



SWEETGRASS TEACHINGS:
HUMBLE KINDNESS
SHARING
HONESTY
DETERMINATION





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

TABLE OF CONTENTS

BOARD OF GOVERNORS	5
ACCOUNTABILITY STATEMENT	7
MANAGEMENT'S RESPONSIBILITY FOR REPORTING	9
MESSAGE FROM THE PRESIDENT	11
OPERATIONAL OVERVIEW	13
GOALS, PRIORITY INITIATIVES, EXPECTED OUTCOMES, AND PERFORMANCE MEASURES	14
Accessibility	18
<i>Priority Initiatives related to Student Mental Health and Sexual Violence Prevention Policies</i>	
Affordability	27
Quality	33
<i>Research, Applied Research, and Scholarly Activities</i>	
Coordination	42
Accountability	49
<i>Public Interest Disclosure</i>	
ENROLMENT	52
COMMUNITY OUTREACH AND UNDERREPRESENTED LEARNERS	53
INTERNATIONALIZATION	54
CAPITAL PLAN	61
INFORMATION TECHNOLOGY	67
CONSOLIDATED FINANCIAL STATEMENT DISCUSSION AND ANALYSIS	68
APPENDIX A: AUDITED FINANCIAL STATEMENTS	75
APPENDIX B: ENROLMENT TABLE	101

LIST OF FIGURES AND TABLES

TABLE 1. COMPOSITION OF THE STUDENT BODY FROM OUTSIDE OF EDMONTON	21
TABLE 2. COMPOSITION OF THE STUDENT BODY FROM OUTSIDE OF ALBERTA	21
TABLE 3. COMPOSITION OF THE STUDENT BODY, SELF-IDENTIFIED AS ABORIGINAL	22
TABLE 4. STUDENT COMPLETION RATES	22
TABLE 5. PROPORTION OF FACULTY AND STAFF WHO ARE FEMALE	22
FIGURE 1. FACULTY COMPOSITION TREND, PERCENTAGE OF ALL PROFESSORIATE, 2015 TO 2017	23
TABLE 6. STUDENT SATISFACTION, SENIOR STUDENTS - UNDERGRADUATE STUDENTS	37
TABLE 7. STUDENT SATISFACTION – GRADUATE STUDENTS	37
TABLE 8. EXPERIENTIAL LEARNING, SENIOR STUDENTS, HIGH-IMPACT PRACTICES	37
TABLE 9. EXPERIENTIAL LEARNING, CO-OP PROGRAMS	37
FIGURE 2. SPONSORED RESEARCH FUNDING (IN THOUSANDS OF DOLLARS)	38
TABLE 10. GRADUATE EMPLOYMENT, TWO YEARS POST-GRADUATION	39
TABLE 11. STUDENT PERCEPTIONS OF TEACHING, SENIOR STUDENTS	39
TABLE 12. MAJOR TEACHING AWARDS - 3M NATIONAL TEACHING FELLOWS, LAST TEN YEARS (2009-2018)	40
TABLE 13. MAJOR RESEARCH AWARDS - CANADA RESEARCH CHAIRS (CRCS)	40
TABLE 14. STUDENT-REPORTED CITIZENSHIP DEVELOPMENT, SENIOR STUDENTS	46
TABLE 15. INTERNATIONAL SHARED CREDENTIALS (DUAL/JOINT DEGREE) PROGRAMS	58
TABLE 16. UNIVERSITY OF ALBERTA PROGRAMS DELIVERED OFFSHORE	60

BOARD OF GOVERNORS (2017-18)

(MEMBERSHIP LIST AS OF MAY 1, 2018)

MEMBER	CONSTITUENCY
Michael Phair, Chair (up to February 23, 2019)	General Public
Lynn Parish, Vice-Chair (up to March 6, 2020)	General Public
Matthew Barnett (up to April 11, 2020)	Non-Academic Staff Representative (NASA Appointee)
Mary Pat Barry (up to July 3, 2020)	University of Alberta Alumni Association Representative
Katherine Binhammer (up to June 30, 2020)	Academic Staff Representation (General Faculties Council)
Charlene Butler (up to July 15, 2020)	University of Alberta Senate Representative
David Cooper (up to October 11, 2018)	Academic Staff Representative (AASUA Appointee)
Levi Flaman (up to April 30, 2019)	Undergraduate Board of Governors Representative
Dominique Grégoire (up to March 6, 2020)	General Public
Reed Larsen (up to April 30, 2021)	President, Students' Union
Raymond Muzyka (up to June 27, 2020)	General Public
Lynne Paradis (up to March 6, 2020)	General Public
Lynn Parish (up to March 6, 2020)	General Public
Zahra Somani (up to March 6, 2020)	General Public
Sheri Somerville (up to March 6, 2020)	General Public
Douglas Stollery (up to June 13, 2020)	Chancellor, University of Alberta
Glenn Stowkowy (up to June 18, 2019)	University of Alberta Alumni Association Representative
Claudette Tardif (up to January 30, 2021)	General Public
Owen Tobert (up to March 6, 2020)	General Public
David Turpin (up to June 30, 2020)	President and Vice-Chancellor, University of Alberta
Sasha van der Klein (up to April 30, 2019)	Graduate Students' Association (President)





