six different faculties at the U of A.
- U of A graduates have the highest employment rate in Canada. On the global stage, the 2019 QS World University Rankings for Graduate Employability saw the U of A land 87th, up from 94th a year earlier.
- The Canadian Institute for Advanced Research named three U of A researchers Artificial Intelligence Chairs as part of a \$125-million national strategy to build Canada's leadership in machine learning. Alona Fyshe, Martha White and James Wright joined a cohort of 29 chairs leading this pan-Canadian strategy.
- Doctoral student and Rhodes Scholar Billy-Ray Belcourt won Canada's most illustrious poetry honour: the Griffin Poetry Prize. At 23, Belcourt became the youngest person ever to win the prize with his collection, *This Wound is a World*.

- Second-year medical student Julia Sawatzky was named a 2019 Rhodes Scholar. Sawatzky will head to Oxford University next fall to study tropical medicine and public health policy, before returning to complete her medical degree. She is the U of A's 75th Rhodes Scholar.
 - More noteworthy accolades at a glance:
 - 10 Vanier Scholars
 - Two Banting Fellows
 - Guggenheim Fellow
 - Killam Prize Recipient
 - Two Trudeau Fellows
 - Two Trudeau Scholars
 - Two Order of Canada appointees
 - Sloan Fellow



RESEARCH AND SCHOLARSHIP CRITICAL TO ALBERTA

ECONOMIC DIVERSIFICATION

- The U of A's nanotech facility, NanoFab, received \$3.4 million to expand its capacity to commercial scale. With combined support from the federal and provincial governments and Micralyne Inc., the expansion makes commercializing nanotechnology research easier, and helps shape a world-class innovation and manufacturing sector right here in Alberta.
- Western Economic Diversification Canada announced \$2.5 million to create the Artificial Intelligence-Supercomputing Hub for Academic and Industry Collaboration at the U of A. Engineering researcher Edmond Lou, one of the project leads, expects the facility will benefit companies, academics and students, and raise the profile of Western Canada's AI expertise and ecosystem nationally and internationally.

- Two new business incubators are generating diverse economic opportunities:
 - The TEC Edmonton - TusStar Accelerator, stemming from a long-standing relationship with Tsinghua University, facilitates access to the Chinese market for Alberta technology innovators.
 - TEC Centre Labs, a \$2.3 million accelerator space, opened in downtown Edmonton to help speed the pace of health innovation and support health spinoff companies.

EFFECTIVE RESOURCE MANAGEMENT

- U of A spinoff Forge Hydrocarbons, which produces next-generation renewable fuels, received a \$4-million investment from Lockheed Martin to help build a \$25-million production facility. The facility is expected to open in late 2019 and produce 19 million litres of renewable biofuel annually by processing dirty fuels like cooking oil and animal renderings.

- The U of A recently launched two major research partnerships with Chinese institutions:
 - Joint Research Centre for Future Energy and Environment, in partnership with Tsinghua University.
 - The Joint Institute of Advanced Science and Technology, in partnership with East China Normal University.
- Chemists Jillian Buriak, Jonathan Veinot and their team discovered that nano-sized silicon particles can help overcome the limitations of lithium ion batteries. The findings could lead to a new generation of batteries with 10 times the capacity of current lithium ion batteries.

ENVIRONMENTAL STEWARDSHIP AND CLIMATE LEADERSHIP

- The U of A launched its new Sustainability Council, an academic leadership unit promoting and enabling sustainability scholarship across the university. The Council will focus on developing curriculum resources, experiential learning opportunities, research supports and student leadership to better integrate sustainability into academia.
- The provincial government's Clean Technology Development program announced \$20.4 million for 29 projects across Alberta, 16 of which are led by the U of A. One such project is spinoff company Advanced Quantum Materials, which is developing a silicon-based film that turns windows into solar panels.
- Following on the success of the Ex-Alta 1, Alberta's first satellite, designed and built by U of A students, the Canadian Space Agency dedicated \$250,000 to design, build, and launch a second cube satellite. The Ex-Alta 2 will help researchers predict, track and monitor wildfires like the one that devastated Fort McMurray in 2016.
- For the 11th year in a row, the U of A sustained its status as one of Canada's greenest employers, making it the only Canadian post-secondary institution to be on the national list in each of

these 11 years. The list is compiled by the editors of Canada's Top 100 Employers competition who select employers that are reducing the impact their operations have on the environment.

ENGAGED INDIVIDUALS AND COMMUNITIES FOR A HEALTHY ALBERTA

- A \$7 million gift from the Dianne and Irving Kipnes Foundation and the University Hospital Foundation established a new Chair in Lymphatic Disorders - the first endowed chair of its kind in Canada. This generous donation will help to position the U of A as an international leader in lymphatic disorder research.
- The U of A introduced the Distinguished Researchers program - created through a \$5-million gift from the Stollery Children's Hospital Foundation with support from the University of Alberta and Alberta Health Services' Stollery Children's Hospital. The funding will help top pediatric scientists improve health outcomes for children through research, advocating for children's health, and addressing difficulties facing children and youth as they work through health challenges.
- An international research team led by Gavin Oudit, cardiology professor and director of the Heart Function Clinic at the Mazankowski Alberta Heart Institute, pinpointed a key molecule that leads to dilated cardiomyopathy, a dangerous condition that accounts for 20 per cent of all cases of heart failure. This discovery opens the door to potential new treatments tailored to patients with the condition.
- A collaborative effort yielded a first-of-its-kind clinic, led by nurse practitioners, to offer Edmonton seniors one-stop access to essential services while saving costs for the health-care system. The collaboration between the Faculty of Nursing and the Sage Seniors Association connects more than 5,500 Edmonton seniors with everything from social services, to prescription refills, to a chronic disease management nurse.

REPORT ON 2018-21 CIP

PROGRESS IN RELATION TO QUALITY

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE (PER CIP) AND, IF APPLICABLE, REVISED COMPLETION DATE	STATUS / PROGRESS MADE IN THE LAST 12 MONTHS	FOR THE PUBLIC GOOD ALIGNMENT
GOALS				
2017-G8	Build a portfolio of Signature Areas of Research and Teaching Excellence where the University of Alberta is, or will be recognized, as a global leader.	2017-20	The university endorsed three Signature Areas of teaching and research: Precision Health, Energy Systems, and Intersections of Gender. The recognition of signature areas is a key deliverable in the university's strategic plan <i>For The Public Good</i> .	Excel, Objective 12
2017-G9	Enable University of Alberta researchers to succeed and excel.	2020	Ongoing work has continued to support multidisciplinary research engaging in critical and innovative research.	Excel, Objective 13
2017-G10	Facilitate, build and support interdisciplinary, cross-faculty and cross-unit engagement and collaboration.	2020	The Vice-President (Research) and Faculty of Graduate Studies and Research have been exploring interdisciplinary research and programs; a review of internal grant programs is underway.	Engage, Objective 17
2017-G11	Create a faculty renewal program that builds on the strengths of existing faculty and ensures the sustainable development of the University of Alberta's talented, highly qualified and diverse academy.	2025	Ongoing work has continued on faculty renewal.	Build, Objective 2
2017-G12	Increase graduate and undergraduate students' access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.	2020	Inventory of experiential learning opportunities was completed.	Experience, Objective 7
2017-G13	Inspire, model and support excellence in teaching and learning.	Ongoing	Continue review of awards for teaching excellence.	Excel, Objective 14
PRIORITY INITIATIVES				
2018-P1	Identify governance and oversight mechanisms for Signature Areas of Research and Teaching Excellence including review cycles and processes.	2020	The university endorsed three Signature Areas of teaching and research: Precision Health, Energy Systems, and Intersections of Gender. The recognition of signature areas is a key deliverable in the university's strategic plan <i>For The Public Good</i> .	Excel, Objective 12 Strategy i
2018-P2	Develop global competency in our graduates through more access to short and long-term outbound international experiences.	Ongoing	The new International Strategic Plan moved into its final stages.	Experience, Objective 7 Strategy ii

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE (PER CIP) AND, IF APPLICABLE, REVISED COMPLETION DATE	STATUS / PROGRESS MADE IN THE LAST 12 MONTHS	FOR THE PUBLIC GOOD ALIGNMENT
2017-P1	Develop a process to identify and support established and emerging Signature Areas of Research and Teaching Excellence.	2018	Completed.	Excel, Objective 12 Strategy i
2017-P2	Increase students' experiential learning through mutually beneficial engagement with community, industry, professional and government organizations locally, nationally and internationally.	2019	An inventory of experiential learning opportunities was completed.	Experience, Objective 7 Strategy ii
2017-P3	Expand professional development opportunities for graduate students and post-doctoral fellows.	2019	The Graduate Teaching & Learning Program was re-launched; and a resource was seconded to focus on post-doctoral fellow professional development.	Experience, Objective 7 Strategy iii
2017-P4	Identify and remove systemic barriers to interdisciplinary collaboration and where necessary, expand or create policies, resources, infrastructure and strategies to encourage and reward academic and administrative partnerships and collaborations.	2017-20	The Vice-President (Research) and Faculty of Graduate Studies and Research have been exploring interdisciplinary research and programs; a review of internal grant programs is underway.	Engage, Objective 17 Strategy i
2017-P5	Foster, encourage and support innovation and experimentation in curriculum development, teaching and learning at the individual, unit and institutional levels.	2020	Work in collaboration with the Centre for Teaching and Learning has been ongoing.	Excel, Objective 14 Strategy i
2017-P6	Provide robust supports, tools and training to develop and assess teaching quality, using qualitative and quantitative criteria that are fair, equitable and meaningful across disciplines.	2017-20	A review of Universal Student Ratings of Instruction continued. Other pilot initiatives in teaching evaluation got underway.	Excel, Objective 14 Strategy iii
2017-P7	Attract and retain a diverse complement of faculty and postdoctoral fellows from around the world, with initial attention on increasing the proportion of assistant professors.	Ongoing	Faculty renewal endeavours continued.	Build, Objective 2 Strategy i
2017-P8	Secure and sustain funding for the continuous evolution and operation of research facilities and resources to meet the changing needs of our broad-based research community.	Ongoing	The university's capital plan considered research infrastructure.	Excel, Objective 13 Strategy iv

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE (PER CIP) AND, IF APPLICABLE, REVISED COMPLETION DATE	STATUS / PROGRESS MADE IN THE LAST 12 MONTHS	FOR THE PUBLIC GOOD ALIGNMENT
EXPECTED OUTCOMES				
2017-E01	Defined process identifying “signature”, as well as emerging, areas of teaching and research excellence to be nurtured and strengthened for the future.	2017	The first set of Signature Areas was launched; and oversight mechanisms were put in place.	Excel, Objective 12 Strategy i
2017-E02	Through partnerships with the federal and provincial governments, undertaking laboratory renewal projects that will modernize facilities to support research and learning environments on the Augustana Campus and at Campus Saint-Jean (supported by the Post-Secondary Institutions Strategic Investment Fund (SIF).	2017	Completed.	Excel, Objective 13 Strategy iv
2017-E03	Implementation of a Good Supervision awareness campaign and Graduate Student Management System, encouraging collegial models of supervision and mentorship.	2017-18	Launched the Mentorship Academy workshop series and “Great Supervisor” awards for graduate student supervisors.	Excel, Objective 14 Strategy iii
2017-E04	Increased access to, and use of, professional development opportunities for graduate students and post-doctoral fellows to support their job market competitiveness, including through internship programs, events and workshops and on-line resources to improve their ability to compete in the global employment market.	2018	The Graduate Teaching & Learning Program was re-launched; and a resource was seconded to focus on post-doctoral fellow professional development.	Experience, Objective 7 Strategy iii
2017-E05	Enhanced and strengthened experiential learning opportunities for students achieved through the development of an institutional needs assessment, inventory and informational resource for students.	2017-19	An inventory of experiential learning opportunities was completed.	Experience, Objective 7 Strategy i
2017-E06	A strong, dynamic research community pursuing excellent, relevant, interdisciplinary, high impact research to address complex problems at the local and global scales.	2020	Research impact evaluation under development.	Build, Objective 2 Excel, Objective 13
2017-E07	Development of an action plan for supporting and expanding interdisciplinary activities, beginning with an inventory of successes and challenges, an environmental scan and a review of best practices.	2017-20	Development of action plan is ongoing.	Engage, Objective 17 Strategy i
2017-E08	Increased instructor access to training and mentorship and uptake of new models for instructional design, assessment and teaching by the professoriate.	2017-20	Continued investment in the Centre for Teaching and Learning to build capacity.	Excel, Objective 14 Strategy i

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE (PER CIP) AND, IF APPLICABLE, REVISED COMPLETION DATE	STATUS / PROGRESS MADE IN THE LAST 12 MONTHS	FOR THE PUBLIC GOOD ALIGNMENT
PERFORMANCE MEASURES				
2017-PM1	Student-reported experience with faculty (National Survey of Student Engagement-NSSE) and graduate student satisfaction (Canadian Graduate and Professional Student Survey-CGPSS). Note: NSSE is administered in three-year intervals; the 2017 administration will be used as a baseline for setting future targets.	2017	<p>The 2017 administration of the NSSE shows that 82% of survey respondents evaluated their entire educational experience at this university as <i>Good or Excellent</i>. This is an increase from 79% in both the 2011 and 2014 survey administrations.</p> <p>The 2019 administration of the CGPSS shows respondent ratings of their overall experience at this university as <i>Good, Very Good or Excellent</i> has increased to 88% from 87% for survey administrations in 2010 and 2013. (See most recent data available in Tables 6 and 7.)</p>	Excel, Objective 14
2017-PM2	High-Impact Practices (NSSE).	2017	<p>The proportion of students participating in one or more high-impact practices has remained high at almost 84% as per the 2017 administration of the NSSE.</p> <p>(See data on High-Impact Practices and on Experiential Learning in Tables 8 and 9, respectively.)</p>	Experience, Objective 7
2017-PM3	Sponsored research funding: total and U15 rank (all sources and Tri-Council) (target: top 5)	2018	<p>In the most recent data available (as of 2016-17) the U of A was ranked in fourth place amongst U15 peers for total sponsored research funding.</p> <p>(See Figure 2 for Sponsored Research Funding.)</p>	Excel, Objective 13
2017-PM4	Citation Impact	2018	Target identification is under consideration.	Excel, Objective 13
2017-PM5	Employment outcomes two years after graduation: employment rate and mean income by degree level (Alberta Graduate Outcomes Survey - GOS). Note: The GOS is administered biennially. Data from the 2016 administration will be reported when available. This administration will be used as a baseline for setting future targets.	2020	<p>While the 2016 graduate employment rate shows a slight decrease from previous administrations of the GOS in 2012 and 2014, the employment rate is still very high at almost 94%. It should be noted that this decrease coincides with a similar decrease in Alberta's employment rate.</p> <p>(See Table 10 for the most recent GOS data.)</p>	Experience, Objective 7
2017-PM6	Incremental increase in proportion of professoriate at rank of Assistant Professors (Target: 21% of faculty members at the rank of Assistant Professor by 2021).	2017-25	The proportion of professoriate with the rank of Assistant Professors (compared to Professors overall) is 19% (387/2068).	Build, Objective 2
2017-PM7	Research and teaching awards (Canada Research Chairs / CRCs and 3M Teaching Awards). Targets not established.	Ongoing	As of January 23, 2019, the U of A ranks fifth in Canada for CRCs.	Excel, Objective 13

STUDENT SATISFACTION, SENIOR STUDENTS

Consistently measured and monitored student satisfaction ratings serve as a barometer for educational experience (e.g. university performance, service delivery, student life, etc.). The following tables show that the undergraduate and graduate populations are consistently highly satisfied with their educational experience at the U of A.

TABLE 6: STUDENT SATISFACTION, SENIOR STUDENTS – UNDERGRADUATE STUDENTS

UNDERGRADUATE	2011	2014	2017
How would you evaluate your entire educational experience at this institution? <i>(Percent responding Good or Excellent)</i>	78.5%	79.2 %	82.1%

Source: National Survey of Student Engagement (NSSE)

Note: Senior Students are in their final program year.

TABLE 7: STUDENT SATISFACTION – GRADUATE STUDENTS

GRADUATE	2013	2016	2019
How would you rate the quality of your overall experience at this university? <i>(Percent responding Good, Very Good or Excellent)</i>	87.3%	87.1%	88.3%

Source: Canadian Graduate and Professional Student Survey (CGPSS)

Notes: Represents responses from students in both course-based and thesis-based graduate programs.

Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated as high-impact. High-Impact Practices (HIPs) share several traits: they demand considerable time and effort; facilitate learning outside of the classroom; require meaningful interactions with faculty and students; encourage collaboration with diverse others; and provide frequent and substantive feedback.

From the National Survey of Student Engagement, Table 8 shows that the proportion of U of A Senior Students with HIP participation is slightly higher than the U15 average.

TABLE 8: EXPERIENTIAL LEARNING, SENIOR STUDENTS, HIGH-IMPACT PRACTICES

PARTICIPATION IN HIGH-IMPACT PRACTICES (HIP)	2014	2017
Proportion of students participating in one or more high-impact practices	84.0%	83.9%
U15 average	79.3%	81.4%

Source: National Survey of Student Engagement (NSSE)

Notes: Figures include participation in a learning community, service-learning, research with faculty, participation in an internship or field experience, study abroad, and culminating senior experience. NSSE is conducted every three years. Senior Students are in their final program year.

Co-op programs allow students to gain complementary employment experience that will assist them in making informed decisions regarding their future education, training, and careers.

Co-op participation has been consistent over the past years and is concentrated in the faculties of Business and Engineering.

TABLE 9: EXPERIENTIAL LEARNING, CO-OP PROGRAMS

PARTICIPATION IN CO-OP PROGRAMS	2016-17	2017-18	2018-19
Percent of students participating in a co-op program	8.4%	8.3%	8.5%

Source: Acorn Institutional Data Warehouse, U of A, Student Headcount and FLE

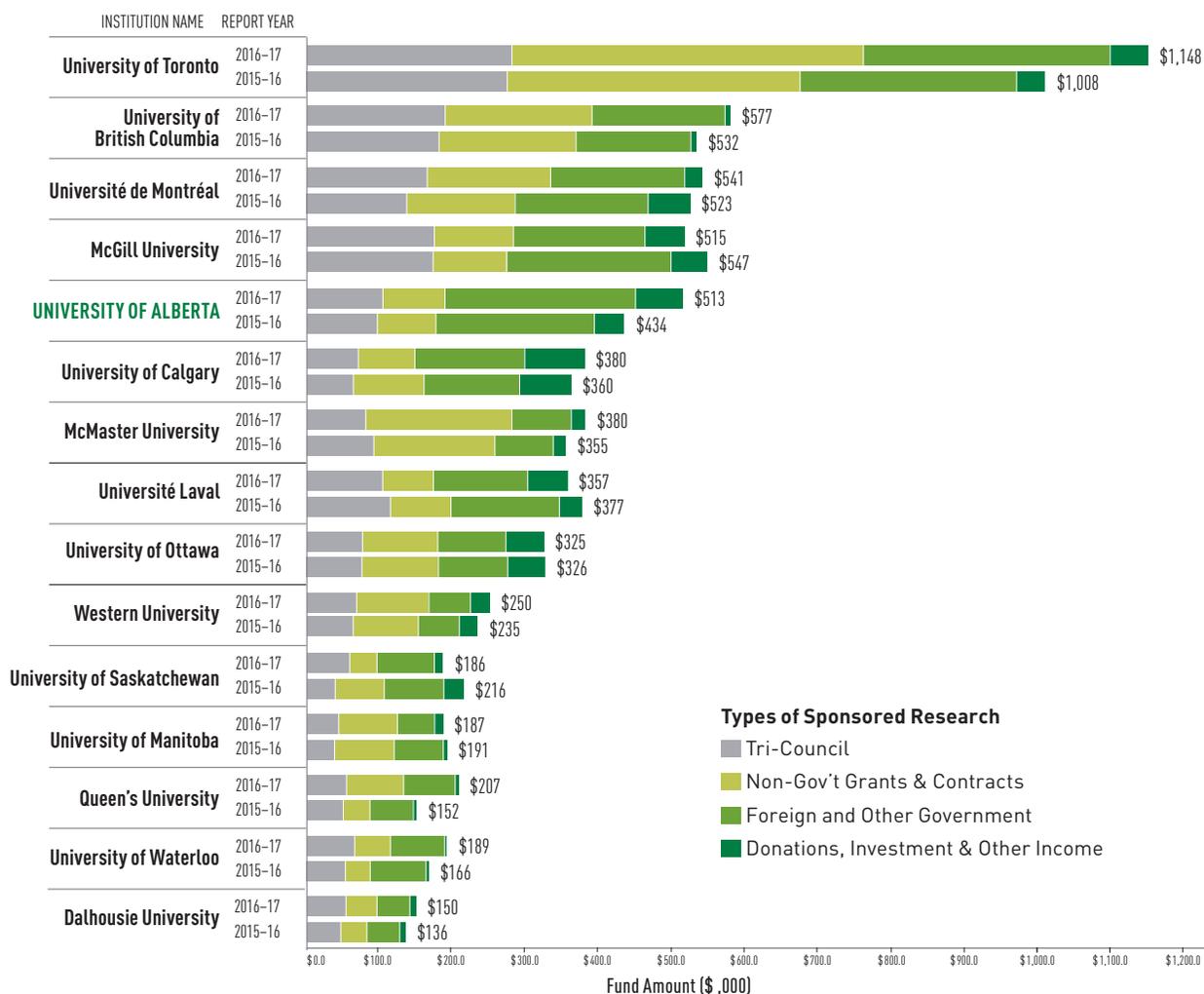
Notes: Participation rates reflect undergraduate students registered on December 1 of the reporting year. Excludes post-graduate medical education residents, students who are only auditing courses, and withdrawn students.

SPONSORED RESEARCH FUNDING RECEIVED

Federal funding through the Canadian Institutes of Health Research, the Natural Sciences and Engineering Research Council, and the Social Sciences and Humanities Research Council (collectively termed Tri-Council funding) supports both basic and applied research. In addition, the university attracts substantial research funding support from other international, regional, and private sector partners. This measure demonstrates the U of A's success in attracting all types of research relative to Canada's other U15 universities.

The University of Alberta was ranked in fifth place (as of 2016-17) amongst U15 peers for total sponsored research funding as seen in Figure 2 below.

FIGURE 2: SPONSORED RESEARCH FUNDING



Source: Canadian Association of University Business Officers (CAUBO): Financial Information of Universities and Colleges, Report 3.1

Notes: Income from Tri-Council includes the following: Social Sciences and Humanities Research Council (SSHRC); Natural Sciences and Engineering Research Council (NSERC); and Canadian Institutes of Health Research (CIHR). Other Government income reflects income from all government departments and agencies; grants and contracts (less Tri-Council support), and includes foreign government income. Donations, Investment and Other income and Non-Government Grants and Contracts, are reported in each respective category on the CAUBO report. Université de Montréal includes HEC Montréal and École Polytechnique de Montréal. Data are the most recent available.

GRADUATE EMPLOYMENT, TWO YEARS POST-GRADUATION

Graduate employment is regarded as a key outcome indicator. The U of A's graduate employment rate remains strong over the reported period. This indicator is sensitive to economic factors beyond the university's control, however, and will rise or fall with Alberta's employment rate. The 2.8% decrease in 2016 coincides with a similar decrease in Alberta's employment rate.¹

TABLE 10: GRADUATE EMPLOYMENT, TWO YEARS POST-GRADUATION

	2012	2014	2016
Percent of respondents employed	97.0%	96.7%	93.9%

Source: Alberta Graduate Outcomes Survey (GOS)

Notes: Includes degree recipients, two years post-graduation. The GOS survey instrument was slightly modified for each administration year, possibly contributing to deviations in the graduate employment rates.

STUDENT PERCEPTIONS OF TEACHING, SENIOR STUDENTS

Effective teaching practices are an indicator of student engagement. Students learn first-hand how experts think about and solve problems by interacting with faculty members.

U of A senior students report higher perceptions of teaching than their U15 counterparts, as indicated below.

TABLE 11: STUDENT PERCEPTIONS OF TEACHING, SENIOR STUDENTS

	NSSE 2014 Mean score	NSSE 2017 Mean score
Effective teaching practices (Students report receiving clear course goals and requirements; organized course sessions; use of examples/illustrations; providing feedback on work in progress; providing feedback on completed work)	36.6	35.8
U15 Average	34.8	34.3

Source: National Survey of Student Engagement (NSSE)

Notes: Each indicator is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (i.e. Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item, while a score of 60 indicates a student responded at the top of the scale for every item. Senior Students are in their final program year.

MAJOR RESEARCH AND TEACHING AWARDS

The 3M National Teaching Fellowship awards excellence in educational leadership and teaching at the university and college level in Canada. Candidates are nominated, and up to ten fellowships are selected annually. The U of A's strength in garnering 3M National Teaching Fellowships demonstrates its proficiency in delivering exceptional teaching and learning opportunities. Compared to U15 peers, Table 12 shows that over the past decade, the U of A has received the most 3M awards.

¹ Alberta Government Labour Force Statistics: <http://open.alberta.ca/publications/2727158>

TABLE 12: MAJOR TEACHING AWARDS – 3M NATIONAL TEACHING FELLOWS (2010-2019)

Rank	U15 University	3M Fellows
1	University of Alberta	10
2	University of Toronto	8
3	The University of British Columbia	7
5	McMaster University	4
5	University of Calgary	4
6	Western University	4
6	Dalhousie University	2
6	Queen's University	2
6	University of Saskatchewan	2
10	University of Waterloo	2
10	McGill University	1
10	University of Ottawa	1

Source: 3M award counts from Society of Teaching and Learning in Higher Education

Note: Data are the most recent available

CANADA RESEARCH CHAIRS

The Canada Research Chairs Program invests approximately \$265 million per year to attract and retain some of the world's most accomplished and promising minds². Chair holders aim to achieve research excellence in engineering and the natural sciences, health sciences, humanities, and social sciences. As of January 23, 2019, the U of A is home to 75 Chair holders.

TABLE 13: MAJOR RESEARCH AWARDS CANADA RESEARCH CHAIRS (CRCS), BY U15 UNIVERSITY

Rank	U15 University	CRCS
1	University of Toronto	234
2	The University of British Columbia	150
3	McGill University	134
4	Université de Montréal, including HEC & Polytechnique	116
5	University of Alberta	75
6	Université Laval	65
6	McMaster University	65
8	University of Waterloo	58
9	University of Ottawa	53
10	University of Calgary	49
11	Queen's University	39
12	The University of Manitoba	38
13	The University of Western Ontario	37
14	Dalhousie University	35
15	University of Saskatchewan	15

Source: Social Sciences and Humanities Research Council of Canada

Notes: Includes active CRCS as of January 23, 2019. Includes awards funded from SSHRC, CIHR and NSERC. Université de Montréal includes École Polytechnique de Montréal and HEC Montréal. (A French-language management education and research university)

2 Source: <http://www.chairs-chaire.gc.ca>, accessed April, 2018.

ADULT LEARNING SYSTEM PRINCIPLE:

COORDINATION - Albertans should get full advantage from a diverse post-secondary system.

RELATED FOR THE PUBLIC GOOD GOALS:

Engage communities across our campuses, city and region, province, nation, and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships and collaborations.

Experience diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.

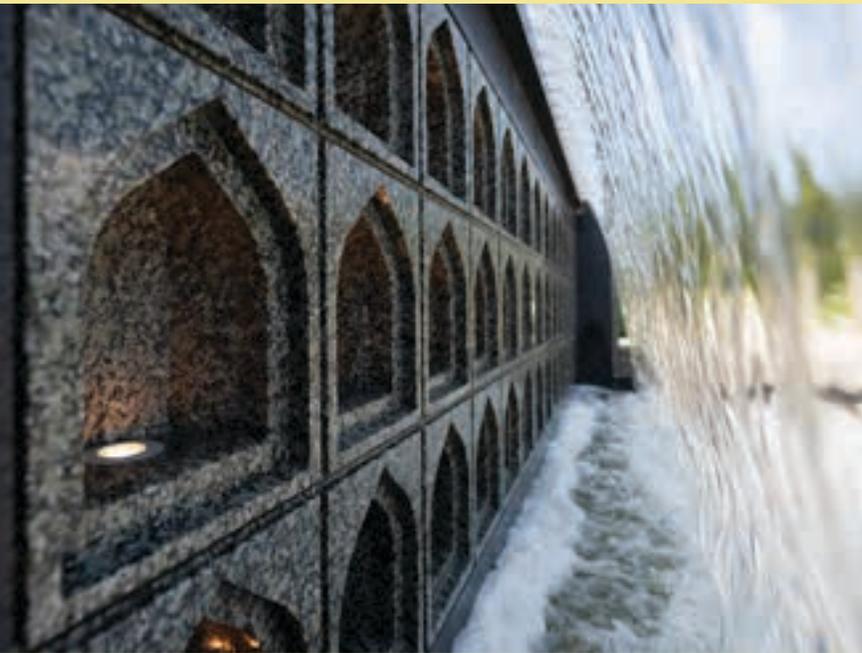
Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.

Excel as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research and service.

KEY ACCOMPLISHMENTS INCLUDING COMMUNITY OUTREACH COLLABORATIONS:

The University of Alberta engages post-secondary and industry partners, non-profit organizations, communities and government to create reciprocal and mutually beneficial collaborations. These connections promote joint solutions to shared problems, facilitate knowledge translation, and magnify the reach and impact of Alberta's world-class research-intensive university.

- The U of A works alongside 25 other post-secondary institutions across the province to organize the Council of Post-secondary Presidents of Alberta (COPPOA). COPPOA brings a collective and collaborative voice to the role post-secondary education plays in building Alberta's future.
- The Future Energy Systems research institute teamed up with NAIT, ATCO, and Siemens to launch the Distributed Energy Management Initiative. With support from the provincial government, the initiative centres on a microgrid facility that enables energy researchers and companies to test and validate their technologies under realistic field conditions.
- The U of A's Health Sciences Careers Academy for Indigenous Youth held its seventh annual workshop enabling Alberta's Indigenous youth from Edmonton and northern Alberta communities to explore careers in healthcare. The Academy is supported by Edmonton non-profit organization CAREERS: The Next Generation, and operates in partnership with Alberta Health Services, NAIT and NorQuest College.
- U of A research expertise in artificial intelligence attracted a four-year, \$940,000 partnership with ATB Financial. ATB data scientists will work with U of A researchers on real-time fraud detection, predictive analytics to identify key moments in customer relationships, and a tailored recommendation system.



- The new Aga Khan Garden - now the northernmost Islamic garden in the world - opened at the U of A Botanic Garden. Made possible by a \$25 million gift from His Highness the Aga Khan, the garden is a space for connection, education, and cultural understanding. It symbolizes an ongoing partnership with the Aga Khan Development Network that has fostered intellectual, cultural and educational exchange for more than a decade.
- The University of Alberta celebrated the opening of the Jonathan KS Choi Cultural Centre of Canada. The centre provides space for students, researchers, business leaders, and policy makers to meet and collaborate, both physically and virtually.

- Coordinated efforts with the newly opened health centre at MacEwan University created a new training site for U of A family medicine residents and other health learners. The clinic will lead the way in teaching a new model of care for U of A trained physicians that has been shown to offer a better way of providing care to patients.
- An innovative collaborative effort - between U of A's Faculty of Nursing and the Sage Seniors Association - yielded a first-of-its-kind clinic, led by nurse practitioners, to offer Edmonton seniors one-stop access to a wide array of services in a way that could save significant costs for the health-care system.
- Along with four other top international universities, the University of Alberta signed strategic academic cooperation agreements with Tsinghua University in China - a move aimed at further exploring innovative research and education collaborations across borders. The other universities include Imperial College of London, Peter the Great Saint-Petersburg Polytechnic University, University of Hong Kong, and University of New South Wales.

REPORT ON 2018-21 CIP

PROGRESS IN RELATION TO COORDINATION

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE (PER CIP) AND, IF APPLICABLE, REVISED COMPLETION DATE	STATUS / PROGRESS MADE IN THE LAST 12 MONTHS	FOR THE PUBLIC GOOD ALIGNMENT
GOALS				
2017-G14	Seek, build, strengthen and sustain partnerships with local, national or international research agencies, governments, government ministries and agencies, universities, Indigenous communities, libraries, not-for-profits, industry, business and community organizations.	2017-20	The university continued to prioritize partnerships at the local, national, and international level.	Engage, Objective 18
2017-G15	Enhance, support, and mobilize the unique experiences and cultures of all University of Alberta campuses to the benefit of the university as a whole.	2017-20	Progress continued on development of a multi-campus strategy.	Experience, Objective 9
2017-G16	Enhance, increase, and sustain reciprocal, mutually beneficial community relations, community engagement, and community engaged research and scholarship that will extend the reach, effectiveness, benefit, and value of our university-community connections.	2021 and ongoing	Community Engagement Consultation underway.	Engage, Objective 16
2017-G17	Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.	Ongoing	This has continued to be under review by all VP portfolios. Governance Transformation <ul style="list-style-type: none"> Near completion of the 48 recommendations from the Ad Hoc Report on the Academic Governance. Renewal of Board Governance including more strategic items coming forward leading to more focused discussions, renewal of board committee terms of reference. Reformed Executive Summary for governance documents. Additional orientation tools and education about governance (both for governance participants and the community). 	Sustain, Objective 21

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE (PER CIP) AND, IF APPLICABLE, REVISED COMPLETION DATE	STATUS / PROGRESS MADE IN THE LAST 12 MONTHS	FOR THE PUBLIC GOOD ALIGNMENT
PRIORITY INITIATIVES				
2017-P1	Provide leadership in Alberta's post-secondary sector and support integration, collaboration and partnership across the province's six-sector model through collaborations including but not limited to: project management support for Norquest college capital expansion; hosting of Olds College PeopleSoft financial system; coordinated commercialization activities between TEC Edmonton and NAIT.	Ongoing	Work in this area continued. Examples of activities undertaken this past year include the following: <ul style="list-style-type: none"> Co-chair of the Post-Secondary Occupational Health and Safety Team to share experiences and resources across Campus Alberta related to the Occupational Health and Safety Act. Member of the Executive of the Council of Post-secondary Presidents of Alberta (COPPOA) to discuss common concerns and provide collective responses to shared opportunities. Through ShareIT, U of A continued to work with other PSIs to share procurement processes and reduce costs. The University of Alberta has been a core founder of Healthy Campus Alberta (HCA), the post-secondary mental health community of practice. 	Engage, Objective 18 Strategy i
2017-P2	Maintain and pursue partnerships across the global academy to expand research and/or funding opportunities for our researchers and thus increase their capacity for success.	Ongoing	Progress continued on the new International Strategic Plan as it entered into its final stages.	Excel, Objective 13 Strategy ii
2017-P3	Work closely with key provincial partners and government agencies, including members of Campus Alberta, Alberta Health Services, Alberta Innovates, the Alberta Library, NEOS, etc., to undertake mutually beneficial research and where possible, coordinate, streamline and deliver shared systems, services and processes to the benefit of all Albertans.	2017-20 This timeline has been revised to "Ongoing"	Numerous active partnerships were in place in 2018/19; examples of these included: GreenSTEM, Alberta Cannabis Research and Innovation Network, and collaboration with the Ruperstland Institute Metis Centre for Excellence through the Faculty of Native Studies.	Engage, Objective 18 Strategy v
2017-P4	Engage with government, community, industry, business, and the post-secondary sector to address shared local, provincial, national, and global challenges, building on the success of collaborative projects like the Future Energy Systems.	2020	Work in this area continued. Examples of collaborative projects included Signature Areas of research and teaching in Future Energy, Precision Health, and Intersections of Gender; Health City; Edmonton Innovation Ecosystem Community, and others.	Engage, Objective 16 Strategy iii
2017-P5	Welcome increased community access, participation, and engagement at all University of Alberta sites, such as our downtown campus at Enterprise Square and our sports facilities at South Campus.	2017-20	Progress continued on development of a multi-campus strategy. Continued implementation of the innovative Augustana calendar and first-year seminar.	Experience, Objective 9 Strategy iii Engage, Objective 16 Strategy v

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE (PER CIP) AND, IF APPLICABLE, REVISED COMPLETION DATE	STATUS / PROGRESS MADE IN THE LAST 12 MONTHS	FOR THE PUBLIC GOOD ALIGNMENT
2017-P6	Facilitate and deepen inter-campus connections, communication, and collaborations with Augustana Campus, and ensure that it is strengthened as a leading liberal arts college, and as a living laboratory for teaching and learning innovation, to the benefit of the entire university.	2017-20	Progress continued on development of a multi-campus strategy.	Experience, Objective 9 Strategy i
2017-P7	Through delivery of the Information Technology investment plan, facilitate easy access to, and use of, university services and systems; reduce duplication and complexity; and encourage cross institutional administrative and operational collaboration.	Ongoing	This work has been ongoing.	Sustain, Objective 21 Strategy iv
EXPECTED OUTCOMES				
2017-E01	Identification of specific opportunities for new and/or enhanced shared administrative services through discussions with the Government of Alberta and Campus Alberta institutions.	Ongoing	Work in this area continued. An example of activities undertaken this past year included the following: Co-chair of the Post-Secondary Occupational Health and Safety Team to share experiences and resources across Campus Alberta related to the Occupational Health and Safety Act.	Engage, Objective 18 Strategy i
2017-E02	Enhancement of research partnerships supporting resource management, environmental stewardship, and healthy communities.	2020	New academic focus of sustainability continued to support plan development.	Engage, Objective 18 Excel, Objective 13 Strategy ii
2017-E03	Development of mutually beneficial projects that strengthen reciprocal relationships with external stakeholders through community engagement.	2020	Continued to expand upon the Community Service Learning (CSL's) objectives (referenced in the 2018-21 CIP, Appendix D); these were enhanced to provide experiential learning to students through research and service based projects while benefiting community organizations that address complex societal issues.	Engage, Objective 16
2017-E04	Development of an action plan to identify and strengthen the unique opportunities presented by our multi-campus environment through connections, communication and collaborations.	2020	Progress continued on development of multi-campus strategy.	Experience, Objective 9

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE (PER CIP) AND, IF APPLICABLE, REVISED COMPLETION DATE	STATUS / PROGRESS MADE IN THE LAST 12 MONTHS	FOR THE PUBLIC GOOD ALIGNMENT
PERFORMANCE MEASURES				
2017-PM1	<p>Student-reported citizenship development (NSSE).</p> <p><i>NSSE is currently administered on three-year intervals; the next administration will take place in 2020. This administration will be used as a baseline for setting future targets.</i></p> <p><i>NOTE: In the 2019-22 CIP, this item will be reflected under Quality.</i></p>	2017	<p>In the 2017 NSSE administration, a high percentage of senior students (almost 85%) felt that their experience at the U of A contributed to them being informed and active citizens. (See Table 14 for most recent data.)</p> <p>Baseline and targets are being identified.</p>	Engage, Objective 16
2017-PM2	Development of action plan for leveraging multi-campus environment.	2020	Development of action plan is underway.	Experience, Objective 9

STUDENT-REPORTED CITIZENSHIP DEVELOPMENT, SENIOR STUDENTS

The percentage of senior students who felt that their U of A experience contributed to them being informed and active citizens remains high; and in the 2017 reporting period is slightly higher than the U15 average.

TABLE 14: STUDENT-REPORTED CITIZENSHIP DEVELOPMENT, SENIOR STUDENTS

	2014	2017
Experience at U of A has contributed to citizenship	81.7%	84.9%
U15 Average	81.4%	83.7%

Source: National Survey of Student Engagement (NSSE)

Notes: Includes senior students who answered *Some, Quite a bit or Very much*, to the following question: "How much has your experience at this institution contributed to your knowledge, skills, and personal development in being an informed and active citizen?" Senior Students are in their final program year.

ADULT LEARNING SYSTEM PRINCIPLE:

Accountability - Post-secondary education providers must be accountable to students, the government, and Albertans.

RELATED FOR THE PUBLIC GOOD GOALS:

Build a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada and the world.

Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.

KEY ACCOMPLISHMENTS

As a proud public institution, the University of Alberta not only serves Albertans and Canadians, but also receives their steadfast support. It maintains that support and trust by taking seriously the responsibility to steward and sustain public investments in its people, operations, infrastructure, and systems.

- The U of A has embarked on a multi-year benchmarking program, called UniForum, designed to assess university support services such as finance, purchasing, human resources, communications, and information technology. The information gathered will help to ensure that the university remains a reliable and effective steward of public support.
- To resolve a structural deficit that had grown in the university's operating budget over several years, the U of A implemented a university-wide 4% budget reduction for 2018-19. This measure will help to ensure the university's long-term financial health.
- Two new tools have been helping to deliver greater transparency on university budgeting. A dedicated website provides clarity on the overall budget planning process, while a plain-language budget document details the current year's budget plan in an accessible format.
- The university's Cannabis Working Group completed its final report including 19 recommendations stemming from months of consultation, discussion and research. With a primary focus on health and safety, it addresses issues from consumption on campus to cannabis research.
- The Parkland Institute, a public policy research institute in the Faculty of Arts, received a \$1-million gift to its endowment fund from an anonymous donor. The institute does not receive government or corporate funding, making donations like this one all the more vital.
- Maclean's surveyed university faculty and senior administrators, high school guidance counsellors, and a variety of businesspeople across the country, asking for their views on quality and innovation at Canadian universities. In the subsequent 2019 ranking, the U of A was listed as one of Canada's Top Schools by Reputation.
- The U of A's executive education programs moved up in the annual Financial Times global ranking. Alberta School of Business Executive Education jumped five spots to 55th in the world. The program was also listed among the top providers of customized executive education programs, bumping up to fourth in Canada and 72nd worldwide.
- The Council on Education for Public Health, an independent agency recognized by the U.S. Department of Education to accredit public health programs, accredited the U of A's School of Public Health for another 7 years—the maximum term given. The School became the first accredited school of public health in Canada in 2012.
- Alberta's Public Interest Disclosure Act (PIDA) – no disclosures were reported in this past year.

REPORT ON 2018-21 CIP

PROGRESS IN RELATION TO ACCOUNTABILITY

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE (PER CIP) AND, IF APPLICABLE, REVISED COMPLETION DATE	STATUS / PROGRESS MADE IN THE LAST 12 MONTHS	FOR THE PUBLIC GOOD ALIGNMENT
GOALS				
2017-G18	Build and support an integrated, cross-institutional strategy to demonstrate and enhance the University of Alberta's local, national and international story, so that it is shared, understood and valued by the full University of Alberta community and its many stakeholders.	2019	The multi-campus strategy was under development; the communication plan is in progress.	Build, Objective 6
2017-G19	Ensure responsible and accountable stewardship of the university's resources and demonstrate to government, donors, alumni and community members the efficient and careful use of public and donor funds	2020	A joint tuition and budget consultation mechanism with students was put in place. Budgeting system implementation is ongoing. Continued making progress on development and implementation of the new budget model and multi-year planning framework.	Sustain, Objective 22 Strategy iii
PRIORITY INITIATIVES				
2017-P1	Develop a set of equitable, meaningful and relevant measures to monitor our progress towards strategic goals and develop the tools required to report on them.	2018	Completed, as reflected in CIP Performance Measures and in annual reports to the Board of Governors.	Sustain, Objective 21 Strategy v
2017-P2	Communicate, using both quantitative and qualitative evidence, how the University of Alberta serves as a cornerstone of the community bringing widespread economic and societal benefits to all Albertans, as well as to national and international partners and stakeholders.	2019	Continued use of Folio.ca to tell the university's story to a wider audience; increased sharing of data based evidence.	Build, Objective 6 Strategy iii
2017-P3	Ensure a sustainable budget model to preserve and enhance our core mission and reputation for excellence in teaching, learning, research, and community engagement.	2019	Budgeting system implementation is ongoing. Continued making progress on development and implementation of the new budget model and multi-year planning framework.	Sustain, Objective 22 Strategy ii

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE (PER CIP) AND, IF APPLICABLE, REVISED COMPLETION DATE	STATUS / PROGRESS MADE IN THE LAST 12 MONTHS	FOR THE PUBLIC GOOD ALIGNMENT
EXPECTED OUTCOMES				
2017-E01	Enables the university to satisfy accountability requirements and expectations for key stakeholder communities.	Ongoing	The university has continued to develop its communications in a clear and evidence based manner.	Sustain, Objective 21 Strategy v
2017-E02	Demonstration of strong financial stewardship through the implementation of a revised budget model to demonstrate the alignment of financial resources with university objectives.	2019	Multi-year planning framework in the new budget model looked for solutions that provided predictability for both the institution and students.	Sustain, Objective 22 Strategy ii & iii
2017-E03	Increased community awareness of the university and its social, economic and historical contributions to the province, the country and the world.	2019	The university has been focused on ensuring communications are clear, timely, and evidence-based.	Build, Objective 6
2017-E04	Ongoing advocacy and increased pride in the institution among key stakeholders and the community at large, achieved through engagement with and exposure to U of A scholars and the work of the university.	2020	Progress has continued on Institutional Marketing and Communications Strategies with stronger connections to communities.	Build, Objective 6
PERFORMANCE MEASURES				
2017-PM1	Media impact: mentions and reach. These metrics will be supplemented through relevant web analytics and qualitative reporting related to stakeholder relationship impact. These metrics are newly established and baselines are being established to inform future target setting.	2019	Progress continued on data collection, establishment of baselines, and target setting.	Build, Objective 6 Strategy iii
2017-PM2	Financial stewardship. The university's Audited Financial Statements and accompanying analysis are the foundational reporting and accountability mechanisms for goals and initiatives related to financial stewardship. Operational efficiency is reported under Affordability (PM2)	2018	Ongoing work has continued to ensure clear, timely, evidence based, communications.	Sustain, Objective 22

ENROLMENT PLAN & PROGRAM CHANGES

ENROLMENT

Overall:

- Program enrolment has been stable and is expected to continue to be stable over the next three years.
- The University's proportion of international students (graduate and undergraduate) is 19.69 percent, with the proportion for the undergraduate student body at 15.25 percent.

Enrolment details are presented in Appendix B.

PROGRAM CHANGES

Of the program proposals outlined in the U of A's 2018-21 CIP, the following programs were approved by Advanced Education this past fiscal year:

- Course-based Master of Arts in the History of Art, Design, and Visual Culture (HADVC)
- Health Care Aide – Préposé aux soins de santé Certificate
- Certificate in Education à la Petite enfance (Child Development Worker)
- Diploma in Education à la Petite enfance (Child Development Supervisor)
- Bachelor of Arts in Modern Languages and Cultural Studies
- Course-based Master of Arts in Policy Studies
- Course-based Master of Arts in Digital Humanities
- Course-based Master of Arts in Philosophy
- Post-Baccalaureate certificate in Indigenous Business
- Graduate Certificate in Sport and Recreation Management
- Substantive Changes to the Master of Library & Information Studies (Course based)

As well, during this past fiscal year, the university submitted to Advanced Education for review and approval the following:

- Substantive changes to the Bachelor of Fine Arts in Drama
- Bachelor of Arts in Media Studies

UNDERREPRESENTED LEARNERS

COMMUNITY PARTNERSHIPS TO ENHANCE ACCESS AND PATHWAYS INTO LEARNING

This past year, a number of key activities took place to support underrepresented learners and to develop strong networks with community partners to enhance access and pathways into learning. These included:

- The university provided almost \$63 million in needs-based student aid to continue ensuring that qualified undergraduate and graduate students can attend the U of A.
- The university continued to strengthen its educational offerings by providing academic coursework and structured community-based experiences that improve learner outcomes. Across the full portfolio of our experiential learning offerings, we engaged over 9,500 students this year.
- In supporting innovative pathways to expand access to the post-secondary learning experience, the university worked on connecting with women from correctional institutions by providing on-campus academic (non-credit) courses for them in 2019.
- The university continued to enhance its USchool, a program that provides students in grades four through nine from socially vulnerable communities the opportunity to spend a week at the university. Indigenous schools are well represented in USchool programming, and long-term relationships were reinforced with these communities through additional in-school visits.
- The Faculty of Science worked on launching an online Scientific Literacy course to increase public understanding of the scientific process, improve scientific literacy and promote critical thinking related to science in the media.
- In continuing to improve educational access for students and the community alike through innovative programming for Camrose and surrounding communities:
 - The Augustana Extended Education (AEE) program created a new six-course Rural Municipal Leadership Certificate that brought in 40 elected officials and municipal administrators. AEE also offered grant writing, program evaluation, sustainability and courses on preparing rural communities for cannabis in response to identified needs.
 - Augustana released a study called “the Non-wage household workers on Alberta Farms: Risks, Attitudes and Policy” which informs Alberta occupational health and safety (OHS) policy and practice through qualitative analysis of farm and ranch sector attitudes towards OHS regulation. This an excellent example of the intersection through which the university’s knowledge and capacity is used to guide best practices that benefit citizens.
- Indigenous Canada: Looking Forward, Looking Back, the Massive Open Online Course (MOOC), was ranked number one in Canada with 30,000 plus registrants.
- The Forum on Understanding Aboriginal Governance was created in partnership with the Ministry of Education, offering Indigenous governance training sessions with primers on Indigenous peoples in Alberta, the numbered treaties and their social, political and economic implications. This effort informed front line public servants and will be repeated in 2019.
- The 2018 Research in a Suitcase pilot with Calgary Public Library featured 13 graduate students presenting research to 700-plus learners in one afternoon. Scheduled to go on the road in 2019, the program was introduced to rural communities during the Advancing Alberta advocacy campaign

- and the community requested the program for rural locations to spark post-secondary interest in young learners.
- Sydney Hampshire, a recent U of A graduate, produced *Heritage Barns of Flagstaff: Volume 1*, a coffee-table book that features a handful of the 300 to 500 barns in Flagstaff County. Raised in La Glace, a northern Alberta hamlet near Grande Prairie, Hampshire got a sense of the problems facing small rural communities, such as difficulty accessing health care and lack of broadband connectivity for internet services; and felt that heritage should be thought of as things that we as a society want to keep for future generations.
 - The Indigenous Health Initiatives Program was founded in 1988 to encourage First Nations, Inuit and Métis students to enroll in medicine. The program previously admitted up to five students per year - a quota that has now been eliminated. It was decided that beginning in fall 2019, all Indigenous students who meet the eligibility requirements through IHIP will be offered a place in medical school.
 - Media Indigena, an increasingly popular podcast that discusses current events with an Indigenous perspective, began taping its show live at the University of Alberta.
 - Chelsea Benally, became the University of Alberta's first Indigenous woman to graduate with a PhD in environmental engineering. She has also been proactive in helping mentor U of A undergraduate Indigenous students, tutoring them when needed.
 - The Advancement Feasibility Study for the Maskwa House of Learning is underway. Maskwa is a place of understanding, welcome and cultural connection, where Indigenous students can access the social, cultural and spiritual supports that enable their academic success.
 - To foster learning opportunities across our campuses that enable student, staff and faculty participation in reconciliation, the establishment of research guidelines on Indigenous community engagement, and the development of a Vice-Provost position on Indigenous activities are underway.
 - In developing and implementing an undergraduate and graduate recruitment and retention strategy to attract Indigenous students from across Alberta and Canada, the U of A established a new position to support transfer students from First Nations Colleges.
 - U of A Drama professor and playwright, Kenneth Williams, received the Gold Medallion at the 43rd annual International Festival of Monodrama and Mime in Belgrade, Serbia, for his play, *Café Daughter*. The play, written about a Cree-Chinese girl coming of age in rural Saskatchewan, was spun from the real-life story of the remarkable woman.
 - With a \$25-million donation from the Aga Khan, spiritual leader of Ismaili Muslims, the university's Botanic Garden has been enhanced with a one-of-a-kind addition that offers a place for connection, contemplation and education. The garden will be a great benefit to the community and it is an important step towards cultural understanding, tolerance and respect.
 - U of A students launched the university's first-ever Black Students' Association to help members connect culturally, share similar experiences, and give back to the wider community. Members hope to continue building a community because research shows that students who feel a sense of belonging in university have better results academically

INTERNATIONALIZATION

The University's international collaborations continue to create exceptional learning, discovery, citizenship, and innovation opportunities to advance the institutional vision of being one of the world's top publicly funded institutions for the benefit of our students and the province.

A key focus of the university's international goals is to ensure that University of Alberta students graduate with the curiosity, confidence, and competence to engage in an increasingly globalized world. Providing students with opportunities to enhance their global understanding and develop intercultural competencies takes place in our classrooms through experiential learning and education abroad programming, and in the social and extra-curricular activities happening across our campuses. International students contribute to the diversity of our campus learning environment. Many (59%) wish to become Canadian permanent residents after graduation, contributing their talent and resources to further strengthening Alberta's position as an investment-ready province with a highly skilled workforce. International students who return home are potential allies for deepening trade relationships between their home countries and Alberta.

As an enrolment managed institution, the university builds its class with a clear focus on attracting students from all parts of Alberta. Rural and Indigenous Albertan students are designated as priority undergraduate enrolment groups in the design of outreach and recruitment programming. In the University of Alberta Calendar, we also set out a specific commitment to access for Alberta students, i.e., "[n]o non-resident shall be admitted to a Faculty who is less qualified than any Alberta resident who is denied admission to that Faculty."

GLOBAL ENGAGEMENT

U of A programs enhance student perspectives on challenging global issues and promote cross-cultural understanding and communication skills. Many of these experiences are made possible through reciprocal agreements between the U of A and other institutions across the globe. Alberta students would not have these opportunities unless we equally offer them to visiting international students. Our student-centered initiatives, which promote global engagement, include:

- Placements funded by the Queen Elizabeth Scholars, which awarded \$5.8 million to successful proposals at 20 universities across the country with an aim to "cultivate the next generation of global leadership." On the list of approved projects is U of A's Securing Our Shared Global Future: Student Leadership for Change, which will establish placements for 43 Canadian students to intern abroad in locations including Ghana, Kenya, India, United Kingdom, and Australia. Each student selected to participate will receive a \$6,000 CAD guaranteed scholarship towards the experience.
- Enhanced experiential, internship and co-op opportunities in international settings (including e3 in Berlin, Brazil, the French Alps, and Washington DC, as well as other educational and research abroad programs in more than 60 countries).
- The Certificate in International Learning (CIL), an embedded undergraduate certificate documenting students' participation and achievement in international learning.
 - This past year, 89 students completed the CIL. Students are required to have a significant intercultural experience, course work and a capstone project to demonstrate their understanding of intercultural competencies.

- The Canada Learning Initiative in China, through which we provide national leadership to increasing Canadian students understanding of China. 2018-19 highlights include:
 - A total of 297 students studied in China (70 from University of Alberta).
 - University of Toronto and McGill University joined the consortium, bringing the total membership to 11 of Canada's U15 universities.
 - A joint workshop between Canadian and Chinese universities was held in Ottawa with a focus on increasing participation and student learning outcomes.
- Increased opportunities for U of A students to participate in shorter-duration international experiences, either as an integral component of academic courses or independently.
 - Eighty-nine (89) students participated in the Faculty of Arts School in Cortona, marking the 20th year of the program in Italy, which has seen over 1,100 students participate.
- Multiple formal joint and double degree programs with partner institutions from around the world.
- International Week completed its 34th year, with a focus on the UN's Sustainable Development Goals (SDGs) and how we can all play a role in working towards them. It is estimated that 2,350 attended events over the course of the week.
- The World's Challenge invited U of A students to share their innovative solution to a major global issue. The team with the best proposal was awarded \$10,000 to make their solution a reality and will represent the U of A at the international finals at Western University in June 2019, with a chance of winning an additional \$30,000.

DIVERSITY & INCLUSION

The presence of international students and foreign-trained post-doctoral fellows, faculty and staff broadens the perspective, impact, and relevance of the U of A's teaching, research, creative activities, and community service work. They also bring cultural diversity together with global connections, insights, and alternative perspectives on issues and challenges that better position the university, businesses, and the province.

Recruitment of exceptional undergraduate and graduate students from targeted highly ranked foreign institutions, and the recruitment of international students already studying at Canadian high schools and post-secondary institutions, advances the university's global academic enterprise and objectives, and also enhances reputation, assisting with the development of diversity in Alberta and Canada. The University of Alberta was pleased to welcome 1,400+ new international undergraduate students to campus this year, representing 76 countries, along with 746 new international graduate students from 72 countries. In 2018-19, 15 percent of our undergraduate population and 37 percent of our graduate population were international students.

Supporting our international students' success and ensuring they are welcomed and included in our communities is of critical importance. Initiatives to highlight this year include:

- The U of A coordinated the Edmonton Post-Secondary Airport welcome booth, greeting close to 1,000 newly arriving international students in late August.
- A new on-line orientation program was launched to support students in preparing for their move to Canada.
- The University of Alberta has provided valuable paid work experiences for over 500 graduate students since the Graduate Student Internship Program (GSIP) formally launched in January

2016. The program is based on a wage subsidy model supported by funds from a Government of Alberta grant called A Vision for Innovation in Alberta: Excellence and Transformative Talent. International students are taking advantage of GSIP to gain valuable Canadian work experience as they represent 49% of the graduate student internship talent pool.

- The university piloted a PhD Onboarding Seminar to support the transition from PhD applicant to student. The majority of the 50 participants were international students and the corner-stone of the seminar was an intercultural competency workshop: Strategies For Succeeding in Graduate Studies and Beyond (what it means to teach and learn in a culturally diverse environment through the lens of the Canadian context).
- Share the Cheer, a program that connects members of the university community to host international students for a meal during the winter holidays, matched 95 hosts with 290 students in 2018.

OFFSHORE PROGRAM DELIVERY

The table below reports core metrics for offshore program delivery, per the provincial Guidelines for Off-Shore Delivery of Alberta Post-Secondary Programs and Training (replaced by Guidelines: Transnational Education, January 1, 2019). Although this information reflects all credential programs offered outside of Canada and joint/dual degree programs with students currently registered, it underrepresents the full scope of the university's international educational activities.

- First, it does not include stand-alone courses or international co-op and experiential components of domestic programs.

- Second, it does not fully reflect joint degree programs. In certain joint degree programs, students based at a foreign home university may spend time at the U of A as visiting students during the course of their program, often working with a U of A faculty mentor, but may petition for joint degree status only as they prepare to graduate. These students are not captured in the program enrolment data reported below.

RESEARCH

The U of A is a research-intensive institution with output that is recognized globally in diverse disciplines. Through active, collaborative research with teams from all over the world, professors advance knowledge, education, and pedagogy in their respective disciplines. Global research engagement has many benefits for the U of A and the province, including leveraging funding resources and expertise from other parts of the globe to address challenges that affect everyone, including Albertans. Much of this funding goes to support domestic students in advanced degrees. The university continues to engage in high-quality, multidisciplinary, multinational research projects in many parts of the globe, including:

- Strengthening existing strategic international institutional partnerships as highlighted below.
- Fostering new, multidisciplinary, multinational research projects in diverse disciplines with partner institutions from other countries.
- Leveraging international funding to secure resources to tackle emerging problems in regions of interest enhancing reach and implementation of U of A research outcomes at home and abroad.

INTERNATIONAL INSTITUTIONAL PARTNERSHIPS - RESEARCH CONSORTIA AND PARTNERSHIPS FORMED WITH TOP-TIER INTERNATIONAL PARTNERS

CHINA

The U of A officially launched the Joint Research Centre for Future Energy and Environment with Tsinghua University, China's leading science and technology research-university. The Centre focuses on developing low-carbon, sustainable energy solutions while tackling global environmental challenges in Canada and China. Following a call for proposals, seven joint research projects were selected for funding by the Centre's Academic Committee.

The U of A and East China Normal University (ECNU) held a ceremony in Shanghai, which included President David Turpin and Edmonton Mayor Don Iveson, to formally initiate the Joint Institute of Advanced Science and Technology, which brings together some of the world's most distinguished scientists in optoelectronic information and advanced nanomaterials. Over twenty U of A researchers took part in a joint workshop held at ECNU.



GERMANY

The U of A is working with several major research partners including the Alexander von Humboldt Foundation, German Research Foundation (DFG), Federal Ministry of Education and Research (BMBF), the German Academic Exchange Service (DAAD), the Helmholtz Association of German Research Centres and the Fraunhofer Society. In particular, the university has been building up a strategic partnership with RWTH Aachen, which includes research collaboration, internships, and study abroad programs.

Strengthening its partnership with RWTH Aachen University in Germany, the university hosted a joint research workshop on “Data Science, Machine Learning and Computational Innovation” and a German Research Foundation-sponsored lecture by Dr. Leif Kobbelt, winner of the prestigious Leibniz Prize, Germany’s top research award.

The U of A and other Edmonton post-secondary institutions finalized the Edmonton Coalition-OWL agreement, through which students enrolled at Concordia University of Edmonton, MacEwan University, NAIT and University of Alberta may participate on an exchange or an internship program through one of the OWL Consortium universities in Germany’s Ostwestfalen-Lippe region, which includes the University of Bielefeld, FH Bielefeld University of Applied Science, Paderborn University, and Hochschule Ostwestfalen-Lippe University of Applied Sciences.



MEXICO

The university is working to support the Mexican government, Mexican universities, and industry in Mexico with technological innovation and capacity building in the hydrocarbon sector.

Building on its existing relationship with the Mexican Secretariat of Energy (SENER), the U of A jointly organized a workshop in Mexico with the Mexican Centre for Energy Innovation (CEMIE-Bio), which focused on research in bioalcohols and biojet fuels and brought together 30 academics from both countries, as well as the Senior Science and Technology Advisor for Natural Resources Canada (NRCAN).

INDIA

The U of A has been advancing discussions with India's top science and technology institutions to develop joint graduate programs. It also began receiving applications for visiting doctoral students supported by India's Science and Engineering Research Board. The university continues to be a member of IC-IMPACTS (India-Canada Centre for Innovative Multidisciplinary Partnerships to Accelerate Community Transformation and Sustainability), a partnership with UBC, the University of Toronto, top Indian Institutes of Technology and other organizations in India, which has been awarded over \$22 million by the Canadian government through its Network of Centres of Excellence. IC-IMPACTS focuses on change for local communities in both India and Canada.

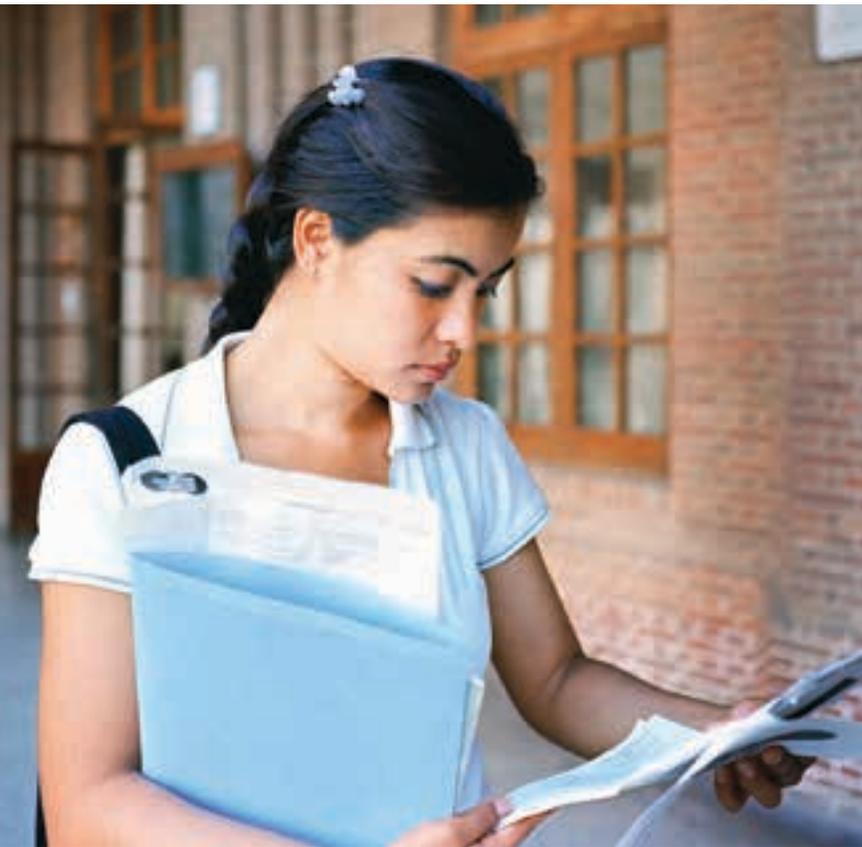
USA

U of A renewed its agreements with Fulbright Canada, which facilitates collaboration through the Visiting Research Chairs Program and the Killam Fellowships for undergraduate exchange with the USA.

OTHER

During this past fiscal year:

- The university signed approximately 150 international collaboration agreements to facilitate activities ranging from faculty and student mobility, to joint academic programs, to training for professionals.
- U of A International facilitated over 55 visits by senior representatives of international governments, universities, and other institutions to strengthen the university's opportunities, connections, and profile. Visitors included German Ambassador Sabine Sparwasser and Indian High Commissioner Vikas Swarup, who took part in events open to the campus and broader Edmonton community.
- U of A International and the Faculty of Education successfully completed a 2.5 year, \$2.5 million project funded by Oman's Ministry of Education to train elementary school math and science teachers. The Faculty of Education's Centre for Mathematics, Science, and Technology Education (CMASTE) developed the curricula for five professional development training modules, and has facilitated the training of Ministry trainers, who will deliver the modules to thousands of Omani teachers in the coming years, with the overall objective of achieving better learning outcomes for Omani students.
- U of A is currently leading or involved with six Research Development Funds (RDFs) through



its membership in the Worldwide Universities Network (WUN), a group of 23 universities spanning 13 countries on six continents. WUN creates opportunities for international collaboration with other top universities, including research, internships, and study abroad.

- U of A joined the Worldwide Energy Universities Network, a group of 28 energy-focused institutions worldwide working together to develop innovative solutions to global issues surrounding energy and petroleum through the open exchange of ideas, research, and human capital.
- The university received the distinguished Beacon Award of the Institute of International Education (IIE) for a long standing partnership with the Scholar Rescue Fund which aims to provide a safe and secure research environment for threatened academics.
- The U of A welcomed a scholar from Yemen through cooperation with the Institute for International Education's Scholar Rescue Fund. This is the fifth scholar that U of A has welcomed through the program, which provides a safe haven for international scholars facing threats in their home country.
- The university was the proud recipient of the Association of Public and Land-grant Universities (APLU) Gold Award for Leadership and Pervasiveness in Internationalization.
- The university hosted the Aga Khan when he visited to officially inaugurate the Aga Khan Garden – built to enhance cultural understanding and peace.
- U of A hosted the Together 2018 conference, organized by the Alberta Council for Global Cooperation, which explored the role of partnerships in advancing the United Nations Sustainable Development Goals in Canada and around the world.

TABLE 15: TRANSNATIONAL PROGRAMS

NAME OF PROGRAM	TYPE OF CREDENTIAL
UNDERGRADUATE PROGRAMS	
Faculty of Arts - Ritsumeiken University Undergraduate Dual Degree Program	Bachelor of Arts from each institution
GRADUATE PROGRAMS	
Faculty of Agricultural, Life & Environmental Sciences Transatlantic Master's Programs Leading to Dual Degrees in Forestry and Environmental Management (TRANSFOR-M)	MSc or Master of Forestry from U of A; degrees from other institutions vary
Faculty of Arts - LMU Joint Doctoral Degree Program	PhD from home institution with notation on parchment
Faculty of Science - LMU Joint Doctoral Degree Program	
Faculty of Education - SNU Dual Graduate Degree Program	MA/MSc/MEd or PhD/EdD from both institutions with parchments noting the names of both institutions
Faculty of Engineering - ULorraine Dual Master's Degree Program	MSc from UAlberta and Dipl. of Ing. degree or MSc from INPL
Faculty of Kinesiology, Sport, and Recreation - Yonsei Dual Doctoral Degree Program	PhD from each institution
Faculty of Pharmacy and Pharmaceutical Sciences - USP Dual Graduate Degree Program	MSc or PhD from each institution
Faculty of Science - UPM Dual Doctoral Degree Program	PhD from each institution
Faculty of Science - UNICAMP Joint Doctoral Degree Program	PhD from home institution with notation on parchment
School of Business - EDHEC Dual Master's Degree Program	MBA from U of A and MSc from EDHEC
School of Business - WHU Dual Master's Degree Program	MBA from UAlberta and MSc or MBA from WHU
School of Business - NUCB Dual Master's Degree Program	MBA from each institution
School of Business Master of Financial Management (MFM) in English Program in Shenzhen, China	MFM from UAlberta
School of Business Master of Financial Management (MFM) in Mandarin Program in Shanghai, China	MFM from UAlberta
School of Business Master of Business Administration (MBA) in Mandarin Program in Shenzhen	MBA from UAlberta
School of Business Master of Business Administration (MBA) in Mandarin Program in Shanghai	MBA from UAlberta

Sources: Faculty of Graduate Studies and Research and University of Alberta International

Notes: Year is calculated starting from the spring term (i.e. 2018/19 includes Spring, Summer, Fall 2018 and Winter 2019) International branch campus refers to UAlberta programs being offered abroad in collaboration with a local institution.

PRINCIPAL MODE OF DELIVERY (E.G. IN-PERSON; INTERNATIONAL CAMPUS)	NAME OF PARTNER INSTITUTION	COUNTRY	NUMBER OF STUDENTS / PARTICIPANTS (18/19)	NUMBER OF GRADUATES / COMPLETERS
In person	Ritsumeikan University	Japan	1	0
In person	Albert-Ludwigs-University (Freiburg)	Germany	4	6
	Bangor University (Wales)	UK	4	
	University of Eastern Finland	Finland	1	
	University of Natural Resources and Life Sciences, Vienna	Austria	0	
	University of Padova	Italy	0	
In person	Ludwig-Maximilians-Universität München (LMU)	Germany	4	0
In person	Seoul National University (SNU)	South Korea	1	0
In person	University of Lorraine	France	5	5
In person	Yonsei University	South Korea	1	0
In person	Universidade de Sao Paulo (USP)	Brazil	1	1
In person	Universiti Putra Malaysia (UPM)	Malaysia	1	0
In person	Universidade Estadual de Campinas (Unicamp)	Brazil	0	0
In person	EDHEC Business School	France	8	4
In person	WHU – Otto Beisheim School of Management	Germany	0	0
In person	Nagoya University of Commerce and Business (NUCB)	Japan	0	0
International branch program	Xi'an Jiao Tong University	China	92	58
International branch program	Xi'an Jiao Tong University	China	68	0
International branch program	Shenzhen Leaguer Co., Ltd.	China	40	0
International branch program	Shanghai Joint-Share Business Management Co., Ltd.	China	not yet started	n/a

CAPITAL PLAN

INTRODUCTION

The 2018 Capital Plan recognizes that, by providing educational and research infrastructure capable of meeting 21st century expectations, the University of Alberta will better assure its ability to attract the best and brightest students, researchers, and faculty from within Alberta and beyond. Its emphasis remains largely on the well-planned and strategic repurposing and renewal of existing facilities which has become increasingly evidence-based through a reliance on advances in infrastructure analytics.

CAPITAL PROJECTS

Coming off the successful implementation of ten projects made possible by the Post-Secondary Institutions Strategic Investment Fund, capital investments, both scheduled and aspirational, remain strategically linked to the 2018-21 Comprehensive Institutional Plan (CIP) goals and aligned with the Government of Alberta's adult learning system's principles of accessibility, affordability, quality, coordination, and accountability.

TOP THREE

The three highest priority projects identified in the CIP remain aspirational throughout 2018/19 due to lack of funding.

FACULTY OF ARTS – EXPANSION PROGRAM

TYPE	DESCRIPTION	TOTAL COST	FUNDING		
			SOURCES	RECEIVED	REVISED
Expansion	As an alternative to a new downtown campus development, a multi-year phased renewal and expansion program will address program pressures in several buildings including Fine Arts, Industrial Design, HUB, Tory and the School of Business. Strategic renewal and expansion of existing facilities will ensure undergraduate programming and functional needs are achieved.	\$178,600,000	100% GoA As per BLIMS, Government of Alberta funding is required for this project.	\$0	\$0

CAMERON LIBRARY – BUILDING ENVELOPE

TYPE	DESCRIPTION	TOTAL COST	FUNDING		
			SOURCES	RECEIVED	REVISED
Preservation	Renewal of the Cameron Library building envelope is required due to failed panel support systems resulting in panels falling from the walls. Additionally, precast panels are dislodging from the exterior walls, requiring installation of security fencing to protect pedestrians. Finally, thermal scans have revealed an overall failure of the building envelope. The envelope renewal will include installation of glare-free day lighting, solar energy harvesting, natural ventilation, thermal insulation, thermal energy storage, passive solar heating and a thermal buffer zone. The project, which will be in full partnership with the Faculty of Engineering, is intended to be a star example of the U of A's "Campus as a Living Lab" initiative, whereby necessary infrastructure projects are intertwined with research for application and commercialization of technologies for on- and off-campus application. This project has a target of 50% reduction in energy consumption.	\$24,800,000	100% GoA As per BLIMS, Government of Alberta funding is required for this project.	\$0	\$0

CHEMISTRY EAST – TEACHING RESEARCH LAB MODERNIZATION AND RENEWAL

TYPE	DESCRIPTION	TOTAL COST	FUNDING		
			SOURCES	RECEIVED	REVISED
Preservation	<p>These labs are original to the 1973 building and are in very poor condition; to the degree that usability is in jeopardy. Continued use of these labs presents risks to the institution (quality of instruction and reputation) and the environment.</p> <p>Renewal and modernization of 14 teaching labs will support teaching and research while also reducing energy consumption, improving environmental sustainability and addressing lab safety with upgraded fume hoods.</p>	\$14,200,000	As per BLIMS, \$8.2 million in Government of Alberta funding is required for this project.	\$0	\$0

OTHER PRIORITIES

Recognizing the uniqueness of operating multiple distinct and unique campuses, beyond the top three priorities identified in the CIP, numerous other projects were identified as priorities. For ease of presentation, these projects have been grouped by campus and, as with the 'top three' above, each is ready to proceed pending provision of the requisite funding.

Projects in the "minor preservation" category in BLIMS are not included in the tables below.

AUGUSTANA CAMPUS

TYPE	DESCRIPTION	TOTAL COST	FUNDING		
			SOURCES	RECEIVED	REVISED
Expansion	Science (phase 1 and 2 renewal)	<p>\$14,700,000</p> <p>(revised from CIP)</p>	<p>100% GoA</p> <p>As per BLIMS, Government of Alberta funding is required for this project.</p>	\$0	\$0

CAMPUS SAINT-JEAN

TYPE	DESCRIPTION	TOTAL COST	FUNDING		
			SOURCES	RECEIVED	REVISED
Expansion	Science (expansion and classroom upgrades)	<p>\$11,200,000</p> <p>(revised from CIP)</p>	<p>100% GoA</p> <p>As per BLIMS, Government of Alberta funding is required for this project.</p>	\$0	\$0

NORTH CAMPUS

TYPE	DESCRIPTION	TOTAL COST	FUNDING		
			SOURCES	RECEIVED	REVISED
New	High Performance Training and Research Facility and Community Arenas	\$65,000,000	\$22,000,000 - institutional (philanthropic) \$20,000,000 - City of Edmonton \$23,000,000 - pending	\$0	\$0
New	Maskwa House of Learning	\$28,000,000	100% GoA As per BLIMS, Government of Alberta funding is required for this project.	\$0	\$0
New	Alberta School of Business (new facility to accommodate planned growth)	\$185,000,000	As per BLIMS, \$165 million in Government of Alberta funding is required for this project.	\$0	\$0
Expansion	Morrison Structures Engineering Lab	\$16,000,000	100% GoA As per BLIMS, Government of Alberta funding is required for this project.	\$0	\$0
Expansion	Mechanical Engineering Building (renewal and expansion)	\$90,000,000 (revised from CIP)	100% GoA As per BLIMS, Government of Alberta funding is required for this project.	\$0	\$0
Expansion	Earth Sciences Building	\$19,000,000	100% GoA As per BLIMS, Government of Alberta funding is required for this project.	\$0	\$0
Preservation	Convocation Hall (renewal)	\$9,900,000 (revised from CIP)	As per BLIMS, \$7.9 million in Government of Alberta funding is required for this project.	\$0	\$0
Preservation	Universiade Pavilion (building envelope renewal)	\$17,000,000	100% GoA As per BLIMS, Government of Alberta funding is required for this project.	\$0	\$0
Preservation	Medical Sciences (phase 1 renewal)	\$26,000,000	100% GoA As per BLIMS, Government of Alberta funding is required for this project.	\$0	\$0
Preservation	Biological Sciences (phase 1 renewal)	\$59,600,000	100% GoA As per BLIMS, Government of Alberta funding is required for this project.	\$0	\$0

TYPE	DESCRIPTION	TOTAL COST	FUNDING		
			SOURCES	RECEIVED	REVISED
Preservation	Clinical Sciences (building envelope renewal)	\$18,000,000 (revised from CIP)	As per BLIMS, \$15 million in Government of Alberta funding is required for this project.	\$0	\$0
Preservation	Medical Sciences (floor renewal)	\$7,200,000 (revised from CIP)	As per BLIMS, \$5.2 million in Government of Alberta funding is required for this project.	\$0	\$0
Preservation	Chemistry West (phase 3 renewal)	\$26,500,000	100% GoA As per BLIMS, Government of Alberta funding is required for this project.	\$0	\$0
Preservation	Cameron Library (student study area redevelopment [phase 3])	\$10,900,000	100% GoA As per BLIMS, Government of Alberta funding is required for this project.	\$0	\$0

SOUTH CAMPUS

TYPE	DESCRIPTION	TOTAL COST	FUNDING		
			SOURCES	RECEIVED	REVISED
New	South Campus (basic infrastructure)	\$15,600,000	100% GoA As per BLIMS, Government of Alberta funding is required for this project.	\$0	\$0
New	Utilities / District Energy Plant	\$132,200,000	TBD		

OTHER

TYPE	DESCRIPTION	TOTAL COST	FUNDING		
			SOURCES	RECEIVED	REVISED
Preservation	Ellerslie Site Remediation	\$16,600,000	As per BLIMS, \$9.5 million in Government of Alberta funding is required for this project.	\$0	\$0

Projects that began, continued, or were concluded in 2018/19 were principally focused on improving building performance by addressing deferred maintenance. Opportunities to address infrastructure deficiencies have emerged since the CIP was developed in the spring of 2018, and, in the table below, these projects are identified with (*).

CURRENT PROJECTS - TIMELINES AND STATUS

DESCRIPTION	START	COMPLETION	STATUS	PROGRESS IN 2018/19
Dentistry / Pharmacy	August 2018	July 2023	In progress	<ul style="list-style-type: none"> Completed pre-design Completed hazmat and interior demolition to 1922 building In the schematic design phase
Campus Utility Building - Electrical (CUBE) – a new core and shell building (unoccupied) will ingrate with EPCOR's three-year plan to bring new power services to South Campus.	April 2018	March 2020	In progress	<ul style="list-style-type: none"> Design completed Contract tendered and awarded Site mobilized
Garneau Switchgear Upgrade and North Campus Electrical Feed Expansion	January 2019	December 2022	In progress	<ul style="list-style-type: none"> Contract with EPCOR has been signed EPCOR awaiting regulatory approval to proceed
Electrical Vault (Chemistry)*	April 2018	March 2020	In progress	<ul style="list-style-type: none"> Design completed Contract tendered and awarded Project commenced
Electrical Vault (Van Vliet)*	April 2018	March 2020	In progress	<ul style="list-style-type: none"> Design completed Contract tendered and awarded Project commenced
R.E. Phillips (functional renewal)*	April 2018	March 2020	In progress	<ul style="list-style-type: none"> Design completed Contract tendered and awarded Project commenced
Central Academic (lower level functional renewal)*	April 2018	March 2019	In progress	<ul style="list-style-type: none"> Design completed Contract tendered and awarded Project commenced
Van Vliet Centre (functional renewal [change rooms])	April 2018	March 2020	In progress	<ul style="list-style-type: none"> Design completed Contract tendered and awarded Project commenced
Nîpisiy House (ECV-9)	August 2016	July 2018	Complete	Project completed
Thelma Chalifoux Hall (Lister 5)	August 2016	July 2018	Complete	Project completed
Electrical & Computer Engineering Research Facility (SIF Project)	August 2016	May 2018	Complete	Completed final reporting to the Governments of Alberta and Canada
Chemistry – Lab Modernization and Renewal (SIF Project)	September 2016	April 2018	Complete	Completed final reporting to the Governments of Alberta and Canada
Chemical Materials Engineering SIF Project)	April 2016	August 2018	Complete	Completed final reporting to the Governments of Alberta and Canada
Biological Sciences & Earth and Atmospheric Sciences (SIF Project)	August 2016	April 2018	Complete	Completed final reporting to the Governments of Alberta and Canada

DESCRIPTION	START	COMPLETION	STATUS	PROGRESS IN 2018/19
Innovation / Incubator Space (SIF Project)	March 2017	April 2018	Complete	Completed final reporting to the Governments of Alberta and Canada
Research Network Infrastructure Upgrade (SIF Project)	March 2017	April 2018	Complete	Completed final reporting to the Governments of Alberta and Canada
Augustana – Science Lab Renewal (SIF Project)	September 2016	February 2018	Complete	Completed final reporting to the Governments of Alberta and Canada
Campus Saint-Jean – Science Lab Renewal (SIF Project)	September 2016	February 2018	Complete	Completed final reporting to the Governments of Alberta and Canada
Clinical Sciences (SIF Project)	September 2016	April 2018	Complete	Completed final reporting to the Governments of Alberta and Canada
Medical Sciences (SIF Project)	September 2016	April 2018	Complete	Completed final reporting to the Governments of Alberta and Canada

PRIORITY PROJECTS

In addition to the “in progress” projects detailed above, the only project commencing in 2019/20 that meets the GoA threshold for reporting here relates to improving the student experience on campus. The university’s primary first-year residence, Lister, consists of three ‘classic’ towers, built in the 1960s and a fourth, Mary Schaeffer Hall, built in 2003. The newest tower in the complex, Thelma Challifoux Hall, opened to students in September 2018. For over 50 years and tens of thousands of students, Lister has been their first ‘home away from home’.

Today, many of the original building systems, including lighting, sprinklers, fire alarm, voice communication, and window systems do not meet current code and life safety standards. Additionally, the building interiors including dormitory rooms, study rooms, laundry facilities, amenity and social areas provide living and support spaces crucial to academic achievement, student engagement, and community building, are outdated and in poor condition. Over the next three years, the three oldest towers in the complex will be fully renewed more closely aligning with student (and parent) expectations.

COMMENCING IN 2019/20

PROJECT	2019/20	2020/21	2021/22
Lister (Classic) Tower Renewal - an investment in addressing deferred maintenance and functional renewal to capitalize on utilizing existing, but old and functionally inadequate, student housing.	\$28,500,000	\$28,500,000	\$28,500,000

INFORMATION TECHNOLOGY

The primary areas where IT is applied to support the U of A's core mission are:

- Support for teaching and learning: increasing capacity to use digital technologies to enhance learning experiences in-person and for distance education, including support for alternative delivery programs, blended delivery, flipped classrooms and other innovative delivery models.
- Support for research: providing consulting and state-of-the-art systems to support innovative research, including high-performance computing and large-scale data storage.
- Support for access: offering enhanced systems and processes for undergraduate and graduate admissions and student scholarships and awards, including enrolment management system, the monitoring and performance reporting of student progress, and other systems that support and enhance student life.
- Support for efficiency and sustainability: increasing the efficiency of administrative systems that support core institutional activities and enhancing the university experience by facilitating easier ways to get things done.

In support of these IT priorities, the U of A delivered on the following in 2018/19:

- Implemented new capabilities for students:
 - Online view of progress to degree.
 - Automatic processing and notification of entrance awards.
 - Automated processing of Alberta Post-secondary Application System/APAS eTranscripts.
 - New mobile app.
 - Online course withdrawals.
- Made numerous improvements in financial IT:
 - Improved controls and standards in executing journal entry processing.
 - Automated bank deposit reconciliation process.
 - Improved workflow for administration of research grants.
 - Automated transcription of AP vouchers.
- Completed network perimeter security refresh, which provides the university with greater visibility into emerging cyber security threats and reduces response times. Users ultimately benefit from a safer and more secure technical environment.
- Addressed \$17.3M in deferred maintenance for wired and wireless networks, using strategic innovation funding (SIF) from Innovation, Science and Economic Development Canada plus U of A matching funds.
- Moved the learning management systems for the U of A, NAIT, and Norquest to the cloud. This reduces costs, and improves nimbleness for all three institutions.
- Deployed a chatbot to handle IT service desk inquiries, providing 7x24 responses to the most common user issues. Currently configured to answer ~120 common questions.
- Improved sustainability by migrating services from old, physical servers hosted in various distributed data centres and server closets to virtual servers hosted either in the university data centres, or in the cloud.

RISK MITIGATION ANALYSIS

REVENUE DECLINE MITIGATION STRATEGIES

The vast majority of the university's operating revenues are controlled by government. To the extent that legislation and government authority permits the university to increase tuition, these levers may be applied.

The risk associated with alternative revenue sources remains high. The university must increase its capacity to generate alternative sources of revenue to offset constraints to grant funding and tuition revenue limitations. However, the government has delayed the ability of the university to operationalize its land trust and has delayed approvals of academic initiatives that could generate new sources of revenue.

EXPENDITURE INCREASE MITIGATION STRATEGIES

With limited ability to control or increase university revenues, our main mitigation strategies must necessarily focus on expense reduction.

As such, the university exercises caution in adding permanent staff positions. Any compensation changes must be negotiated with bargaining agents. The vast majority of the university's employees are unionized. To manage benefits costs, the university looks to achieve efficiencies with its benefit carriers, and work with the university-union benefit committees to review plan design.

In the area of deferred maintenance, the goal is to augment IMP funding with operating dollars to increase the total spend on deferred maintenance. Over the long term the university is looking at opportunities to increase space utilization, and retire buildings where it no longer makes sense to upgrade them.

Overall the university is examining administrative processes seeking cost and quality improvements, recognizing that the priority is to support the academic and research mission of the university.



Consolidated Financial Statements

**For the Year Ended
March 31, 2019**

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FINANCIAL SERVICES

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**CONSOLIDATED FINANCIAL STATEMENT DISCUSSION AND ANALYSIS
YEAR ENDED MARCH 31, 2019**

(in millions of dollars)

The consolidated financial statement discussion and analysis should be read in conjunction with the University of Alberta audited financial statements. The university's financial statements have been prepared in accordance with Canadian Public Sector Accounting Standards. For more in-depth discussion and analysis of the university's goals and objectives please refer to the following documents:

For the Public Good, Comprehensive Institutional Plan, Investment Reports.

<https://www.ualberta.ca/reporting>

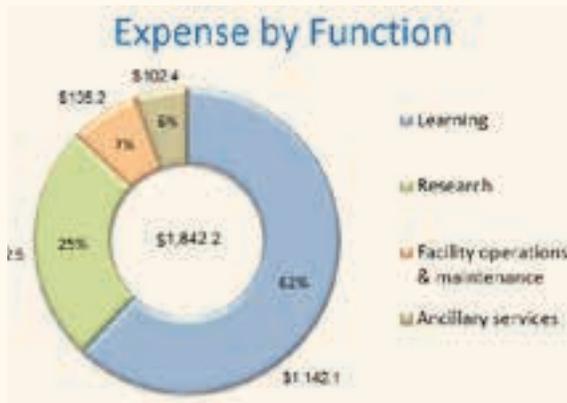
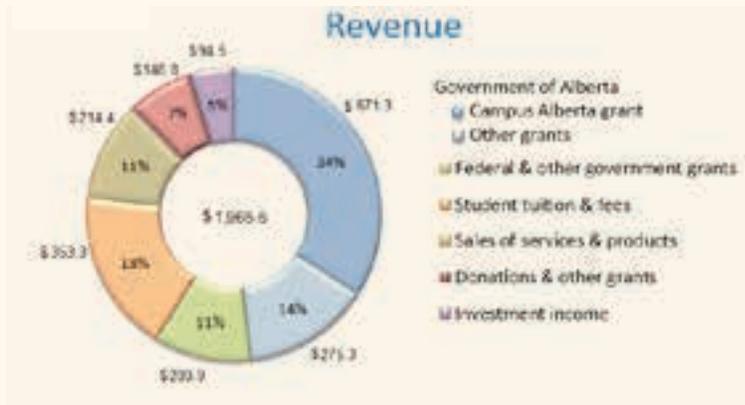
The consolidated financial statement discussion and analysis provides an overview of the university's:

- Summary of Financial Results
- Revenue and Expense
- Capital Acquisitions
- Net Assets and Net Debt
- Areas of Significant Financial Risk

Summary of Financial Results

The university ended the year with an annual surplus of \$198.8 million. Of this amount \$75.5 million are donations directed to endowments and endowment capitalized investment income and therefore are not available for spending. The annual operating surplus of \$123.3 million; 6.3% of total revenue (budget: \$14.4; 0.7% of total revenue) was primarily used for capital and investment acquisitions and debt repayment. Capital acquisition expenditures include library resources, scientific equipment and computer hardware/software.

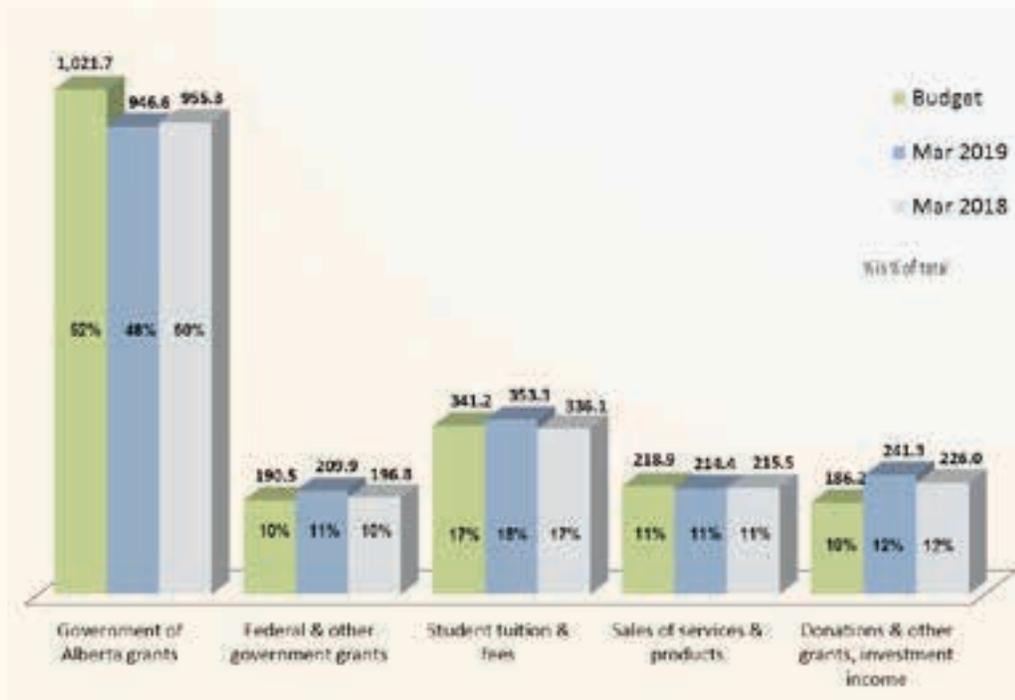
Net assets of \$2,179.5 million increased from the prior year (2018: \$2,005.8). The increase is mainly due to an increase in endowments and the annual operating surplus.



CONSOLIDATED FINANCIAL STATEMENT DISCUSSION AND ANALYSIS
YEAR ENDED MARCH 31, 2019
(in millions of dollars)

Revenue

Total revenue for the year was \$1,965.5 million, an increase of \$35.8 million over the prior year and \$7.0 million (0.4%) more than budget.



Government of Alberta grants (GoA) represent the single largest source of funding for university activities at 48% of total revenue. The GoA increased the Campus Alberta grant (base operating grant) by 2%. Grants are less than budget mainly due to lower research grants and lower than budgeted grant funding for the Academic Medicine and Health Services Program (AMHSP) (offset in donations and other grants).

Federal and other government grants primarily support the university's research activities. Grants are more than budget due to higher than budgeted grant funding from the Federal Government of Canada.

Student tuition and fees includes instructional fees, market modifiers, program differential fees, international student fees, and mandatory non-instructional fees. The GoA has frozen domestic tuition fees for the past three fiscal years and in October 2018 announced that the tuition freeze will be extended through the 2019-20 academic year. Student tuition and fees are more than budget due to higher enrollment of international students.

Sales of services and products revenues are generated by ancillary services and faculties and administrative units to both individuals and external organizations. Ancillary services generated sales of \$91.5 million, while other units generated sales of \$122.8 million. Sales revenue is comparable to budget.

Donations and other grants support many university activities. Donations and other grants are more than budget mainly due to the AMHSP grant funding (offset in GoA) and more than budgeted research grant funding.

Investment income is \$23.5 million more than budget mainly due to the realization of capital gains. Investments fall into two categories, the University Endowment Pool (UEP) and the Non-Endowed Investment Pool (NEIP). The UEP had a return of 5.9% (2018: 8.0% return) and represents the majority of the university's long-term investment strategy. The NEIP investments which are allocated to the short-, mid- and long-term investment strategies had a return of 3.5% (2018: 2.9% return).

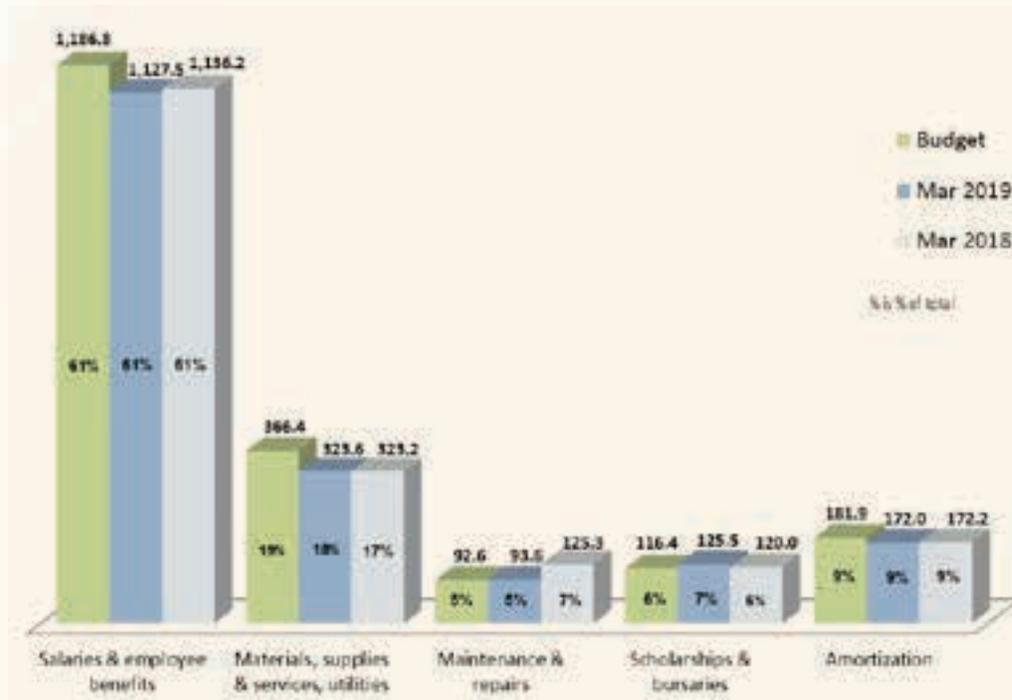
CONSOLIDATED FINANCIAL STATEMENT DISCUSSION AND ANALYSIS
YEAR ENDED MARCH 31, 2019

(in millions of dollars)

Expense

Total expense for the year was \$1,842.2 million, a decrease of \$34.7 million over the prior year and \$101.9 million (5.2%) less than budget. Salaries and employee benefits are the single largest expense representing 61% of total expense.

Expense by Object



Salaries and employee benefits are less than budget mainly in the research fund due to lower spending on salaries for research projects along with lower use of temporary staffing.

Materials, supplies and services, utilities are less than budget mainly due to lower expenditures in the research fund for general services for research projects. Utilities is lower than budget due to lower than budgeted utility rates.

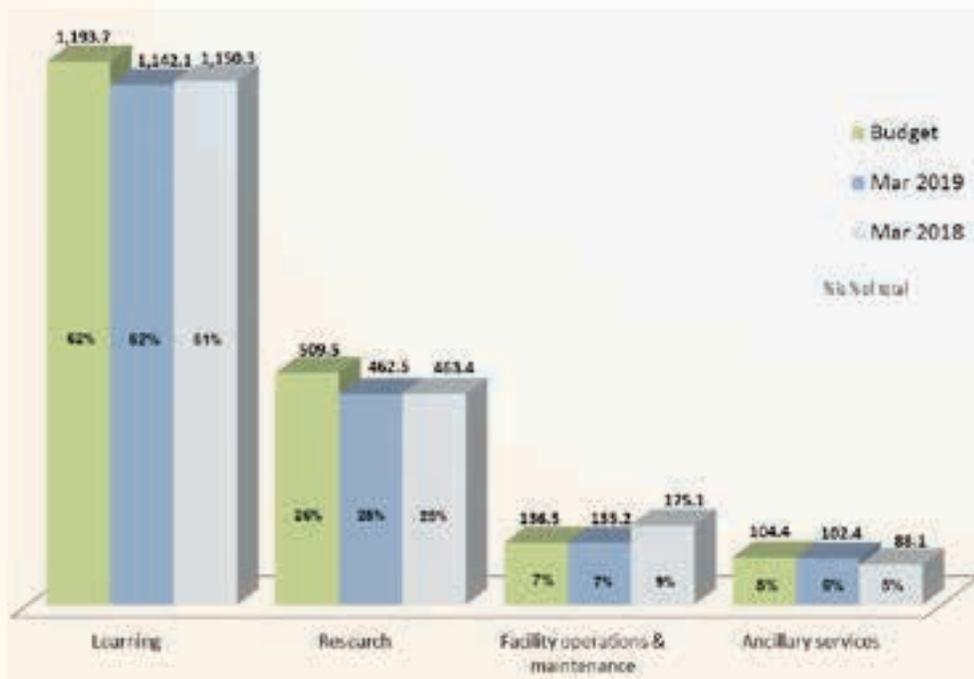
Maintenance and repairs is comparable to budget.

Scholarships and bursaries are more than budget due to a higher number of graduate awards and higher than budgeted endowed scholarships.

Amortization is less than budgeted due to Strategic Investment Fund (SIF) projects coming into service later than planned.

CONSOLIDATED FINANCIAL STATEMENT DISCUSSION AND ANALYSIS
YEAR ENDED MARCH 31, 2019
(in millions of dollars)

Expense by Function



Learning effectively represents the operating activities of the university. A significant component of this category is salary and employee benefit costs. Learning also includes restricted grants and donations that support undergraduate student scholarships, student bursaries and the Academic Medicine and Health Services Program (AMHSP). This expense is less than budget mainly due to lower spending on salaries and materials and services.

Research activities expenses are funded by restricted grants and donations as well as internal funds designated for research related spending. This expense is less than budget due to lower spending on salaries and general services for research projects.

Facility operations and maintenance represents the cost of maintaining university facilities and grounds. This expense is comparable to budget.

Ancillary services include the university bookstore, parking services, utilities and student residences. Ancillary services expenses are comparable to budget.

Capital Acquisitions

The university expended \$124.6 million (2018: \$197.9) on construction and other tangible capital asset acquisitions.

The most significant construction and capital asset acquisitions in 2019 are:

- Two new residence construction projects - Nipisfy House and Thelma Chalifoux Hall.
- Dentistry and Pharmacy Renewal and Repurpose - a multi-year project to renovate the Dentistry Pharmacy building.
- University of Alberta Botanic Garden – the new Aga Khan Garden and infrastructure upgrades.
- Various Strategic Investment Fund projects which were funded by a combination of GoA grants and university resources.

CONSOLIDATED FINANCIAL STATEMENT DISCUSSION AND ANALYSIS
YEAR ENDED MARCH 31, 2019

(in millions of dollars)

Net Assets and Net Debt

Net assets

The net asset balance is an important indicator of financial health for the university. The net assets measure provides the economic position of the university from all years of operations. The university's net assets include endowments of \$1,432.3 million. Endowments represent contributions from donors that are required to be maintained in perpetuity, as well as capitalized investment income that is also required to be maintained in perpetuity to protect the economic value of the endowment. Endowments are not available for spending. Of the remaining \$747.2 million in net assets, \$553.8 million represents funds invested in tangible capital assets.



	Unrestricted	Internally restricted	Investment in tangible capital assets	Endowments	Total
Net assets, beginning of year	\$ 74.2	\$ -	\$ 552.1	\$ 1,379.5	\$ 2,005.8
Annual operating surplus	123.3	-	-	-	123.3
Endowments	(0.9)	-	-	76.4	75.5
Tangible capital assets	(1.7)	-	1.7	-	-
Transfer to internally restricted	(55.1)	55.1	-	-	-
Change in accumulated remeasurement gains	(1.5)	-	-	(23.6)	(25.1)
Increase	64.1	55.1	1.7	52.8	173.7
Net assets, end of year	\$ 138.3	\$ 55.1	\$ 553.8	\$ 1,432.3	\$ 2,179.5

The increase in accumulated surplus from operations is mainly due to the annual operating surplus (\$123.3). The university also transferred \$0.9 million from accumulated surplus to endowments. The university created an internally restricted investment income reserve in the current year (\$55.1). The purpose of the reserve is to create a buffer for risk management purposes; that is, to ensure that future financial obligations can be fulfilled in the event of significant investment losses. The reserve target is 17% of the underlying obligations (investment cost), currently \$96 million, which allows for fluctuations in capital and equity markets to the degree experienced during the financial crisis in 2008-09. Once the reserve target is met, allocations will be made to a Strategic Initiatives Fund that will be used to support long-term institutional goals.

The increase in investment in tangible capital assets of \$1.7 million consists of additions (\$65.6) and debt repayments (\$13.3), less new financing (\$16.8) and amortization (\$60.4). These additions include construction projects, equipment, furnishings, computer hardware/software and library resources.

The university's endowment spending policy provides for an annual spending allocation (2019: \$49.0; 2018: \$38.1) to support a variety of key initiatives in the areas of academic programs, chairs and professorships, scholarships, bursaries and research. The increase in endowments of \$52.8 million is due to an increase in fair value (\$15.7), new contributions (\$36.2) and a transfer of miscellaneous sales revenue from unrestricted net assets (\$0.9).

CONSOLIDATED FINANCIAL STATEMENT DISCUSSION AND ANALYSIS YEAR ENDED MARCH 31, 2019 *(in millions of dollars)*

Net debt

The university's liquidity needs are met primarily through operating cash flows, working capital balances and capital expansion funding received through grants or long-term debt. Net financial assets (net debt) is a measure of an organization's ability to use its financial assets to cover liabilities and fund future operations.

The net debt (excluding portfolio investments restricted for endowments) indicates that the university has a \$97.8 million deficiency (2018: \$213.5). The deficiency can be attributed to employee future benefit liabilities (2019: \$217.8; 2018: \$237.8) which include the Universities Academic Pension Plan (UAPP) (2019: \$116.4; 2018: \$141.7) and other benefit plans such as supplementary retirement, long-term disability and early retirement (2019: \$101.4; 2018: \$96.1). Net debt has decreased mainly due to the annual surplus and a decrease in employee future benefit liabilities resulting primarily from strong investment returns within the pension plan.

Areas of Significant Financial Risk

Fiscal Uncertainty

The Campus Alberta grant is the primary source of funding for the university's day-to-day operating activities. Government support is under pressure given the province's fiscal outlook. Grants, tuition and other revenue generation initiatives are largely under government control, which puts significant pressure on university finances. The impact to university revenue of a 1% change to the Campus Alberta base operating grant is \$6.7 million and a 1% change to domestic tuition is \$2.0 million.

Unfunded Pension Liability

The university participates with other Alberta post-secondary institutions in the Universities Academic Pension Plan (UAPP) to provide pensions for the university's participating employees. The unfunded deficiency in the UAPP is currently being funded by a combination of employee and employer contributions and the Government of Alberta. The deficiency is required to be eliminated by 2043. At March 31, 2019, based on actuarial assumptions, the university has recorded a UAPP employee future benefit liability of approximately \$116 million.

The impact to the university's share of the unfunded liability of a 1% increase in the inflation rate assumption would be an increase of approximately \$76 million, a 1% increase in the salary escalation assumption would be an increase of approximately \$15 million, while a decrease of 0.25% in the discount rate assumption would lead to an increase of approximately \$38 million.

Deferred Maintenance

As the largest and oldest post-secondary institution in the province, the university's deferred maintenance obligations continue to increase. As of December 2018 the liability stood at \$311 million and is estimated to increase to approximately \$888 million over the next five years. The university continues to identify and address priority deferred maintenance issues through joint renewal and repurposing projects to maintain the functionality of our building inventory. We are grateful for the Government's continued support of the Infrastructure Maintenance Grant Program (2019: \$34.9; 2018: \$34.9) which assists in addressing the deferred maintenance priorities.

STATEMENT OF MANAGEMENT RESPONSIBILITY YEAR ENDED MARCH 31, 2019

The consolidated financial statements of the University of Alberta have been prepared by management in accordance with Canadian public sector accounting standards. The consolidated financial statements present fairly the financial position of the university as at March 31, 2019 and the results of its operations, remeasurement gains and losses, changes in net financial assets and cash flows for the year then ended.

In fulfilling its responsibilities and recognizing the limits inherent in all systems, management has developed and maintains a system of internal control designed to provide reasonable assurance that university assets are safeguarded from loss and that the accounting records are a reliable basis for the preparation of the consolidated financial statements.

The Board of Governors is responsible for reviewing and approving the consolidated financial statements, and overseeing management's performance of its financial reporting responsibilities.

The Board of Governors carries out its responsibility for review of the consolidated financial statements principally through its Audit and Risk Committee. With the exception of the President, all members of the Audit and Risk Committee are not employees of the university. The Audit and Risk Committee meets with management and the external auditors and internal auditors to discuss the results of audit examinations and financial reporting matters. The external and internal auditors have full access to the Audit and Risk Committee, with and without the presence of management.

These consolidated financial statements have been reported on by the Auditor General of Alberta, the auditor appointed under the *Post-secondary Learning Act*. The Independent Auditor's Report outlines the scope of the audit and provides the audit opinion on the fairness of presentation of the information in the consolidated financial statements.

Original signed by David H. Turpin

President and Vice-Chancellor

Original signed by Gitta Kulczycki

Vice-President (Finance & Administration)
and Chief Financial Officer

**INDEPENDENT AUDITOR'S REPORT
YEAR ENDED MARCH 31, 2019**



Independent Auditor's Report

To the Board of Governors of the University of Alberta

Report on the Consolidated Financial Statements

Opinion

I have audited the consolidated financial statements of the University of Alberta which comprise the consolidated statement of financial position as at March 31, 2019, and the consolidated statements of operations, change in net financial assets, remeasurement gains and losses, and cash flows for the year then ended, and notes to the consolidated financial statements, including a summary of significant accounting policies.

In my opinion, the accompanying consolidated financial statements present fairly, in all material respects, the consolidated financial position of the University of Alberta and its subsidiaries (together, the University) as at March 31, 2019, and the results of its operations, its remeasurement gains and losses, its changes in net financial assets, and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for opinion

I conducted my audit in accordance with Canadian generally accepted auditing standards. My responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Consolidated Financial Statements* section of my report. I am independent of the University in accordance with the ethical requirements that are relevant to my audit of the consolidated financial statements in Canada, and I have fulfilled my other ethical responsibilities in accordance with these requirements. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

Other information

Management is responsible for the other information. The other information comprises the information included in the University's Annual Report but does not include the consolidated financial statements and my auditor's report thereon. The University's Annual Report is expected to be made available to me after the date of this auditor's report.

My opinion on the consolidated financial statements does not cover the other information and I do not express any form of assurance conclusion thereon.

In connection with my audit of the consolidated financial statements, my responsibility is to read the other information identified above and, in doing so, consider whether the other information is materially inconsistent with the consolidated financial statements or my knowledge obtained in the audit, or otherwise appears to be materially misstated.

If, based on the work I will perform on this other information, I conclude that there is a material misstatement of this other information, I am required to communicate the matter to those charged with governance.

INDEPENDENT AUDITOR'S REPORT YEAR ENDED MARCH 31, 2019

Responsibilities of management and those charged with governance for the consolidated financial statements

Management is responsible for the preparation and fair presentation of the consolidated financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of the consolidated financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the consolidated financial statements, management is responsible for assessing the University's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless an intention exists to liquidate or to cease operations, or there is no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the University's financial reporting process.

Auditor's responsibilities for the audit of the consolidated financial statements

My objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these consolidated financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, I exercise professional judgment and maintain professional skepticism throughout the audit. I also:

- Identify and assess the risks of material misstatement of the consolidated financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the University's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the consolidated financial statements or, if such disclosures are inadequate, to modify my opinion. My conclusions are based on the audit evidence obtained up to the date of my auditor's report. However, future events or conditions may cause the University to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the consolidated financial statements, including the disclosures, and whether the consolidated financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Obtain sufficient appropriate audit evidence regarding the financial information of the entities or business activities within the University to express an opinion on the consolidated financial statements. I am responsible for the direction, supervision and performance of the group audit. I remain solely responsible for my audit opinion.

I communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.

[Original signed by W. Doug Wylie, FCPA, FCMA, ICD.D]
Auditor General

May 27, 2019
Edmonton, Alberta

UNIVERSITY OF ALBERTA
CONSOLIDATED STATEMENT OF FINANCIAL POSITION
AS AT MARCH 31, 2019
(thousands of dollars)

	Note	2019	2018
Financial assets excluding portfolio investments restricted for endowments			
Cash and cash equivalents	4	\$ 19,581	\$ 74,078
Portfolio investments - non-endowment	5	1,040,126	872,516
Accounts receivable		145,148	153,177
Inventories held for sale		2,133	2,340
		1,206,988	1,102,111
Liabilities			
Accounts payable and accrued liabilities		172,470	179,497
Employee future benefit liabilities	8	217,774	237,774
Debt	9	335,797	350,306
Deferred revenue	10	578,758	548,016
		1,304,799	1,315,593
Net debt excluding portfolio investments restricted for endowments		(97,811)	(213,482)
Portfolio investments - restricted for endowments	5	1,432,304	1,379,534
Net financial assets		1,334,493	1,166,052
Non-financial assets			
Tangible capital assets	11	2,684,090	2,732,029
Prepaid expenses		8,118	7,981
		2,692,208	2,740,010
Net assets before spent deferred capital contributions		4,026,701	3,906,062
Spent deferred capital contributions	12	1,847,187	1,900,241
Net assets		\$ 2,179,514	\$ 2,005,821
Net assets is comprised of:			
Accumulated surplus		\$ 1,928,600	\$ 1,729,849
Accumulated remeasurement gains		250,914	275,972
		\$ 2,179,514	\$ 2,005,821

Contingent assets and contractual rights (note 14 and 16)
Contingent liabilities and contractual obligations (note 15 and 17)

UNIVERSITY OF ALBERTA
CONSOLIDATED STATEMENT OF OPERATIONS
YEAR ENDED MARCH 31, 2019
(thousands of dollars)

	Note	Budget (Note 19)	2019	2018
Revenue				
Government of Alberta grants	20	\$ 1,021,681	\$ 946,643	\$ 955,344
Federal and other government grants	20	190,510	209,900	196,782
Student tuition and fees		341,218	353,280	336,129
Sales of services and products		218,863	214,434	215,471
Donations and other grants		115,244	146,752	153,900
Investment income		70,984	94,489	72,098
		1,958,500	1,965,498	1,929,724
Expense				
Learning		1,193,670	1,142,132	1,150,308
Research		509,567	462,497	463,422
Facility operations and maintenance		136,471	135,198	175,062
Ancillary services		104,436	102,383	88,132
		1,944,144	1,842,210	1,876,924
Annual operating surplus		\$ 14,356	123,288	52,800
Endowment contributions			36,227	25,440
Endowment capitalized investment income			39,236	27,740
			75,463	53,180
Annual surplus			198,751	105,980
Accumulated surplus, beginning of year			1,729,849	1,623,869
Accumulated surplus, end of year	13		\$ 1,928,600	\$ 1,729,849

UNIVERSITY OF ALBERTA
CONSOLIDATED STATEMENT OF CHANGE IN NET FINANCIAL ASSETS
YEAR ENDED MARCH 31, 2019
(thousands of dollars)

	Budget (Note 19)	2019	2018
Annual surplus	\$	\$ 198,751	\$ 105,980
Acquisition of tangible capital assets, net of proceeds on disposals	(216,930)	(124,342)	(197,691)
Amortization of tangible capital assets	181,878	172,006	172,139
Loss on disposal of tangible capital assets	-	275	4,443
	(35,052)	47,939	(21,109)
Change in prepaid expenses	(200)	(137)	(782)
Change in spent deferred capital contributions	5,586	(53,054)	(21,515)
Change in accumulated remeasurement gains		(25,058)	26,673
(Decrease) increase in net financial assets		168,441	89,247
Net financial assets, beginning of year		1,166,052	1,076,805
Net financial assets, end of year	\$	\$ 1,334,493	\$ 1,166,052

UNIVERSITY OF ALBERTA
CONSOLIDATED STATEMENT OF REMEASUREMENT GAINS AND LOSSES
YEAR ENDED MARCH 31, 2019
(thousands of dollars)

	Note	2019	2018
Accumulated remeasurement gains, beginning of year		\$ 275,972	\$ 249,299
Unrealized gains attributable to:			
Portfolio investments - non-endowment:			
Quoted in an active market		8,778	11,509
Designated at fair value		4,143	3,160
Portfolio investments - restricted for endowments:			
Quoted in an active market		42,822	61,838
Designated at fair value		8,676	7,681
Amounts reclassified to consolidated statement of operations:			
Portfolio investments - non-endowment:			
Quoted in an active market		(10,803)	(7,177)
Designated at fair value		(3,601)	(1,220)
Portfolio investments - restricted for endowments:			
Quoted in an active market		(62,425)	(43,691)
Designated at fair value		(12,648)	(5,427)
Net change for the year		(25,058)	26,673
Accumulated remeasurement gains, end of year	13	\$ 250,914	\$ 275,972
Accumulated remeasurement gains is comprised of:			
Portfolio investments - non-endowment		\$ 41,880	\$ 43,363
Portfolio investments - restricted for endowments		209,034	232,609
		\$ 250,914	\$ 275,972

UNIVERSITY OF ALBERTA
CONSOLIDATED STATEMENT OF CASH FLOWS
YEAR ENDED MARCH 31, 2019
(thousands of dollars)

	2019	2018
Operating transactions		
Annual surplus	\$ 198,751	\$ 105,980
Add (deduct) non-cash items:		
Amortization of tangible capital assets	172,006	172,139
Expended capital recognized as revenue	(111,570)	(111,753)
Gain on sale of portfolio investments	(89,477)	(57,515)
Loss on disposal of tangible capital assets	275	4,443
Decrease in employee future benefit liabilities	(20,000)	(13,286)
Change in non-cash items	(48,766)	(5,972)
Decrease (increase) in accounts receivable	8,083	(9,961)
Decrease in inventories held for sale	207	302
(Decrease) increase in accounts payable and accrued liabilities	(7,954)	349
Increase (decrease) in deferred revenue	30,742	(12,404)
Increase in prepaid expenses	(137)	(782)
Cash provided by operating transactions	180,926	77,512
Capital transactions		
Acquisition of tangible capital assets, net of proceeds on disposals, less in kind donations	(120,669)	(194,994)
Cash applied to capital transactions	(120,669)	(194,994)
Investing transactions		
Purchases of portfolio investments	(362,768)	(351,972)
Proceeds on sale of portfolio investments	207,680	337,479
Cash applied to investing transactions	(155,088)	(14,493)
Financing transactions		
Debt repayment	(14,509)	(13,956)
Debt - new financing	-	113,700
Increase in spent deferred capital contributions, less in kind donations	54,843	87,541
Cash provided by financing transactions	40,334	187,285
(Decrease) increase in cash and cash equivalents	(54,497)	55,310
Cash and cash equivalents, beginning of year	74,078	18,768
Cash and cash equivalents, end of year	\$ 19,581	\$ 74,078

UNIVERSITY OF ALBERTA
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2019
(thousands of dollars)

1. Authority and purpose

The Governors of The University of Alberta is a corporation that manages and operates the University of Alberta (the university) under the *Post-secondary Learning Act* (Alberta). All members of the Board of Governors are appointed by either the Lieutenant Governor in Council or the Minister of Advanced Education, with the exception of the Chancellor and President, who are ex officio members. Under the *Post-secondary Learning Act*, Campus Alberta Sector Regulation, the university is a comprehensive academic and research institution offering undergraduate and graduate degree programs as well as a full range of continuing education programs and activities. The university is a registered charity, and under section 149 of the *Income Tax Act* (Canada), is exempt from the payment of income tax.

2. Summary of significant accounting policies and reporting practices

(a) General – Canadian public sector accounting standards (PSAS) and use of estimates

These consolidated financial statements have been prepared in accordance with PSAS. The measurement of certain assets and liabilities is contingent upon future events; therefore, the preparation of these consolidated financial statements requires the use of estimates, which may vary from actual results. Management uses judgment to determine such estimates. Employee future benefit liabilities and amortization of tangible capital assets are the most significant items based on estimates. In management's opinion, the resulting estimates are within reasonable limits of materiality and are in accordance with the significant accounting policies summarized below. These significant accounting policies are presented to assist the reader in evaluating these consolidated financial statements and, together with the following notes, should be considered an integral part of the consolidated financial statements.

(b) Valuation of financial assets and liabilities

The university's financial assets and liabilities are generally measured as follows:

Portfolio investments - fair value and amortized cost
Derivatives - fair value
Cash and cash equivalents, Accounts receivable, Accounts payable and accrued liabilities, Debt - amortized cost
Inventories held for sale - lower of cost and expected net realizable value

Unrealized gains and losses from changes in the fair value of financial assets and liabilities are recognized in the consolidated statement of remeasurement gains and losses. When the restricted nature of a financial instrument and any related changes in fair value create a liability, unrealized gains and losses are recognized as deferred revenue.

All financial assets are assessed annually for impairment. Impaired financial losses are recognized as a decrease in revenue, except for the restricted amount which is recognized as a decrease in deferred revenue. A write-down of an investment to reflect a loss in value is not reversed for a subsequent increase in value.

For financial assets and liabilities measured at amortized cost, the effective interest rate method is used to determine interest revenue or expense. Transaction costs are a component of cost for financial assets and liabilities that are measured at amortized cost and expensed when measured at fair value. Investment management fees are expensed as incurred. The purchase and sale of cash and cash equivalents and portfolio investments are accounted for using trade-date accounting.

Derivatives are recorded at fair value in the consolidated statement of financial position. Derivatives with a positive or negative fair value are recognized as financial assets or liabilities. Unrealized gains and losses from changes in the fair value of derivatives are recognized in the consolidated statement of remeasurement gains and losses. Upon settlement, the realized gains and losses are reclassified as revenue or expense in the consolidated statement of operations.

Management evaluates contractual obligations for the existence of embedded derivatives and elects to either measure the entire contract at fair value or separately measure the value of the derivative component when characteristics of the derivative are not closely related to the economic characteristics and risks of the contract itself. Contracts to buy or sell non-financial items for the university's normal course of business are not recognized as financial assets or liabilities.

(c) Revenue recognition

All revenue is reported on an accrual basis. Cash received for which services and products have not been provided is recognized as deferred revenue.

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2019
(thousands of dollars)

2. Summary of significant accounting policies and reporting practices (continued)

(c) Revenue recognition (continued)

Government grants, non-government grants and donations

Government transfers are referred to as government grants.

Restricted grants and donations are recognized as deferred revenue if the terms for use, or the terms along with the university's actions and communications as to the use, create a liability. These grants and donations are recognized as revenue when the terms are met. If the grants and donations are used to acquire or construct tangible capital assets, revenue will be recognized over the useful life of the tangible capital assets.

Government grants without terms for the use of the grant are recognized as revenue when the university is eligible to receive the funds. Non-government grants and donations with no restrictions are recognized as revenue in the year received or in the year the funds are committed to the university if the amount can be reasonably estimated and collection is reasonably assured.

In kind donations of services, materials, and tangible capital assets are recognized at fair value when a fair value can be reasonably determined.

Grants and donations related to land

Grants and donations for the purchase of land are recognized as deferred revenue when received and recognized as revenue when the land is purchased. An in kind grant or donation of land is recognized as revenue at the fair value of the land when a fair value can be reasonably determined. When the fair value cannot be reasonably determined, the in kind grant or donation is recognized at nominal value.

Endowment donations

Endowment donations are recognized as revenue in the consolidated statement of operations in the year in which they are received, and are required by donors to be maintained intact in perpetuity.

Investment income

Investment income includes dividends, interest income and realized gains and losses on the sale of portfolio investments. Investment income from restricted grants and donations is recognized as deferred revenue when the terms for use create a liability, and is recognized as revenue when the terms of the grant or donation are met.

The endowment spending allocation portion of investment income earned by endowments is recognized as deferred revenue when the terms for use by the endowment create a liability. Investment income earned by endowments in excess of the endowment spending allocation is recognized as revenue in the consolidated statement of operations (realized income) and the consolidated statement of remeasurement gains and losses (unrealized gains and losses), and is capitalized and maintained intact in perpetuity.

(d) Endowments

Endowments consist of:

- Externally restricted donations received by the university and internal allocations by the university's Board of Governors, the principal of which is required to be maintained intact in perpetuity.
- Investment income earned (excluding unrealized income) by the endowments in excess of the amount required for spending allocation is capitalized to maintain and grow the real value of the endowments. Benefactors as well as university policy stipulate that the economic value of the endowments must be protected by limiting the amount of income that may be expended and by reinvesting unexpended income.

Under the Post-secondary Learning Act, the university has the authority to alter the terms and conditions of endowments to enable:

- Investment income earned by the endowments to be withheld from distribution to avoid fluctuations in the amounts distributed, generally to regulate the distribution of income earned by the endowments.
- Encroachment on the capital of the endowments to avoid fluctuations in the amounts distributed and generally to regulate the distribution of investment income earned by the endowments if, in the opinion of the Board of Governors, the encroachment benefits the university and does not impair the long-term value of the fund.

In any year, if the investment income earned on endowments is insufficient to fund the spending allocation, the spending allocation is funded from the accumulated capitalized investment income. However, for individual endowments without sufficient accumulated capitalized investment income, endowment principal is used in that year and is expected to be recovered by future investment income.

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2019
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2. Summary of significant accounting policies and reporting practices (continued)

(e) Inventories held for sale

Inventories held for sale are measured using the weighted average method.

(f) Tangible capital assets

Tangible capital asset acquisitions are recognized at cost, which includes amounts that are directly related, such as design, construction, development, improvement or betterment of the assets, and costs associated with asset retirement obligations. Cost includes overhead directly attributable to construction and development. Construction in progress is not amortized until after the project is complete and the asset is in service.

The cost less residual value of the tangible capital assets, excluding land, is amortized on a straight-line basis over the estimated useful lives as follows:

Buildings and utilities	10 - 40 years
Equipment, furnishings and systems	5 - 10 years
Learning resources	10 years

Tangible capital asset write-downs are recognized when conditions indicate the asset no longer contributes to the university's ability to provide services, or when the value of future economic benefits associated with the tangible capital assets are less than their net book value. Net write-downs are recognized as expense.

Intangible assets, works of art, historical treasures and collections are expensed when acquired and not recognized as tangible capital assets because a reasonable estimate of the future benefits associated with such property cannot be made.

(g) Asset Retirement Obligations

Asset retirement obligations are recognized for statutory, contractual or legal obligations associated with the retirement of tangible capital assets when those obligations result from the acquisition, construction, development or normal operation of the assets. The obligations are measured initially at fair value, determined using present value methodology, and the resulting costs are capitalized into the carrying amount of the related asset. In subsequent periods, the liability is adjusted for the accretion of discount and any changes in the amount or timing of the underlying future cash flows. The capitalized asset retirement obligations are amortized on the same basis as the related asset and the discount accretion is included in determining the results of operations.

(h) Foreign currency translation

Transaction amounts denominated in foreign currencies are translated into their Canadian dollar equivalents at exchange rates prevailing at the transaction dates. Carrying values of monetary assets and liabilities and non-monetary items included in the fair value category reflect the exchange rates at the consolidated statement of financial position date. Unrealized foreign exchange gains and losses are recognized in the consolidated statement of remeasurement gains and losses.

In the period of settlement, foreign exchange gains and losses are reclassified to the consolidated statement of operations, and the cumulative amount of remeasurement gains and losses is reversed in the consolidated statement of remeasurement gains and losses.

(i) Employee future benefits

Pension

The university participates with other employers in the Public Service Pension Plan (PSPP) and the Universities Academic Pension Plan (UAPP). These pension plans are multi-employer defined benefit pension plans that provide pensions for the university's participating employees based on years of service and earnings.

Pension expense for the UAPP is actuarially determined using the projected benefit method prorated on service. The UAPP activity and financial position are allocated to each participating employer based on their respective percentage of employer contributions. Actuarial gains and losses on the accrued benefit obligation are amortized over the expected average remaining service life of the related employee group.

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2019
(thousands of dollars)

2. Summary of significant accounting policies and reporting practices (continued)

(i) Employee future benefits (continued)

The university does not have sufficient plan information on the PSPP to follow the standards for defined benefit accounting, and therefore follows the standards for defined contribution accounting. Accordingly, pension expense recognized for the PSPP is comprised of employer contributions to the plan that are required for its employees during the year, which are calculated based on actuarially pre-determined amounts that are expected, along with investment income, to provide the plan's future benefits.

Long-term disability

The cost of providing non-vesting and non-accumulating employee future benefits for compensated absences under the university's long-term disability plan is charged to expense in full when the event occurs which obligates the university to provide the benefits. The cost of this benefit is actuarially determined using the accumulated benefit method, a discount rate based on the university's cost of borrowing and management's best estimate of the retirement ages of employees, expected health care costs and the period of employee disability. Actuarial gains and losses on the accrued benefit obligation are amortized over the average expected period the benefit will be paid.

Early retirement

The cost of providing accumulating post-employment benefits under the university's early retirement plans is charged to expense over the period of service provided by the employee. The cost of these benefits is actuarially determined using the projected benefit method prorated on services, a discount rate based on the university's cost of borrowing and management's best estimate of expected health care, dental care, life insurance costs and the period of benefit coverage. Actuarial gains and losses on the accrued benefit obligation are amortized over the expected average remaining service life of the related employee group.

Supplementary retirement plans

The university provides non-contributory defined benefit supplementary retirement benefits to executive based on years of service and earnings. The expense for this plan is actuarially determined using the projected benefit method prorated on service. Actuarial gains and losses on the accrued benefit obligation are amortized over the expected average remaining service life of the related employee group.

The university provides non-contributory defined contribution supplementary retirement benefits to eligible executive and academic staff based on years of service and earnings. The expense for these plans is the employer's current year contribution to the plan as calculated in accordance with the plan rules.

Administrative/professional leave

The university provides for executive to accrue a paid leave of absence at the end of their executive appointment. The expense for this plan is actuarially determined using the projected benefit method prorated on service. Actuarial gains and losses on the accrued benefit obligation are amortized over the expected average remaining service life of the related employee group.

General illness

The cost of providing non-vesting and non-accumulating compensated absences to a maximum of 26 weeks (academic staff) or 120 days (support staff) under the university's general illness plan is charged to expense in full when the event occurs which obligates the university to provide the benefit. The cost of this benefit is actuarially determined using the accumulated benefit method and management's best estimate of the period of employee disability.

(j) Investment in government partnerships

Proportionate consolidation is used to recognize the university's share of the following government partnerships:

- Northern Alberta Clinical Trials and Research Centre (50% interest) - a joint venture with Alberta Health Services to support the shared missions of Alberta Health Services and the university for collaborative clinical research.
- TEC Edmonton (50% interest) - a joint venture with Edmonton Economic Development Corporation to stimulate entrepreneurialism, advance corporate development and accelerate commercialization of new ideas and technologies that benefit society.
- Tri-University Meson Facility (TRIUMF) (7.14% interest) - a joint venture with thirteen other universities to operate a sub-atomic physics research facility.
- Western Canadian Universities Marine Sciences Society (20% interest) - provides research infrastructure in the marine sciences for member universities and the world-wide scientific community.

These government partnerships are not material to the university's consolidated financial statements; therefore, separate condensed financial information is not presented.

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2019
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2. Summary of significant accounting policies and reporting practices (continued)

(k) Expense by function

The university uses the following categories of functions on its consolidated statement of operations:

Learning

Expenses relating to support for the academic functions of the university both directly and indirectly. This function includes expenses incurred by faculties for their scholarly activities and learning administrative services. Other expenses associated with this function include student awards and bursaries, other programs involving teaching and learning, and community service specifically funded by restricted grants and donations.

Research

Expenses for research activities funded by externally sponsored research funds intended for specific research purposes as well as internal funds designated for research related spending. Other expenses associated with this function include costs such as research administration and research related amortization.

Facility operations and maintenance

Expenses relating to maintenance and renewal of facilities that house the teaching, research and administrative activities within the university. These include utilities, facilities administration, building maintenance, custodial services, landscaping and grounds keeping, as well as major repairs and renovations.

Ancillary services

Expenses relating to services and products provided to the university community and to external individuals and organizations. Services include the university bookstore, parking services, utilities and student residences.

(l) Funds and reserves

Certain amounts, as approved by the Board of Governors, are set aside in accumulated surplus for future operating and capital purposes. Transfers to/from funds and reserves are an adjustment to the respective fund when approved.

(m) Future accounting changes

In August 2018, the Public Sector Accounting Board issued PS 3280 Asset retirement obligations. This accounting standard is effective for fiscal years starting on or after April 1, 2021. Asset retirement obligations provides guidance on how to account for and report a liability for retirement of a tangible capital asset.

In November 2018, the Public Sector Accounting Board issued PS 3400 Revenue. This accounting standard is effective for fiscal years starting on or after April 1, 2022. Revenue provides guidance on how to account for and report on revenue, specifically addressing revenue arising from exchange transactions and unilateral transactions.

Management is currently assessing the impact of these new standards on the consolidated financial statements.

3. Adoption of new accounting standards

The university has prospectively adopted PS 3430 Restructuring transactions. This accounting standard is effective for fiscal years starting on or after April 1, 2018. Restructuring transactions defines and establishes disclosure standards for restructuring transactions. The adoption of this standard did not affect these consolidated financial statements.

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2019
(thousands of dollars)

4. Cash and cash equivalents

	2019	2018
Cash	\$ 1,104	\$ 11,697
Money market funds	18,477	62,381
	\$ 19,581	\$ 74,078

Money market funds also include short-term notes and treasury bills with a maturity less than three months from the date of acquisition.

5. Portfolio investments

	2019	2018
Portfolio investments - non-endowment	\$ 1,040,126	\$ 872,516
Portfolio investments - restricted for endowments	1,432,304	1,379,534
	\$ 2,472,430	\$ 2,252,050

The composition of portfolio investments measured at fair value is as follows:

	2019				2018			
	Level 1 ⁽¹⁾	Level 2 ⁽²⁾	Level 3 ⁽³⁾	Total	Level 1 ⁽¹⁾	Level 2 ⁽²⁾	Level 3 ⁽³⁾	Total
Cash and money market funds	\$ 132,503	\$ 423,971	\$ -	\$ 556,474	\$ 23,857	\$ 531,274	\$ 385	\$ 555,516
Canadian government and corporate bonds	-	259,280	-	259,280	-	266,520	-	266,520
Foreign government and corporate bonds	-	206,940	657	207,597	-	-	-	-
Canadian equity	289,543	-	-	289,543	304,714	-	-	304,714
Foreign equity	962,214	-	-	962,214	952,767	-	-	952,767
Private equity	-	-	78,415	78,415	-	-	57,661	57,661
Pooled hedge funds	-	30,137	-	30,137	-	30,552	-	30,552
Real estate funds	-	-	87,731	87,731	-	-	83,277	83,277
	1,384,260	920,328	166,803	2,471,391	1,281,338	828,346	141,323	2,251,007
Other at amortized cost				1,039				1,043
	\$ 1,384,260	\$ 920,328	\$ 166,803	\$ 2,472,430	\$ 1,281,338	\$ 828,346	\$ 141,323	\$ 2,252,050

The fair value measurements are those derived from:

- ⁽¹⁾ Quoted prices in active markets for identical assets.
- ⁽²⁾ Inputs other than quoted prices included within level 1 that are observable for the assets, either directly (i.e. as prices) or indirectly (i.e. derived from prices).
- ⁽³⁾ Valuation techniques that include inputs for the assets that are not based on observable market data.

As at March 31, 2019, the average effective yields and the terms to maturity are as follows:

- Money market funds: 2.18% (2018 - 1.49%); term to maturity: less than one year.
- Canadian government, corporate and foreign bonds: 2.54% (2018 - 1.98%); terms to maturity: range from less than one year to more than 10 years.

The changes in fair value of level 3 portfolio investments are as follows:

	2019	2018
Balance, beginning of year	\$ 141,323	\$ 121,062
Unrealized gains	9,439	6,587
Purchases	40,696	22,760
Proceeds on sale	(24,655)	(9,086)
	\$ 166,803	\$ 141,323

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2019

(thousands of dollars)

6. Derivatives

Derivative financial instruments are used by the university to manage its commodity exposure with respect to portfolio investments. All outstanding contracts have a remaining term to maturity of less than one year. As at March 31, 2019, the university held commodity futures contracts for settlement between April and October 2019, with a notional amount of \$35,522 (2018 - nil). The fair value of outstanding commodity futures contracts receivable is \$54 (2018 - nil) and of commodity futures contracts payable is \$927 (2018 - nil). The fair value measurement of derivative financial instruments is categorized into level 1 as described in note 5.

7. Financial risk management

The university is exposed to the following risks:

Market price risk

Market price risk is the risk that the value of a financial instrument will fluctuate as a result of changes in market prices, whether those changes are caused by factors specific to the individual security, its issuer or general market factors affecting all securities. To manage this risk, the university has policies and procedures in place governing asset mix, diversification, exposure limits, credit quality and performance measurement. The university's Investment Committee, a subcommittee of the Board of Governors, has the delegated authority for oversight of the university's portfolio investments. The university's management of this risk has not changed from prior year.

The university assesses its portfolio sensitivity to a percentage increase or decrease in the market prices. The sensitivity rate is determined using the historical annualized standard deviation for the total University Endowment Pool over a four year period as determined by the BNY Mellon Asset Servicing Global Risk Solutions consulting report. At March 31, 2019, if market prices had a 6.9% (2018 - 5.1%) increase or decrease, with all other variables held constant, the increase or decrease in accumulated remeasurement gains for the year would be \$116,302 (2018 - \$82,736).

Foreign currency risk

Foreign currency risk is the risk that the fair value of future cash flows of a financial instrument will fluctuate because of changes in foreign exchange rates. The university is exposed to foreign exchange risk on portfolio investments that are denominated in foreign currencies. The university does not hedge its foreign currency exposure with currency forward contracts or any other type of derivative financial instruments.

The impact of a change in value of the Canadian dollar against all foreign currencies is as follows:

Currency	Fair Value	2.5% decrease	1.0% decrease	1.0% increase	2.5% increase
Foreign Currency Assets	\$ 1,266,257	\$ (31,656)	\$ (12,663)	\$ 12,663	\$ 31,656

Credit risk

Counterparty credit risk is the risk of loss arising from the failure of a counterparty, debtor or issuer to fully honor its financial obligations with the university. The university is exposed to credit risk on investments and has established an investment policy with required minimum credit quality standards and issuer limits to manage this risk. The credit risk from accounts receivable is low as the majority of balances are due from government agencies and corporate sponsors.

The distribution of money market funds by risk rating area is as follows:

- Money market funds: R-1(high) 75.3% (2018 - 75.9%); R-1(mid) 24.7% (2018 - 24.1%).
- Bonds: AAA 63.1% (2018 - 86.6%); AA 10.0% (2018 - 11.4%); A 7.3% (2018 - 1.8%); BBB 11.7% (2018 - 0.0%); not rated 7.9% (2018 - 0.2%).

Liquidity risk

Liquidity risk is the risk that the university will encounter difficulty in meeting obligations associated with its financial liabilities. The university maintains a portfolio of short-term investments with rolling maturity dates to manage short-term cash requirements. The university maintains a short-term line of credit to ensure that funds are available to meet current and forecasted financial requirements. In 2019, the line of credit was not drawn upon (2018 - not drawn upon).

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2019
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7. Financial risk management (continued)

Interest rate risk

Interest rate risk is the risk to the university's earnings that will be affected by the fluctuation and degree of volatility in interest rates. This risk is managed by investment policies that limit the term to maturity of certain fixed income instruments that the university holds. If interest rates increase by 0.25%, and all variables are held constant, the potential loss in fair value to the university would be approximately \$4,692 (2018 - \$2,995). Interest rate risk on the university's debt is managed through fixed rate agreements with Alberta Capital Finance Authority (note 9).

The maturity and effective market yield of interest bearing investments are as follows:

	< 1 year	1 - 5 years	> 5 years	Average effective market yield
	%	%	%	%
Money market funds	100.0	-	-	2.2
Canadian government, corporate and foreign bonds	10.6	49.0	40.4	2.5

8. Employee future benefit liabilities

	2019			2018		
	Academic staff	Support staff	Total	Academic staff	Support staff	Total
Universities Academic Pension Plan	\$ 116,439	\$ -	\$ 116,439	\$ 141,695	\$ -	\$ 141,695
Long-term disability	9,546	25,855	35,401	7,122	24,441	31,563
Early retirement	-	26,748	26,748	-	26,325	26,325
SRP (defined contribution)	27,301	-	27,301	25,805	-	25,805
SRP (defined benefit)	8,543	-	8,543	7,785	-	7,785
Administrative/professional leave	1,396	-	1,396	2,715	-	2,715
General illness	863	1,083	1,946	1,018	868	1,886
	\$ 164,088	\$ 53,686	\$ 217,774	\$ 186,140	\$ 51,634	\$ 237,774

(a) Defined benefit plans accounted for on a defined benefit basis

Universities Academic Pension Plan (UAPP)

The UAPP is a multi-employer contributory joint defined benefit pension plan for academic staff members. An actuarial valuation of the UAPP was carried out as at December 31, 2016 and was then extrapolated to March 31, 2019, resulting in a UAPP deficit of \$996,451 (2018 - \$446,722) consisting of a pre-1992 deficit of \$827,872 and a post-1991 deficit of \$168,579. The university's portion of the UAPP deficit has been allocated based on its percentage of the plan's total employer contributions for the year.

The unfunded deficit for service prior to January 1, 1992 is financed by additional contributions of 1.25% (2018 - 1.25%) of salaries by the Government of Alberta. Employees and employers equally share the balance of the contributions of 2.90% (2018 - 2.90%) of salaries required to eliminate the unfunded deficit by December 31, 2043. The Government of Alberta's obligation for the future additional contributions is \$258,570 at March 31, 2019. The unfunded deficit for service after December 31, 1991 is financed by special payments of 4.93% (2018 - 4.93%) of salaries until June 30, 2018, 4.44% (2018 - 4.44%) of salaries until December 31, 2021, 1.71% (2018 - 1.71%) of salaries for 2022 and 2023, 0.70% (2018 - 0.70%) of salaries for 2024 and 2025, and 0.25% (2018 - 0.25%) of salaries for 2026 and 2027, all shared equally between employees and employers.

Long-term disability (LTD) and general illness (GI)

The university provides long-term disability and general illness defined benefits to its academic and support staff. An actuarial valuation of these benefits was carried out as at March 31, 2019. The long-term disability plan provides pension and non-pension benefits after employment, but before the employee's normal retirement date. The general illness plan provides similar benefits but for a maximum of 26 weeks (academic staff) or 120 days (support staff).

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2019
(thousands of dollars)

8. Employee future benefit liabilities (continued)

(a) Defined benefit plans accounted for on a defined benefit basis (continued)

Early retirement

The early retirement benefits for support staff include a bridge benefit (2019 - \$19,376; 2018 - \$19,209) and a retirement allowance (2019 - \$7,372; 2018 - \$7,116). An actuarial valuation of these benefits was carried out as at March 31, 2019. The bridge benefit allows eligible employees who retire early to continue participating in several staff benefit programs between the date of early retirement and the end of the month in which the former employee turns 65. Benefits include group life insurance, employee family assistance program, supplementary health care and dental care. The support staff retirement allowance provides eligible employees (those with 20 years of pensionable service at retirement date) one week's base pay per full year of employment to a maximum 25 days pay.

Supplementary retirement plan (SRP)

The university provides a non-contributory defined benefit supplementary retirement benefit to executive. The SRP obligation is calculated based on assumptions, including inflation, which are prescribed each month by the Canadian Institute of Actuaries. An actuarial valuation of these benefits was carried out as at March 31, 2019. The SRP was closed to new members effective June 30, 2014, as part of the approval of the new defined contribution SRP for executives.

Administrative/professional leave (leave)

The university provides for certain executive to accrue a paid leave at the end of their executive appointment. Upon completing their term of service, the individual's salary and benefits in effect at the end of the service are paid for the duration of the leave. The leave obligation is calculated based on assumptions, including inflation, which are prescribed each month by the Canadian Institute of Actuaries, which management has adopted as their best estimate. An actuarial valuation of these benefits was carried out as at March 31, 2019.

The expense and liability of these defined benefit plans are as follows:

	2019				2018			
	UAPP	LTD, GI ⁽¹⁾	Early retirement ⁽¹⁾	SRP, leave ⁽¹⁾	UAPP	LTD, GI ⁽¹⁾	Early retirement ⁽¹⁾	SRP, leave ⁽¹⁾
Expense								
Current service cost	\$ 44,499	\$ 17,386	\$ 964	\$ 617	\$ 44,080	\$ 18,904	\$ 845	\$ 754
Interest cost, net of earnings	3,714	2,075	1,052	436	7,740	1,897	856	570
Amortization of actuarial (gains) losses	(8,669)	1,519	(163)	171	(3,842)	671	(552)	140
	\$ 39,544	\$ 20,980	\$ 1,853	\$ 1,224	\$ 47,978	\$ 21,472	\$ 1,149	\$ 1,464
Liability								
Accrued benefit obligation								
Balance, beginning of year	\$ 1,201,832	\$ 39,380	\$ 24,210	\$ 10,418	\$ 1,147,756	\$ 33,766	\$ 19,202	\$ 14,048
Current service cost	44,499	17,386	964	617	44,080	18,904	845	754
Interest cost	73,098	2,075	1,052	436	69,987	1,897	856	570
Benefits paid	(56,064)	(17,082)	(1,430)	(1,785)	(50,780)	(19,173)	(1,228)	(4,575)
Actuarial losses (gains)	64,047	(3,623)	(5,701)	(122)	(9,211)	3,986	4,535	(379)
Balance, end of year	1,327,412	38,136	19,095	9,564	1,201,832	39,380	24,210	10,418
Plan assets	(1,147,170)	-	-	-	(1,152,028)	-	-	-
Plan deficit	180,242	38,136	19,095	9,564	49,804	39,380	24,210	10,418
Unamortized actuarial (losses) gains	(63,803)	(789)	7,653	375	91,891	(5,931)	2,115	82
Accrued benefit liability	\$ 116,439	\$ 37,347	\$ 26,748	\$ 9,939	\$ 141,695	\$ 33,449	\$ 26,325	\$ 10,500

⁽¹⁾ The university plans to use its working capital to finance these future obligations.

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2019
(thousands of dollars)

8. Employee future benefit liabilities (continued)

(a) Defined benefit plans accounted for on a defined benefit basis (continued)

The significant actuarial assumptions used to measure the accrued benefit obligation are as follows:

	2019			2018		
	UAPP	SRP, leave	LTD, Gl, early retirement	UAPP	SRP, leave	LTD, Gl, early retirement
	%	%	%	%	%	%
Accrued benefit obligation						
Discount rate	5.6	3.9	3.9	6.0	4.3	4.3
Long-term average compensation increase	3.0	3.0	3.0	3.0	3.0	3.0
Benefit cost						
Discount rate	6.0	4.3	4.3	6.0	4.4	4.3
Long-term average compensation increase	3.0	3.0	3.0	3.0	2.0	3.0
Alberta inflation (long-term)	2.0	1.5	2.0	2.0	1.3	2.0
Estimated average remaining service life	10.6 yrs	Note ⁽¹⁾	1 - 13 yrs	10.6 yrs	Note ⁽¹⁾	1 - 13 yrs

⁽¹⁾ SRP actuarial gains and losses are amortized over the remaining contract terms of the participants.

(b) Defined benefit plan accounted for on a defined contribution basis

Public Service Pension Plan (PSPP)

The PSPP is a multi-employer contributory defined benefit pension plan for support staff members. As the university does not have sufficient information to follow the accounting standards for defined benefit plans, it is accounted for on a defined contribution basis. The pension expense recognized in these consolidated financial statements is \$29,947 (2018 - \$32,915).

An actuarial valuation of the PSPP was carried out as at December 31, 2017 and was then extrapolated to December 31, 2018. At December 31, 2018, the PSPP reported an actuarial surplus of \$519,218 (2017 - surplus of \$1,275,843). For the year ended December 31, 2018 PSPP reported employer contributions of \$337,390 (2017 - \$363,748). For the 2018 calendar year, the university's employer contributions were \$30,142 (2017 calendar year - \$33,572).

(c) Defined contribution plans

Supplementary retirement plans (SRP)

The university provides non-contributory defined contribution supplementary retirement benefits to eligible executive and academic staff members. The expense recognized in these consolidated financial statements is \$3,315 (2018 - \$4,940).

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2019
(thousands of dollars)

9. Debt

The following debt is with Alberta Capital Finance Authority and is measured at amortized cost:

	Maturity Date	Interest rate %	2019	2018
Collateral				
Title to land, building	August 2024 - March 2048	2.815 - 6.000	\$ 192,842	\$ 199,477
Cash flows from facility	May 2020 - December 2047	4.814 - 6.250	44,629	47,126
General Security Agreement	December 2028 - June 2042	2.420 - 3.623	82,992	86,850
None	December 2025 - September 2036	2.599 - 5.353	15,334	16,853
Balance, end of year			\$ 335,797	\$ 350,306

Interest expense on debt recognized in these consolidated financial statements is \$12,211 (2018 - \$10,538).

Land and buildings pledged as collateral have a net book value of \$293,236 (2018 - \$296,150).

Principal and interest payments are as follows:

	Principal	Interest	Total
2020	\$ 14,703	\$ 12,792	\$ 27,495
2021	15,337	12,159	27,496
2022	14,491	11,496	25,987
2023	15,092	10,896	25,988
2024	15,719	10,269	25,988
Thereafter	260,455	92,659	353,114
	\$ 335,797	\$ 150,271	\$ 486,068

10. Deferred revenue

	2019			2018
	Unspent externally restricted grants and donations	Student tuition and other revenue	Total	Total
Balance, beginning of year	\$ 517,937	\$ 30,079	\$ 548,016	\$ 560,420
Net change for the year				
Grants, donations, endowment spending allocation and tuition	644,361	359,492	1,003,853	952,429
Transfers to spent deferred capital contributions	(58,516)	-	(58,516)	(90,238)
Recognized as revenue	(555,874)	(358,721)	(914,595)	(874,595)
Net change for the year	29,971	771	30,742	(12,404)
Balance, end of year	\$ 547,908	\$ 30,850	\$ 578,758	\$ 548,016

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2019
(thousands of dollars)

11. Tangible capital assets

	2019					2018
	Buildings and utilities	Equipment, furnishings and systems	Learning resources	Land	Total	Total
Cost						
Beginning of year	\$ 3,610,860	\$ 1,236,996	\$ 452,477	\$ 84,027	\$ 5,384,360	\$ 5,330,697
Acquisitions	42,861	57,299	24,406	-	124,566	197,860
Disposals	-	(15,767)	(150)	-	(15,917)	(144,197)
	3,653,721	1,278,528	476,733	84,027	5,493,009	5,384,360
Accumulated amortization						
Beginning of year	1,338,254	977,186	336,891	-	2,652,331	2,619,777
Amortization expense	87,251	63,449	21,306	-	172,006	172,139
Disposals	-	(15,282)	(136)	-	(15,418)	(139,585)
	1,425,505	1,025,353	358,061	-	2,808,919	2,652,331
Net book value, March 31, 2019	\$ 2,228,216	\$ 253,175	\$ 118,672	\$ 84,027	\$ 2,684,090	\$ 2,732,029
Net book value, March 31, 2018	\$ 2,272,606	\$ 259,810	\$ 115,586	\$ 84,027	\$ 2,732,029	

Included in buildings and utilities is \$18,548 (2018 - \$149,114) recognized as construction in progress, which is not amortized as the assets are not in service.

Acquisitions include in kind donations in the amount of \$3,673 (2018 - \$2,697).

The university holds library permanent collections and other permanent collections which include works of art, museum specimens, archival materials and maps. These collections are expensed and therefore are not included in tangible capital assets.

12. Spent deferred capital contributions

Spent deferred capital contributions is comprised of externally restricted grants and donations spent on tangible capital assets, less amortization recognized as revenue.

	2019	2018
Balance, beginning of year	\$ 1,900,241	\$ 1,921,756
Net change for the year		
Transfers from unspent externally restricted grants and donations	58,516	90,238
Expended capital recognized as revenue	(111,570)	(111,753)
Net change for the year	(53,054)	(21,515)
Balance, end of year	\$ 1,847,187	\$ 1,900,241

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2019
(thousands of dollars)

13. Net assets

	Unrestricted	Investment in tangible capital assets	Internally restricted	Endowments	Total
Net assets, March 31, 2017	\$ (16,066)	\$ 584,980	\$ -	\$ 1,304,254	\$ 1,873,168
Annual operating surplus	52,800	-	-	-	52,800
Endowments					
New donations	-	-	-	25,440	25,440
Capitalized investment income	-	-	-	27,740	27,740
Transfer to endowments	(1,699)	-	-	1,699	-
Tangible capital assets					
Acquisitions	(103,063)	103,063	-	-	-
Debt repayment	(12,864)	12,864	-	-	-
Debt - new financing	88,394	(88,394)	-	-	-
Amortization	60,386	(60,386)	-	-	-
Change in accumulated remeasurement gains	6,272	-	-	20,401	26,673
Net assets, March 31, 2018	\$ 74,160	\$ 552,127	\$ -	\$ 1,379,534	\$ 2,005,821
Annual operating surplus	123,288	-	-	-	123,288
Transfer to internally restricted	(55,051)	-	55,051	-	-
Endowments					
New donations	-	-	-	36,227	36,227
Capitalized investment income	-	-	-	39,236	39,236
Transfer to endowments	(882)	-	-	882	-
Tangible capital assets					
Acquisitions	(65,606)	65,606	-	-	-
Debt repayment	(13,371)	13,371	-	-	-
Debt - new financing	16,837	(16,837)	-	-	-
Amortization	60,436	(60,436)	-	-	-
Change in accumulated remeasurement gains	(1,483)	-	-	(23,575)	(25,058)
Net assets, March 31, 2019	\$ 138,328	\$ 553,831	\$ 55,051	\$ 1,432,304	\$ 2,179,514

Net assets is comprised of:

Accumulated surplus	\$ 96,448	\$ 553,831	\$ 55,051	\$ 1,223,270	\$ 1,928,600
Accumulated remeasurement gains ⁽¹⁾	41,880	-	-	209,034	250,914
	\$ 138,328	\$ 553,831	\$ 55,051	\$ 1,432,304	\$ 2,179,514

⁽¹⁾ Accumulated remeasurement gains are unrealized gains which are not recognized as revenue until realized.

Internally restricted net assets

Internally restricted net assets represent amounts set aside by the university's Board of Governors for an investment income reserve to ensure that future obligations can be fulfilled in the event of significant investment losses. This amount is not available for other purposes without the approval of the Board and does not have interest allocated to it.

	2019	2018
Investment income reserve	\$ 55,051	\$ -

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2019
(thousands of dollars)

14. Contingent assets

The university has initiated a number of insurance claims arising in the normal course of business in which the outcomes may result in assets in the future. While the outcomes of these claims cannot be reasonably estimated at this time, the university believes that any settlement will not have a material effect on the financial position or the results of operations of the university. These contingent assets are not recognized in the consolidated financial statements.

15. Contingent liabilities

- (a) The university is a defendant in a number of legal proceedings arising in the normal course of business. While the ultimate outcome and liability of these proceedings cannot be reasonably estimated at this time, the university believes that any settlement will not have a material adverse effect on the financial position or the results of operations of the university. Management has concluded that none of the claims meet the criteria for recognizing a liability.
- (b) The university has identified a potential liability related to the existence of asbestos in a number of its facilities. Although not a current health hazard, upon renovation or demolition of these facilities, the university may be required to take appropriate remediation procedures to remove the asbestos. As the university has no legal obligation to remove the asbestos in these facilities as long as the asbestos is contained and does not pose a public health risk, the fair value of the obligation cannot be reasonably estimated due to the indeterminate timing and scope of the removal. The asset retirement obligations for these facilities will be recognized in the period in which there is certainty that the renovation or demolition project will proceed and there is sufficient information to estimate fair value of the obligation.

16. Contractual rights

Contractual rights are rights of the university to economic resources arising from contracts or agreements that will result in both assets and revenues in the future when the terms of those contracts or agreements are met.

Estimated amounts that will be received or receivable for each of the next five years and thereafter are as follows:

	Operating leases	Other contracts	Total
2020	\$ 2,241	\$ 1,618	\$ 3,859
2021	1,698	1,379	3,077
2022	1,362	1,256	2,618
2023	886	1,229	2,115
2024	295	1,185	1,480
Thereafter	418	5,104	5,522
	\$ 6,900	\$ 11,771	\$ 18,671
Total at March 31, 2018	\$ 6,309	\$ 12,257	\$ 18,566

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2019
(thousands of dollars)

17. Contractual obligations

- (a) The university has contractual obligations that will result in liabilities in the future when the terms of the contracts are met. The estimated aggregate amount payable for the unexpired terms of these contractual obligations are as follows:

	Capital projects	Service contracts	Long-term leases	Total
2020	\$ 140,728	\$ 99,009	\$ 4,408	\$ 244,145
2021	126,569	16,303	3,390	146,262
2022	110,263	4,845	2,443	117,551
2023	78,750	1,235	1,756	81,741
2024	23,827	200	1,598	25,625
Thereafter	-	-	2,925	2,925
	\$ 480,137	121,592	\$ 16,520	\$ 618,249
Total at March 31, 2018	\$ 230,769	\$ 134,325	\$ 17,447	\$ 382,541

The significant service contracts are as follows:

- In order to manage its exposure to the volatility in the electrical industry, the university has entered into contracts to fix a portion of its electrical cost. The three contracts (2018 - five contracts) with expenditures totaling \$16,212 (2018 - \$33,683) expire over the next three years.
 - Effective August 1, 2015, the university entered into an agreement with an external party for dining and catering services. The agreement has one year remaining with a total estimated cost of \$13,867 (2018 - \$24,267).
 - The university entered into agreements with two external parties for information technology support. The first agreement, effective July 1, 2015 for infrastructure management services, has two years remaining with a cost of \$5,625 (2018 - \$10,125). The second agreement, effective July 1, 2017 for application management services, has one year remaining with a cost of \$812 (2018 - \$4,057).
 - Effective August 1, 2017, the university entered into an agreement with an external party for custodial services. The agreement has one year remaining with a cost of \$3,300 (2018 - \$12,960).
- (b) The university is one of 61 members of CURIE, the Canadian Universities Reciprocal Insurance Exchange, a self-insurance reciprocal established to share the insurable property, liability, and errors and omissions risks of member universities. The projected cost of claims against the exchange is based on actuarial projections and is funded through members' premiums. As at December 31, 2018, CURIE had an accumulated surplus of \$79,338 (2017 - \$81,232), of which the university's pro rata share is approximately 7.34% (2018 - 7.33%). This accumulated surplus is not recognized in the consolidated financial statements.

18. Related parties

The university is a related party to organizations within the Government of Alberta reporting entity. Related parties also include key management personnel, including the Board of Governors, and their close family members. Transactions with these entities and individuals are considered to be in the normal course of operations and are recorded at the exchange amount, which approximates fair value.

The university utilizes space provided by other related parties, mainly with Alberta Health Services. This space is provided at a nominal cost. Due to the unique physical and operating arrangements in place, the specialized nature of the space and the integrated nature of operations, the fair value of these lease arrangements cannot be reasonably determined.

The university has debt with Alberta Capital Finance Authority as described in (note 9).

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2019
(thousands of dollars)

19. Budget

The university's 2018-19 budget was approved by the Board of Governors and was presented to the Minister of Advanced Education as part of the university's submission of its 2018-19 Comprehensive Institutional Plan.

20. Government transfers

	2019	2018
Government of Alberta grants		
Advanced Education - Campus Alberta grant	\$ 671,283	\$ 640,512
Advanced Education - other grants	116,303	112,116
Economic Development and Trade	66,217	83,569
Alberta Health Services - Academic Medicine and Health Services Program	52,668	45,648
Alberta Health Services - other grants	5,022	5,234
Health	24,928	22,497
Other departments and agencies	17,989	13,716
	954,410	923,292
Expended capital recognized as revenue	67,238	67,270
Deferred revenue	(75,005)	(35,218)
	\$ 946,643	\$ 955,344
Federal and other government grants		
Natural Sciences and Engineering Research Council	\$ 52,643	\$ 53,132
Canadian Institutes of Health Research	35,899	34,521
Social Sciences and Humanities Research Council	30,981	28,044
Canada Foundation for Innovation	13,843	10,896
Canada First Research Excellence Fund	13,090	9,701
Canada Research Chairs	12,430	13,352
Other	46,458	37,681
	205,344	187,327
Expended capital recognized as revenue	18,242	20,122
Deferred revenue	(13,686)	(10,667)
	\$ 209,900	\$ 196,782

The university currently holds no funds (2018 - \$6,180) on behalf of Government of Alberta agencies and \$8,788 (2018 - \$3,572) on behalf of federal and other government agencies. These amounts are not recognized in the university's consolidated financial statements.

21. Expense by object

	2019 Budget (Note 19)	2019	2018
Salaries	\$ 992,918	\$ 942,685	\$ 944,064
Employee benefits	193,909	184,786	192,156
Materials, supplies and services	310,552	276,808	270,994
Scholarships and bursaries	116,417	125,476	120,039
Maintenance and repairs	92,566	93,620	125,318
Utilities	55,904	46,829	52,214
Amortization of tangible capital assets	181,878	172,006	172,139
	\$ 1,944,144	\$ 1,842,210	\$ 1,876,924

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2019
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22. Salaries and employee benefits

	2019							Total
	Base salary ⁽⁵⁾	Other cash benefits ⁽⁶⁾	Non-cash benefits ⁽⁷⁾	Non-cash benefits (DB SRP) ⁽⁸⁾	Non-cash benefits (DC SRP) ⁽⁹⁾	Non-cash benefits (leave) ⁽¹⁰⁾		
Governance ⁽¹⁾								
Board of Governors	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Executive								
President	500	170	50	30	47	99	896	
Provost and Vice-President (Academic) ⁽¹¹⁾	415	-	43	-	43	-	501	
Vice-President (Research) ⁽²⁾	367	10	46	-	25	58	506	
Vice-President (Facilities and Operations)	370	9	42	-	27	39	487	
Vice-President (Finance and Administration)	375	9	52	-	25	41	502	
Vice-President (University Relations)	350	9	41	-	26	35	461	
Vice-President (Advancement) ⁽³⁾	305	29	41	-	20	22	417	
2018								
	Base salary ⁽⁵⁾	Other cash benefits ⁽⁶⁾	Non-cash benefits ⁽⁷⁾	Non-cash benefits (DB SRP) ⁽⁸⁾	Non-cash benefits (DC SRP) ⁽⁹⁾	Non-cash benefits (leave) ⁽¹⁰⁾	Total	
Governance ⁽¹⁾								
Board of Governors	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Executive								
President	500	95	50	27	47	97	816	
Provost and Vice-President (Academic) ⁽¹¹⁾	415	-	42	-	28	-	485	
Vice-President (Research) ⁽²⁾	334	-	32	36	12	39	453	
Vice-President (Facilities and Operations)	370	9	41	-	14	35	469	
Vice-President (Finance and Administration)	375	10	51	-	21	37	494	
Vice-President (University Relations) ⁽⁴⁾	313	22	40	-	14	23	412	
Vice-President (Advancement)	375	9	41	-	26	35	486	

(1) The Chair and Members of the Board of Governors receive no remuneration for participation on the Board.

(2) In 2019 and 2018, two individuals held this position. The interim Vice-President (Research) did not participate in any executive benefit programs except the DC SRP.

(3) In 2019, two individuals held this position. The interim Vice-President (Advancement) did not participate in any executive benefit programs except the DC SRP.

(4) The interim Vice-President (University Relations) did not participate in any executive benefit programs until becoming Vice-President (University Relations) in July 2017.

(5) Base salary includes pensionable base pay for all executive.

(6) Other cash benefits include academic executive allowances, salary supplements, performance pay, market supplements, car allowances, mobile allowances and relocation allowances.

(7) Non-cash benefits include the university's share of all employee benefits and contributions or payments made on behalf of employees including pension, group life insurance, employee and family assistance program, critical illness, supplementary health care, short and long-term disability plans, and dental plan. Benefits for some of the executive also include supplemental life insurance and forgivable housing loans.

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
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22. Salaries and employee benefits (continued)

(8) Under the terms of the Defined Benefit Supplementary Retirement Plan (DB SRP), the executive may receive supplemental payments. Retirement arrangement costs as detailed below are not cash payments in the period but are period expenses for the rights to future compensation. Costs shown reflect the total estimated cost to provide supplementary retirement benefits. The DB SRP provides future benefits to participants based on years of service and earnings. The cost of these benefits is actuarially determined using the projected benefit method pro rated on service, a market interest rate, and other assumptions included in the Canadian Institute of Actuaries' lump sum commuted value standard. Net actuarial gains and losses of the benefit obligations are amortized over the remaining terms of the participants' contracts. Current service cost is the actuarial present value of the benefits earned in the current year. The DB SRP was closed to new members effective June 30, 2014.

The DB SRP current service cost and accrued benefit obligation is as follows:

	2018		2019			
	Years of eligible University of Alberta service	Accrued benefit obligation	Service costs	Interest and other costs	Actuarial (gain) loss	Accrued benefit obligation ^(8b)
President ^(8a)	3.8	\$ 69	\$ 26	\$ 4	\$ -	\$ 99

(8a) The DB SRP was closed to new members effective June 30, 2014. However, a portion of the supplementary retirement benefit for the current President is calculated on a defined benefit basis, and the liability will be disclosed on this basis as service is provided.

(8b) The significant actuarial assumptions used to measure the accrued benefit obligation are disclosed in (note 8).

(9) Under the terms of the executive Defined Contribution Supplementary Retirement Plan (DC SRP), the executive may receive supplemental payments. Retirement arrangement costs as detailed below are not cash payments in the period but are period expenses for the rights to future compensation. Costs shown reflect the total cost to provide supplementary retirement benefits. The DC SRP provides future benefits to participants based on the value of the contributions at the end of their service. The cost of these benefits is calculated based on pensionable salary multiplied by a factor based on age and service. The DC SRP was introduced effective July 1, 2014, for all executives commencing employment on or after that date.

The DC SRP current service cost and obligation is as follows:

	2018		2019		
	Years of eligible University of Alberta service	DC SRP obligation	Service costs	Interest and investment earnings ^(9c)	DC SRP obligation
President	3.8	\$ 133	\$ 46	\$ 1	\$ 180
Provost and Vice-President (Academic)	3.8	83	42	1	126
Interim Vice-President (Research) ^(9a)	0.8	12	1	-	13
Vice-President (Research)	0.9	-	23	1	24
Vice-President (Facilities and Operations)	2.6	27	26	1	54
Vice-President (Finance and Administration)	2.4	37	25	-	62
Vice-President (University Relations)	1.8	14	25	1	40
Former Vice-President (Advancement) ^(9b)	3.2	57	15	(1)	71
Interim Vice-President (Advancement)	0.4	-	6	-	6

(9a) Includes service to April 30, 2018 and the DC SRP obligation shown is at April 30, 2018.

(9b) Includes service to October 31, 2018 and the DC SRP obligation shown is at October 31, 2018.

(9c) Contributions are made on an annual basis at the end of the plan (calendar) year. Interest is paid in lieu of contributions being made every month. Investment earnings are distributed to each plan participant based on the overall return of the plan's investments.

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
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22. Salaries and employee benefits (continued)

⁽¹⁰⁾ The administrative/professional leave (leave) plan current service cost and accrued benefit obligation is as follows:

	Years of eligible University of Alberta service	2018		2019		Actuarial (gain) loss	Accrued benefit obligation ^(10b)
		Accrued benefit obligation	Service costs	Interest and other costs			
President	3.8	\$ 264	\$ 96	\$ 3	\$ (24)	\$ 339	
Vice-President (Research)	0.9	-	56	2	1	59	
Vice-President (Facilities and Operations)	2.6	60	38	1	3	102	
Vice-President (Finance and Administration)	2.4	56	40	1	3	100	
Vice-President (University Relations)	1.8	26	34	1	2	63	
Former Vice-President (Advancement) ^(10a)	3.2	94	22	-	(116)	-	

^(10a) Includes service to October 31, 2018. The former Vice-President (Advancement) resigned prior to the end of the contract term; therefore, no leave amount is payable.

^(10b) The significant actuarial assumptions used to measure the accrued benefit obligation are disclosed in (note 8).

⁽¹¹⁾ The Provost and Vice-President (Academic) participates in the administrative leave program available to faculty members in eligible administrative positions. Under that administrative leave program, an individual must apply for and receive approval for a leave; therefore, there is no leave accrual.

23. Approval of financial statements

The consolidated financial statements were approved by the Board of Governors.

24. Comparative figures

Certain comparative figures have been reclassified to conform to the current year presentation.

APPENDIX B: ENROLMENT TABLE

The Advanced Education Annual Reporting Guidelines for 2018-19 state the following:

“Using the Enrolment Plan presented in the institution’s CIP, compare the estimated enrolments with the actual enrolment by program for the most recent reporting year. Enrolments are to be presented using Full Load Equivalent (FLE). Provide analysis concerning variances between projected and actual enrolments by program/specialization. In cases of international student enrolment, specifically document variances between projected and actual enrolments by program/specialization, with explanations.”

U OF A RESPONSE:

Enrolment data/information provided in this appendix are drawn from the Provider and Program Registry System (PaPRS) and the Learner Enrolment Registry System (LERS). It is important to note that there is not perfect alignment between the programs listed in PaPRS and those listed in the U of A calendar. There are a number of historical and systems-related reasons for this incongruity, but University staff and staff from Advanced Education are collaborating to create better alignment.

While the table below provides enrolment figures and projections for all programs, as per government guidelines, enrolment targets are provided at a faculty level. In most cases, the university does not manage enrolment to a specific target or quota by program. Rather, enrolment is managed to an overall faculty-level target.

This approach allows individual programs to respond dynamically to changes in demand, supporting the growth and sustainability of emerging areas of study. This also allows students greater flexibility to change programs within the same faculty as they refine their interests and educational goals. Finally, it allows faculties to manage the evolution of their programs.

STUDENT ENROLMENT *Data as of May 24, 2019*

U OF A INFORMATION

GOVERNMENT OF ALBERTA INFORMATION

FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM
AGRIC, LIFE & ENVIRON SCIENCES			
	Undergraduate		
		Degree	
			Bachelor of Arts in Environmental Studies
			Bachelor of Science in Agricultural/Food Business Management
			Bachelor of Science in Agriculture
			Bachelor of Science in Animal Health
			Bachelor of Science in Environmental and Conservation Sciences
			Bachelor of Science in Fashion Business Management
			Bachelor of Science in Forest Business Management
			Bachelor of Science in Forestry

STUDENT ENROLMENT, FULL-LOAD EQUIVALENT (FLE)

GOA SPECIALIZATION	2017-18 ACTUAL FLE	2018-19 PRELIMINARY FLE	2019-20 FLE TARGET	2020-21 FLE TARGET	2021-22 FLE TARGET
	1,293.881	1,261.359	1,237	1,237	1,237
Environmental Studies	28.900	38.000			
Agricultural Business Management	22.700	27.100			
Agricultural/Food Business Management	5.100	4.600			
Food Business Management	12.400	10.900			
Agriculture	23.461	15.023			
Agriculture and Resource Economics	18.700	12.063			
Animal Science	69.771	67.032			
Crop Science	34.394	43.720			
Sustainable Agricultural Systems	23.550	13.738			
Companion Animal Health	149.600	142.600			
Food Animal Health	20.100	22.000			
Food Safety and Quality	1.700				
Conservation Biology	143.792	138.720			
Environmental and Conservation Sciences	2.645	5.102			
Environmental Economics and Policy	31.045	25.363			
Human Dimensions of Environmental Management	23.420	18.625			
Land Reclamation	79.281	64.695			
Northern Systems	14.700	19.300			
Wildlife and Rangeland Conservation	9.481	13.575			
Fashion Business Management		3.900			
Forest Business Management	6.765	3.106			
Forestry	59.190	56.075			

U OF A INFORMATION

GOVERNMENT OF ALBERTA INFORMATION

FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM
			Bachelor of Science in Human Ecology
			Bachelor of Science in Nutrition and Food Sciences
			Combined BSc in Environmental and Conservation Sciences/Bachelor of Arts in Native Studies
	Masters and Other GS		
		Degree	
			Master of Agriculture
			Master of Arts
			Master of Forestry
			Master of Science
	PhD		
		Degree	
			Doctor of Philosophy

STUDENT ENROLMENT, FULL-LOAD EQUIVALENT (FLE)

GOA SPECIALIZATION	2017-18 ACTUAL FLE	2018-19 PRELIMINARY FLE	2019-20 FLE TARGET	2020-21 FLE TARGET	2021-22 FLE TARGET
Clothing, Textiles and Material Culture	46.414	39.395			
Family Science	100.228	81.307			
Human Ecology	1.000	1.563			
Dietetics	61.513	96.944			
Food Science and Technology	30.800	27.000			
Nutrition	31.613	1.970			
Nutrition and Food	32.003	9.600			
Nutrition and Food Science	203.296	250.374			
Human Dimensions in Environmental Management	6.319	7.969			
	384.794	373.801	225	225	225
Agricultural, Food, and Nutritional Science		0.571			
Renewable Resources	0.715	6.573			
Rural Economy	1.573	0.857			
Human Ecology	12.887	11.560			
Renewable Resources	17.096	11.815			
Agricultural, Food, and Nutritional Science	200.115	193.895			
Human Ecology	20.891	26.113			
Renewable Resources	97.617	87.017			
Rural Economy	33.900	35.400			
	220.308	214.347	215	215	215
Agricultural, Food, and Nutritional Science	131.382	127.321			
Human Ecology	11.665	11.899			
Renewable Resources	67.761	66.127			
Rural Economy	9.500	9.000			

STUDENT ENROLMENT, FULL-LOAD EQUIVALENT (FLE)

GOA SPECIALIZATION	2017-18 ACTUAL FLE	2018-19 PRELIMINARY FLE	2019-20 FLE TARGET	2020-21 FLE TARGET	2021-22 FLE TARGET
	4,801.886	5,014.011	4,871	4,871	4,871
Ancient and Medieval History	5.700	11.000			
Anthropology	118.133	122.833			
Art and Design	124.667	159.433			
Art History	21.400	24.967			
Arts General	835.883	784.849			
Chinese Language and Literature	1.800	0.400			
Classics	21.833	28.500			
Classics/Greek/Latin Combination	1.500	1.300			
Combined Chinese/Japanese	0.300				
Combined French/Spanish	5.400	4.700			
Comparative Literature	12.100	11.300			
Drama	77.100	71.352			
East Asian Languages and Literature	3.700	0.100			
East Asian Studies	66.500	56.200			
Economics	709.100	743.704			
English	219.800	229.533			
Film and Media Studies	29.900	40.000			
French Language and Literature	19.400	23.400			
German Language and Literature	22.233	12.000			
History	150.800	160.133			
Human Geography	68.200	52.650			
Latin American Studies	5.200	5.400			
Linguistics	100.350	107.267			
Mathematics (Arts)	68.700	86.500			
Music	19.200	23.150			
Philosophy	63.200	54.750			
Planning	43.600	48.900			
Political Science	402.533	433.000			
Psychology (Arts)	769.717	898.200			
Religious Studies	9.900	10.800			
Romance Languages	1.000	1.800			
Scandinavian Language and Literature	1.100	1.100			
Sociology	276.900	279.533			
Spanish Language and Literature	15.000	11.000			
Women's and Gender Studies	33.800	31.300			

STUDENT ENROLMENT, FULL-LOAD EQUIVALENT (FLE)

GOA SPECIALIZATION	2017-18 ACTUAL FLE	2018-19 PRELIMINARY FLE	2019-20 FLE TARGET	2020-21 FLE TARGET	2021-22 FLE TARGET
Criminology	41.000	45.600			
Drama	45.600	46.500			
Environmental Studies	14.700	12.700			
Business/Marketing Route	33.800	21.969			
Computing Science Route	1.956	5.784			
Design Engineering Route	19.850	21.315			
Design General Route	65.471	66.794			
Printmaking Route	2.464	4.283			
Social Sciences Route	9.320	9.183			
Art and Design	78.200	82.800			
Acting	32.519	33.137			
Technical Theatre	28.545	26.283			
Theatre Design	11.156	10.551			
Composition and Theory	2.637	2.999			
General Route	48.139	48.554			
Performance	20.052	19.189			
Music	20.828	25.316			
	361.209	367.267	393	393	393
Digital Humanities	11.400	14.400			
Anthropology	24.700	24.900			
Digital Humanities		36.160			
Drama	5.504	6.832			
East Asian Studies	13.800	15.300			
Economics	26.011	25.012			
English and Film Studies	27.834	25.836			
Gender and Social Justice Studies	11.834	19.332			

STUDENT ENROLMENT, FULL-LOAD EQUIVALENT (FLE)

GOA SPECIALIZATION	2017-18 ACTUAL FLE	2018-19 PRELIMINARY FLE	2019-20 FLE TARGET	2020-21 FLE TARGET	2021-22 FLE TARGET
History and Classics	37.164	28.445			
History of Art, Design and Visual Culture	5.400	3.500			
Linguistics	1.000	1.500			
Modern Languages and Cultural Studies	19.325	17.163			
Music	9.664	6.832			
Philosophy	12.200	8.333			
Political Science	25.165	23.496			
Psychology	2.400	0.700			
Religious Studies Program	2.700	2.000			
Sociology	24.327	23.827			
Anthropolgy	1.000	0.200			
History and Classics	0.600	0.200			
Humanities Computing	1.300				
Interdisciplinary Studies	17.800	4.400			
Library and Information Studies	2.600	0.400			
Modern Languages and Cultural Studies	1.200	0.400			
Philosophy	0.700	0.200			
Religious Studies Program	0.500				
Sociology	1.000	0.200			
Art and Design	13.000	13.900			
Art and Design	12.200	12.900			
Drama	10.100	10.900			
Music	13.284	17.534			
Linguistics	10.162	8.498			
Psychology	15.335	13.967			
	363.314	355.415	449	449	449
Music	14.667	13.600			
Anthropology	24.500	24.900			
Art and Design (Dept)	4.400	6.000			
Comparative Literature Program	6.400	4.000			
Drama	6.900	8.700			

STUDENT ENROLMENT, FULL-LOAD EQUIVALENT (FLE)

GOA SPECIALIZATION	2017-18 ACTUAL FLE	2018-19 PRELIMINARY FLE	2019-20 FLE TARGET	2020-21 FLE TARGET	2021-22 FLE TARGET
Economics	15.000	20.000			
English and Film Studies	70.900	62.833			
History and Classics	34.565	33.931			
Linguistics	19.800	20.100			
Modern Languages and Cultural Studies	29.900	30.400			
Music	16.200	13.300			
Philosophy	16.100	15.500			
Political Science	28.000	27.800			
Psychology	32.267	35.000			
Religious Studies	9.600	7.833			
Sociology	34.115	31.518			
	931.292	903.218	909	909	909
Art	29.347	26.231			
Arts General	42.850	37.149			
Biology	6.566	3.500			
Chemistry	2.400	1.200			
Drama	10.016	10.083			
Economics	20.899	21.133			
English	24.699	23.715			
Environmental Studies	14.832	15.233			
History	19.515	19.132			
Mathematics and Physics	1.500				
Modern Languages	6.166	6.232			
Music	6.703	4.717			
Philosophy and Religion	4.900	6.633			
Physical Education	71.877	61.059			
Political Studies	14.766	13.833			
Psychology	86.899	77.464			
Sociology	18.798	14.999			
Bachelor of Management in Business Economics	99.148	113.565			
Comprehensive	6.849	7.424			
Piano	1.890	1.900			
Voice	8.676	7.224			

STUDENT ENROLMENT, FULL-LOAD EQUIVALENT (FLE)

GOA SPECIALIZATION	2017-18 ACTUAL FLE	2018-19 PRELIMINARY FLE	2019-20 FLE TARGET	2020-21 FLE TARGET	2021-22 FLE TARGET
Biology	122.110	115.062			
Chemistry	36.766	40.432			
Computing Science	42.497	53.632			
Environmental Science	40.566	42.300			
Mathematics and Physics	24.466	27.781			
Physical Education	100.725	88.919			
Psychology	27.599	29.300			
Science General	37.267	33.366			
	1,725.466	1,772.667	1,786	1,786	1,786
Accounting	551.150	544.767			
Business	79.200	56.800			
Business Economics and Law	132.150	144.600			
Business Studies	21.100	13.700			
East Asian Business Studies	3.400	2.000			
Entrepreneurship and Innovation		7.900			
European Business Studies	0.600				
Finance	488.083	545.600			
Human Resource Management	82.300	70.100			
International Business	23.000	26.000			
Management Information Systems	74.183	73.600			
Marketing	156.100	154.000			
Operations Management	60.650	67.700			
Retailing and Service	0.900	1.500			
Strategic Management and Organization	52.650	64.400			
	534.249	639.031	234	234	234
Business-MBA	8.514	7.316			
Business-MBA	0.602	0.802			
Business-MBA	3.659	6.524			
Business PhD	0.700	0.200			

STUDENT ENROLMENT, FULL-LOAD EQUIVALENT (FLE)

GOA SPECIALIZATION	2017-18 ACTUAL FLE	2018-19 PRELIMINARY FLE	2019-20 FLE TARGET	2020-21 FLE TARGET	2021-22 FLE TARGET
Business-MBA	75.441	98.066			
Accounting	20.500	37.000			
Business-MBA	234.801	246.330			
FastTrack MBA	40.692	25.677			
Financial Management	145.840	215.116			
Innovation and Entrepreneurship	3.500	2.000			
	48.600	50.300	60	60	60
Business PhD	48.600	50.300			
	2,626.485	2,668.700	2,561	2,561	2,561
Drama	11.100	9.000			
Drama Education		5.200			
Elementary Education	1,237.066	1,334.250			
Art	51.600	54.300			
Biological Sciences Education	151.533	130.000			
Chemistry Education	47.100	53.900			
CTS: Business, Administration and Finance	3.400	3.300			
CTS: Computer Science	47.000	47.000			
CTS: Human Sciences	57.400	46.400			
CTS: Natural Resources		1.300			
CTS: Recreation		0.100			
Drama Education	28.400	25.700			
English Language Arts	205.087	202.250			
General Science	69.200	56.100			
Mathematics Education	131.300	148.450			

STUDENT ENROLMENT, FULL-LOAD EQUIVALENT (FLE)

GOA SPECIALIZATION	2017-18 ACTUAL FLE	2018-19 PRELIMINARY FLE	2019-20 FLE TARGET	2020-21 FLE TARGET	2021-22 FLE TARGET
Music Education	25.000	27.400			
Physical Education	58.800	52.600			
Physical Sciences Education	17.600	17.800			
Physics Education	41.600	27.400			
Second Language - Cree		0.600			
Second Language - French	34.500	35.200			
Second Language - German	5.733	3.400			
Second Language - Italian	1.800	0.300			
Second Language - Japanese	12.100	10.700			
Second Language - Spanish	25.400	20.800			
Second Languages - Other	1.500	0.600			
Social Studies	249.150	246.600			
Elementary Education	1.100	1.000			
Native Studies	1.000	0.400			
Native Studies and Elementary Education	1.300	3.800			
Art	0.900	0.200			
Physical Education	0.800	1.100			
Second Language - Cree	1.100	2.400			
Social Studies	1.700	2.600			
Generalist	3.500	7.100			
Physical Educ and Elementary Educ	2.900	3.100			
Physical Education and Health	32.000	28.000			
Physical Education and Secondary Education		9.300			
Music	8.500	5.300			
Music and Secondary Education		4.700			
Music Education	2.366				
Biological Sciences Education	7.650	9.650			
Chemistry Education		0.700			
Mathematical Sciences Education	1.000	2.000			
Mathematics Education	1.300	1.300			
Physical Sciences Education	4.200	4.500			
Science & Education - Secondary Rt	7.800	2.400			

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GOVERNMENT OF ALBERTA INFORMATION

FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM
			Combined Bachelor of Education/Bachelor of Science in Human Ecology
		Diploma	
			Diploma in Education
		Certificate	
			Early Childhood Education
	Masters and Other GS		
		Degree	
			Master of Education
			Master of Library & Information Studies (Crse)
	PhD		
		Degree	
			Doctor of Education
			Doctor of Philosophy

STUDENT ENROLMENT, FULL-LOAD EQUIVALENT (FLE)

GOA SPECIALIZATION	2017-18 ACTUAL FLE	2018-19 PRELIMINARY FLE	2019-20 FLE TARGET	2020-21 FLE TARGET	2021-22 FLE TARGET
Career and Technology Studies: Human Ecology	2.800				
Human Ecology and Education	0.800				
Human Ecology Concentration	3.600	2.000			
Educational Psychology	3.400	2.400			
Elementary Education	1.200	4.100			
Secondary Education	11.200	2.600			
Early Childhood Education	11.000	7.400			
	413.845	433.765	409	409	409
Educational Policy Studies	54.483	56.626			
Educational Psychology	94.648	96.221			
Educational Studies	47.476	60.489			
Elementary Education	46.914	52.913			
Health Sciences Education	12.852	14.710			
Secondary Education	25.740	28.740			
Library and Information Studies	131.732	124.066			
	224.040	227.870	349	349	349
Educational Policy Studies	2.900	3.600			
Elementary Education	1.000	1.000			
Secondary Education	5.800	3.400			
Educational Policy Studies	47.100	44.100			
Educational Psychology	87.440	94.970			
Elementary Education	24.500	23.700			
Secondary Education	55.300	57.100			

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GOVERNMENT OF ALBERTA INFORMATION

FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM
ENGINEERING			
	Undergraduate		
		Degree	
			Bachelor of Science in Chemical Engineering
			Bachelor of Science in Chemical Engineering - Process Control
			Bachelor of Science in Chemical Engineering Co-op
			Bachelor of Science in Chemical Engineering-Process Control Co-op
			Bachelor of Science in Civil Engineering
			Bachelor of Science in Civil Engineering - Co-op
			Bachelor of Science in Civil Engineering - Environmental Engineering
			Bachelor of Science in Civil Engineering - Environmental Engineering Co-op
			Bachelor of Science in Computer Engineering
			Bachelor of Science in Computer Engineering - Software Engineering
			Bachelor of Science in Computer Engineering Co-op
			Bachelor of Science in Computer Engineering-Software Co-op
			Bachelor of Science in Electrical Engineering
			Bachelor of Science in Electrical Engineering - Co-op
			Bachelor of Science in Engineering
			Bachelor of Science in Engineering Physics
			Bachelor of Science in Materials Engineering

STUDENT ENROLMENT, FULL-LOAD EQUIVALENT (FLE)

GOA SPECIALIZATION	2017-18 ACTUAL FLE	2018-19 PRELIMINARY FLE	2019-20 FLE TARGET	2020-21 FLE TARGET	2021-22 FLE TARGET
	4,267.204	4,291.795	4,400	4,400	4,400
Chemical Engineering	173.630	145.004			
Chemical Engineering - Process Control	30.183	30.276			
Chemical Engineering Co-op	253.235	225.266			
Chemical Engineering - Process Control Co-op	28.702	28.829			
Civil Engineering	191.460	185.429			
Civil Engineering Co-op	346.029	329.461			
Environmental Engineering	54.022	52.587			
Environmental Engineering Co-op	64.100	81.326			
Computer Engineering	70.955	64.197			
Computer Engineering - Software Engineering	2.349	0.351			
Computer Engineering Co-op	73.131	86.811			
Computer Engineering - Software Engineering Co-op	101.370	125.014			
Electrical Engineering	269.763	254.913			
Electrical Engineering Co-op	166.298	196.460			
Engineering General	1,048.080	1,134.405			
Engineering Physics	71.712	94.730			
Materials Engineering	42.017	40.783			

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GOVERNMENT OF ALBERTA INFORMATION

FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM
			Bachelor of Science in Materials Engineering Co-op
			Bachelor of Science in Mechanical Engineering
			Bachelor of Science in Mechanical Engineering Co-op
			Bachelor of Science in Mining Engineering
			Bachelor of Science in Mining Engineering Co-op
			Bachelor of Science in Petroleum Engineering
			Bachelor of Science in Petroleum Engineering Co-op
	Masters and Other GS		
		Degree	
			Master of Engineering
			Master of Science
	PhD		
		Degree	
			Doctor of Philosophy
EXTENSION			
	Masters and Other GS		
		Degree	
			Master of Arts

STUDENT ENROLMENT, FULL-LOAD EQUIVALENT (FLE)

GOA SPECIALIZATION	2017-18 ACTUAL FLE	2018-19 PRELIMINARY FLE	2019-20 FLE TARGET	2020-21 FLE TARGET	2021-22 FLE TARGET
Materials Engineering Co-op	56.122	59.142			
Mechanical Engineering	334.864	322.232			
Mechanical Engineering Co-op	636.567	623.204			
Mining Engineering	11.850	20.365			
Mining Engineering Co-op	93.047	83.673			
Petroleum Engineering	91.865	70.392			
Petroleum Engineering Co-op	55.853	36.945			
	729.216	799.065	708	708	708
Chemical and Materials Engineering	26.219	35.790			
Civil and Environmental Engineering	95.415	104.171			
Electrical and Computer Engineering	46.987	74.667			
Mechanical Engineering	21.435	27.318			
Chemical and Materials Engineering	127.069	119.746			
Civil and Environmental Engineering	170.423	180.174			
Electrical and Computer Engineering	89.814	97.264			
Mechanical Engineering	151.854	159.935			
	684.960	716.011	612	612	612
Chemical and Materials Engineering	165.596	170.909			
Civil and Environmental Engineering	209.682	228.901			
Electrical and Computer Engineering	199.341	193.278			
Mechanical Engineering	110.341	122.923			
	46.620	50.229	30	30	30
Communications and Technology	46.620	50.229			

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GOVERNMENT OF ALBERTA INFORMATION

FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM
FACULTÉ SAINT-JEAN	Undergraduate	Degree	Bacc en sciences de l'environnement et de la conservation/BSc in Environmental and Conservation Sci
			Baccalaureat bilingue en Administration des affaires/Bilingual Bachelor of Commerce
			Baccalaureat en Education Elementaire
			Baccalaureat en Education Secondaire
			Baccalaureat es arts
			Baccalaureat es sciences

STUDENT ENROLMENT, FULL-LOAD EQUIVALENT (FLE)

GOA SPECIALIZATION	2017-18 ACTUAL FLE	2018-19 PRELIMINARY FLE	2019-20 FLE TARGET	2020-21 FLE TARGET	2021-22 FLE TARGET
	632.633	692.619	554	554	554
La biologie de la conservation	0.800				
Accounting	3.500	1.700			
Business Bilingual	1.500	1.273			
Business Economics and Law	0.900				
Finances	3.400	3.174			
Gestion des ressources humaines	0.400				
International Business		1.264			
Marketing	1.000				
Generaliste	168.500	214.400			
Enseignement de Musique	9.100	6.900			
Enseignement des Mathematiques	26.700	25.000			
Etudes sociales	51.400	46.200			
Langue seconde-Francais	29.400	36.800			
Sciences generales	11.700	18.600			
Arts generales	21.000	20.300			
Economie	15.000	13.900			
Etudes canadiennes	0.500	0.800			
Etudes interdisciplinaires	0.800	1.600			
Francais-langue	11.100	8.500			
Francais-litterature	1.800	1.400			
Psychologie (Arts)	31.600	35.700			
Science politique	14.400	14.200			
Sociologie	10.600	10.800			
Biologie	1.400	0.400			
Chimie	22.550	26.250			
Mathematiques	7.000	5.900			
Physique	6.400	3.500			
Psychologie	10.700	15.350			
Sciences biologiques	102.833	100.400			

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GOVERNMENT OF ALBERTA INFORMATION

FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM
			Combined Baccalaureat en Education Secondaire/Bachelor of Science
		Diploma	
			Gestion touristique
			Techniques d'administration des affaires (TAA)
		Certificate	
			Health Care Aide - Préposé aux soins de santé
	Masters and Other GS		
		Degree	
			Maitrise en arts (Faculte Saint-Jean)
			Master of Education
FACULTY OF NATIVE STUDIES			
	Undergraduate		
		Degree	
			Bachelor of Arts in Native Studies
			Combined Bachelor of Arts in Native Studies/Bachelor of Education (Elementary)
			Combined Bachelor of Arts in Native Studies/Bachelor of Education (Secondary)

STUDENT ENROLMENT, FULL-LOAD EQUIVALENT (FLE)

GOA SPECIALIZATION	2017-18 ACTUAL FLE	2018-19 PRELIMINARY FLE	2019-20 FLE TARGET	2020-21 FLE TARGET	2021-22 FLE TARGET
Sciences mathématiques	5.300	4.100			
Sciences physiques	6.750	8.500			
Sciences biologiques	16.900	16.800			
Sciences mathématiques	5.900	5.600			
Sciences physiques	5.300	7.600			
Gestion touristique	5.800	3.700			
TAA Comptabilité	0.300	0.700			
TAA Finance	0.400	6.100			
TAA General	19.000	20.100			
TAA Management	1.000	0.400			
Health Care Aide - Préposé aux soins de santé		4.708			
	21.879	20.434	28	28	28
Etudes canadiennes		10.996			
Sciences de l'éducation	21.879	9.438			
	148.862	152.794	130	130	130
Native Studies	103.000	92.300			
Native Studies	0.800	0.600			
Native Studies and Elementary Education	16.200	23.500			
Native Studies	1.100	1.200			
Native Studies and Secondary Education	16.300	21.400			
Second Language-Cree	5.000	3.900			

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GOVERNMENT OF ALBERTA INFORMATION

FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM
			Combined Bachelor of Arts in Native Studies/BSc in Environmental and Conservation Sciences
		Certificate	Aboriginal Governance and Partnership
	Masters and Other GS	Degree	Master of Arts in Native Studies
	PhD	Degree	Doctor of Philosophy
GRADUATE STUDIES AND RESEARCH			
	Masters and Other GS	Degree	Master of Science
	PhD	Degree	Doctor of Philosophy
KINESIOLOGY, SPORT, & REC			
	Undergraduate	Degree	Bachelor of Arts in Recreation, Sport and Tourism
			Bachelor of Kinesiology
			Bachelor of Science in Kinesiology

STUDENT ENROLMENT, FULL-LOAD EQUIVALENT (FLE)

GOA SPECIALIZATION	2017-18 ACTUAL FLE	2018-19 PRELIMINARY FLE	2019-20 FLE TARGET	2020-21 FLE TARGET	2021-22 FLE TARGET
Human Dimensions in Environmental Management	6.162	9.394			
Aboriginal Governance and Partnership	0.300	0.500			
	13.900	11.600	8	8	8
Native Studies	13.900	11.600			
	3.100	10.500	0	0	0
Indigenous Studies	3.100	10.500			
		0.528	0	0	0
Graduate Studies and Research General		0.528			
		2.701	0	0	0
Agricultural, Food, and Nutritional Science		2.701			
	868.152	894.233	830	830	830
Recreation, Sport and Tourism	129.133	136.000			
Adapted Physical Activity	81.500	106.100			
Individualized Concentration	8.200	3.500			
Physical Activity and Health	135.400	155.400			
Physical Education and Health	0.800	0.700			
Physical Education and Recreation General	17.700	10.300			
Sport Coaching	11.600	7.700			
Sport Performance	155.400	148.233			
Kinesiology	245.900	243.400			

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GOVERNMENT OF ALBERTA INFORMATION

FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM
			Combined Bachelor of Kinesiology/Bachelor of Education Elementary
			Combined Bachelor of Kinesiology/Bachelor of Education Secondary
	Masters and Other GS		
		Degree	
			Master of Arts
			Master of Coaching
			Master of Science
		Certificate	
			Post-Baccalaureate Certificate
	PhD		
		Degree	
			Doctor of Philosophy
LAW			
	Undergraduate		
		Degree	
			Combined Juris Doctor/ Master of Business Administration
			Juris Doctor
	Masters and Other GS		
		Degree	
			Master of Laws
	PhD		
		Degree	
			Doctor of Philosophy

STUDENT ENROLMENT, FULL-LOAD EQUIVALENT (FLE)

GOA SPECIALIZATION	2017-18 ACTUAL FLE	2018-19 PRELIMINARY FLE	2019-20 FLE TARGET	2020-21 FLE TARGET	2021-22 FLE TARGET
Generalist	22.933	22.400			
Physical Education and Secondary Education	59.586	60.500			
	78.759	80.451	55	55	55
Kinesiology, Sport and Recreation	38.599	39.990			
Kinesiology, Sport and Recreation	14.200	14.200			
Kinesiology, Sport and Recreation	19.300	20.100			
Indigenous Sport and Recreation	6.660	6.161			
	52.500	47.400	56	56	56
Kinesiology, Sport and Recreation	52.500	47.400			
	559.616	572.624	525	525	525
Law	0.800	1.800			
Juris Doctor	558.816	570.824			
	3.100	4.800	4	4	4
Law	3.100	4.800			
	5.900	3.900	8	8	8
Law	5.900	3.900			

FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM
MEDICINE AND DENTISTRY			
	Undergraduate		
		Degree	
			Bachelor of Science in Dental Hygiene
			Bachelor of Science in Medical Laboratory Science
			Bachelor of Science in Radiation Therapy
			Combined Doctor of Medicine/Doctor of Philosophy
			Doctor of Dental Surgery
			Doctor of Medicine
		Diploma	
			Diploma in Dental Hygiene
		Certificate	
			Certificate in Dentistry
			Certificate in Medicine
	Masters and Other GS		
		Degree	
			Master of Science

STUDENT ENROLMENT, FULL-LOAD EQUIVALENT (FLE)

GOA SPECIALIZATION	2017-18 ACTUAL FLE	2018-19 PRELIMINARY FLE	2019-20 FLE TARGET	2020-21 FLE TARGET	2021-22 FLE TARGET
	2,111.567	2,106.196	1,040	1,040	1,040
Dental Hygiene	76.623	106.426			
Medical Laboratory Science	78.834	78.600			
Radiation Therapy	34.814	29.800			
Medicine	2.945	7.039			
Dental Surgery	162.869	169.374			
Medicine	691.427	699.957			
Dental Hygiene	40.055				
Dentistry Specialty	6.000	5.000			
Medicine Speciality	1,018.000	1,010.000			
	358.071	376.737	259	259	259
Biochemistry	22.606	21.740			
Biomedical Engineering	14.000	14.966			
Cell Biology	4.900	4.267			
Laboratory Medicine and Pathology		27.661			
Medical Microbiology and Immunology	13.500	12.300			
Medical Sciences	150.620	144.176			
Medicine	43.533	43.767			
Neuroscience	23.200	22.500			
Oncology	23.999	24.233			
Pharmacology	14.100	14.300			
Physiology	13.900	13.300			

STUDENT ENROLMENT, FULL-LOAD EQUIVALENT (FLE)

GOA SPECIALIZATION	2017-18 ACTUAL FLE	2018-19 PRELIMINARY FLE	2019-20 FLE TARGET	2020-21 FLE TARGET	2021-22 FLE TARGET
Psychiatry	8.000	8.900			
Surgery	25.713	24.627			
	308.215	297.540	279	279	279
Biochemistry	1.000	0.200			
Medical Microbiology and Immunology	1.000	1.000			
Medical Sciences		0.666			
Neuroscience	0.600	1.600			
Oncology	1.000	1.000			
Pharmacology	1.000	1.000			
Surgery		1.000			
Agricultural, Food, and Nutritional Science	38.000	37.700			
Biochemistry	33.200	33.102			
Biomedical Engineering	9.400	11.000			
Cell Biology	15.100	11.600			
Laboratory Medicine and Pathology		25.988			
Medical Microbiology and Immunology	26.800	24.350			
Medical Sciences	70.367	43.068			
Neuroscience	21.400	23.000			
Oncology	27.767	23.600			
Pharmacology	12.900	10.500			
Physiology	20.100	19.600			
Psychiatry	8.600	7.900			
Surgery	19.981	19.666			
	1,264.595	1,286.401	1,354	1,354	1,354
Nursing	940.532	904.686			
Nursing - After Degree	263.042	306.015			
Nursing	61.021	75.700			

U OF A INFORMATION

GOVERNMENT OF ALBERTA INFORMATION

FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM
	Masters and Other GS		
		Degree	
			Master of Nursing
	PhD		
		Degree	
			Doctor of Philosophy
	OPEN STUDIES		
	Undergraduate		
		Non-Credential	
			Open Studies
	PHARMACY		
	Undergraduate		
		Degree	
			Bachelor of Science in Pharmacy
			Doctor of Pharmacy (PharmD)
	Masters and Other GS		
		Degree	
			Master of Science
	PhD		
		Degree	
			Doctor of Philosophy

STUDENT ENROLMENT, FULL-LOAD EQUIVALENT (FLE)

GOA SPECIALIZATION	2017-18 ACTUAL FLE	2018-19 PRELIMINARY FLE	2019-20 FLE TARGET	2020-21 FLE TARGET	2021-22 FLE TARGET
	44.681	59.302	84	84	84
Nursing	44.681	59.302			
	61.627	61.500	84	84	84
Nursing	61.627	61.500			
	635.632	666.067	533	533	533
Fresh Start	161.500	169.700			
Open Studies	404.432	423.667			
Transition Year Program	41.500	43.400			
Visiting Student Certificate Program	28.200	29.300			
	532.261	564.046	467	467	467
Pharmacy	422.673	302.516			
Bridging Program for BSc in Pharmacy Students	76.545	99.063			
Doctor of Pharmacy (PharmD)		123.795			
Doctor of Pharmacy for Practicing Pharmacists	33.043	38.672			
	22.242	20.803	15	15	15
Pharmacy and Pharmaceutical Sciences	22.242	20.803			
	23.369	23.918	31	31	31
Pharmacy and Pharmaceutical Sciences	23.369	23.918			

FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM
PUBLIC HEALTH			
	Masters and Other GS		
		Degree	
			Master of Public Health
			Master of Science
	PhD		
		Degree	
			Doctor of Philosophy
REHABILITATION MEDICINE			
	Undergraduate		
		Degree	
			Bachelor of Science in Occupational Therapy
	Masters and Other GS		
		Degree	
			Master of Science
			Master of Science in Occupational Therapy
			Master of Science in Physical Therapy
			Master of Science in Speech Language Pathology
		Certificate	
			Post-Baccalaureate Certificate

STUDENT ENROLMENT, FULL-LOAD EQUIVALENT (FLE)

GOA SPECIALIZATION	2017-18 ACTUAL FLE	2018-19 PRELIMINARY FLE	2019-20 FLE TARGET	2020-21 FLE TARGET	2021-22 FLE TARGET
	144.442	164.730	147	147	147
Public Health Sciences	83.709	100.833			
Health Promotion	0.600	0.500			
Public Health Sciences	60.133	63.397			
	50.466	47.135	30	30	30
Public Health Sciences	50.466	47.135			
	1.314	0.704	0	0	0
Occupational Therapy	0.792	0.528			
Rehabilitation Medicine	0.522	0.176			
	887.348	854.897	835	835	835
Rehabilitation Medicine	37.866	30.767			
Speech Pathology and Audiology	18.601	13.817			
Occupational Therapy	326.230	293.378			
Physical Therapy	326.824	336.070			
Speech Pathology and Audiology	140.984	142.635			
Bridging to Canadian Physical Therapy Practice	6.116	6.390			
Pain Management	12.191	12.635			
Sexual Health	13.860	14.195			
Stroke Rehabilitation	2.672	4.008			

STUDENT ENROLMENT, FULL-LOAD EQUIVALENT (FLE)

GOA SPECIALIZATION	2017-18 ACTUAL FLE	2018-19 PRELIMINARY FLE	2019-20 FLE TARGET	2020-21 FLE TARGET	2021-22 FLE TARGET
Francophone Practice for Speech Language Pathologists (SLP)	2.004	1.002			
	44.600	50.518	32	32	32
Rehabilitation Medicine	38.700	40.867			
Physical Therapy		2.067			
Speech Pathology and Audiology	5.900	7.584			
	5,603.263	5,544.206	5,528	5,528	5,528
Animal Biology	50.500	32.900			
Applied Mathematics	22.300	42.606			
Atmospheric Sciences	8.100	8.900			
Biochemistry	155.500	159.900			
Biological Sciences	1,501.615	1,335.449			
Cell Biology	37.000	46.500			
Chemistry	349.337	345.733			
Computing Science	876.758	1,006.682			
Earth Sciences	125.800	94.365			
Ecology, Evolution and Environmental Biology	29.600	35.200			
Evolutionary Biology	10.600	7.650			
Geology	59.200	45.300			
Geophysics	25.333	12.900			
Immunology	182.800	194.750			
Integrative Physiology		36.000			
Mathematical Physics	12.800	18.150			
Mathematical Sciences	1.600				
Mathematics	250.266	218.900			
Mathematics and Finance	47.900	47.200			
Mathematics/Economics	48.100	39.800			
Molecular, Cellular and Developmental Biology		33.400			
Neuroscience	151.100	171.000			
Pharmacology	151.000	157.933			

STUDENT ENROLMENT, FULL-LOAD EQUIVALENT (FLE)

GOA SPECIALIZATION	2017-18 ACTUAL FLE	2018-19 PRELIMINARY FLE	2019-20 FLE TARGET	2020-21 FLE TARGET	2021-22 FLE TARGET
Physical Sciences	32.500	22.800			
Physics	172.600	149.900			
Physiology	115.200	161.204			
Planning	12.600	9.700			
Psychology	522.054	561.268			
Science General	555.200	435.116			
Statistics	76.300	87.900			
Biological Sciences	17.100	19.400			
Physical Sciences	2.500	5.700			
	695.678	779.945	517	517	517
Earth and Atmospheric Sciences	7.300	9.700			
Biological Sciences	117.197	125.231			
Chemistry	46.530	55.617			
Computing Science	221.784	273.767			
Earth and Atmospheric Sciences	129.639	150.439			
Integrated Petroleum Geosciences	24.625	14.875			
Internetworking	30.669	31.005			
Mathematical and Statistical Sciences	55.134	53.211			
Physics	62.800	66.100			
	547.374	543.419	563	563	563
Biological Sciences	1.000	0.200			
Biological Sciences	91.000	89.399			
Chemistry	152.776	150.357			
Computing Science	74.700	83.200			
Earth and Atmospheric Sciences	73.900	66.400			
Mathematical and Statistical Sciences	67.198	70.063			
Physics	86.800	83.800			
	35,382.515	36,081.499			

INTERNATIONAL STUDENT ENROLMENT *Data as of September 14, 2018*

GOVERNMENT OF ALBERTA INFORMATION

GOA CREDENTIAL	GOA PROGRAM
Degree	Bachelor of Arts
Degree	Bachelor of Arts in Environmental Studies
Degree	Bachelor of Commerce
Degree	Bachelor of Management in Business Economics (Augustana Faculty)
Degree	Bachelor of Science
Degree	Bachelor of Science in Agricultural/Food Business Management
Degree	Bachelor of Science in Agriculture
Degree	Bachelor of Science in Chemical Engineering
Degree	Bachelor of Science in Chemical Engineering - Process Control
Degree	Bachelor of Science in Civil Engineering
Degree	Bachelor of Science in Civil Engineering - Environmental Engineering
Degree	Bachelor of Science in Computer Engineering
Degree	Bachelor of Science in Electrical Engineering
Degree	Bachelor of Science in Electrical Engineering - Co-op
Degree	Bachelor of Science in Engineering
Degree	Bachelor of Science in Forest Business Management
Degree	Bachelor of Science in Materials Engineering
Degree	Bachelor of Science in Mechanical Engineering
Degree	Bachelor of Science in Mining Engineering
Degree	Bachelor of Science in Nutrition and Food Sciences
Degree	Bachelor of Science in Occupational Therapy
Degree	Bachelor of Science in Petroleum Engineering
Degree	Bachelor of Science in Petroleum Engineering Co-op
Degree	Combined Master of Business Administration/Master of Engineering
Degree	Doctor of Music
Degree	Doctor of Philosophy
Degree	Master of Accounting
Degree	Master of Agriculture
Degree	Master of Arts
Degree	Master of Arts in Humanities Computing
Degree	Master of Business Administration
Degree	Master of Design
Degree	Master of Engineering
Degree	Master of Financial Management
Degree	Master of Fine Arts
Degree	Master of Forestry
Degree	Master of Laws
Degree	Master of Music
Degree	Master of Nursing
Degree	Master of Science
Diploma	Techniques d'administration des affaires (TAA)
Certificate	Health Care Aide - Préposé aux soins de santé
Non-Credential	Open Studies

**INTERNATIONAL STUDENT ENROLMENT
FULL-LOAD EQUIVALENT (FLE)**

**SHARE OF INTERNATIONAL
STUDENTS (% OF ALL STUDENTS)
FULL-LOAD EQUIVALENT (FLE)**

	2017-18 ACTUAL FLE	2018-19 PRELIMINARY FLE	2019-20 TARGET	2020-21 TARGET	2021-22 TARGET	2018-19 PRELIMINARY FLE	2019-20 TARGET	2020-21 TARGET	2021-22 TARGET
	1,093.800	1,075	1,075	1,075	1,075	24%	24%	24%	24%
	19.300	21	21	21	21	42%	42%	42%	42%
	388.600	435	435	435	435	25%	25%	25%	25%
	38.333	53	53	53	53	46%	46%	46%	46%
	1,056.352	1,161	1,161	1,161	1,161	21%	21%	21%	21%
	29.200	31	31	31	31	73%	73%	73%	73%
	38.013	32	32	32	32	21%	21%	21%	21%
	58.179	41	41	41	41	29%	29%	29%	29%
	13.255	7	7	7	7	23%	23%	23%	23%
	54.943	40	40	40	40	22%	22%	22%	22%
	7.362	10	10	10	10	20%	20%	20%	20%
	20.940	26	26	26	26	40%	40%	40%	40%
	80.830	83	83	83	83	33%	33%	33%	33%
	16.952	31	31	31	31	16%	16%	16%	16%
	295.935	363	363	363	363	32%	32%	32%	32%
	1.506	1	1	1	1	29%	29%	29%	29%
	6.138	7	7	7	7	17%	17%	17%	17%
	80.492	74	74	74	74	23%	23%	23%	23%
	4.098	6	6	6	6	32%	32%	32%	32%
	108.597	123	123	123	123	32%	32%	32%	32%
	0.792	0	-	-	-	56%	56%	56%	56%
	50.666	36	36	36	36	51%	51%	51%	51%
	7.024	8	8	8	8	20%	20%	20%	20%
		1	1	1	1	16%	16%	16%	16%
	5.367	5	5	5	5	39%	39%	39%	39%
	1,339.797	1,355	1,355	1,355	1,355	52%	52%	52%	52%
	3.333	7	7	7	7	18%	18%	18%	18%
	1.573	6	6	6	6	79%	79%	79%	79%
	93.420	113	113	113	113	30%	30%	30%	30%
	9.200	2	2	2	2	40%	40%	40%	40%
	55.478	87	87	87	87	32%	32%	32%	32%
	7.300	10	10	10	10	75%	75%	75%	75%
	98.939	175	175	175	175	72%	72%	72%	72%
	145.840	215	215	215	215	100%	100%	100%	100%
	4.900	5	5	5	5	21%	21%	21%	21%
	7.955	4	4	4	4	30%	30%	30%	30%
	0.200	2	2	2	2	33%	33%	33%	33%
	1.650	3	3	3	3	17%	17%	17%	17%
	6.168	11	11	11	11	19%	19%	19%	19%
	936.337	989	989	989	989	45%	45%	45%	45%
	10.100	13	13	13	13	48%	48%	48%	48%
		1	1	1	1	21%	21%	21%	21%
	126.700	130	130	130	130	19%	19%	19%	19%



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