ACCOUNTABILITY STATEMENT

The University of Alberta's Annual Report for the year ended March 31, 2018, 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
Michael Phair
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



FROM THE PRESIDENT

The University of Alberta stands among our province's chief engines of social, cultural, and economic prosperity. We educate citizens. We ask the big questions. We push the limits of human understanding and knowledge. As I reflect on the 2017-2018 year, I reflect on these underlying responsibilities of our university—and on the work we have done to sustain and advance them. Naturally, that work begins with our students.

U of A students know how to thrive. They set their sights on more than lectures and textbooks—they are launching their own satellites and winning Rhodes scholarships. They are innovative and entrepreneurial, founding new businesses and reimagining whole industries. Our task as a university is to nurture their curiosity and equip them with the tools they need to follow their passions. We have sought to achieve this by recruiting world-class faculty as mentors and role models, strengthening our robust financial supports, attracting and supporting Indigenous students, coordinating and bolstering our efforts to promote student wellbeing and resiliency, and creating exceptional experiences that link our students to their futures.

The environment that we cultivate for our faculty and staff is equally important. We house inquisitive researchers, accomplished teachers, and adept support staff—our success as an institution hinges on supporting and empowering our people. We have aimed to enable their success by developing Signature Areas of Research and Teaching Excellence that both showcase and advance world-class interdisciplinary expertise; redressing inequity and promoting a diverse and inclusive workplace; building global partnerships that encourage the exchange of people, knowledge, and resources; and securing the long-term financial sustainability of our institution.

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

Looking beyond the borders of our campuses, we engage partners across Alberta to disseminate scholarship, create mutually beneficial relationships, and convert research into widespread public benefits. Knowledge translation underpins our university's contributions, and this year TEC Edmonton ranked among the world's top three university-linked business incubators. We also strive to immerse our students in our communities—for example, by connecting them with local organizations to develop the non-profit sector. We proudly anchor our province's six-sector model, and embrace our role as both linchpin and key supporter.

Indeed, the university holds a leadership role as Alberta and Canada navigate the major transitions of the near future. These are shifts that will cut across sectors, with the potential to reshape society. Nearly a century ago, it was U of A researchers who developed the first successful means of refining heavy oil from the oilsands, founding one of the industrial and economic cores of our province for decades to follow. Today, our work is driving transitions of the same magnitude—not just in energy, but in artificial intelligence, health, nanotechnology, and many other areas.

We remain one of Alberta's and Canada's most enduring and vital public institutions. We are intertwined with our province's history, and contribute to its future through outstanding achievements in learning, discovery, citizenship and service. Throughout 2017-18 we strove to enable these very achievements, and in turn uplift the communities we serve. We also recognize that our ability to contribute meaningfully stems from freedom of inquiry, academic integrity, and autonomy as the foundations of our institution. As we turn our attention forward, we will continue to champion these foundations, and together build one of the world's great universities for the public good.



OPERATIONAL OVERVIEW

Over this past year, the University of Alberta (the university / U of A) has continued to demonstrate a deep commitment to its role as a world-class public education institution that solves challenges faced locally, nationally and internationally. Ranked within the top 100 universities in the world, the U of A's service-focused outlook aims to mobilize institutional excellence to serve students and citizens alike.

Foundational to Alberta's economic and social well being, the university has continued to work on solving problems and pushing boundaries of understanding. The innovative and wide-ranging discoveries made this past year provide critically needed breakthroughs across a wide range of disciplines and in alignment with Alberta's research and innovation priorities of economic diversification and job creation, environmental stewardship and climate leadership, effective resource management, and engaged individuals and communities for a healthy Alberta.

The university continued to increase access to and participation in a broad range of curricular experiential learning opportunities for our students and to foster deeper connections with community and post-secondary partners. Deeper connections within the community were reflected in the university's strong commitment to addressing the Calls to Action by the National Truth and Reconciliation Commission. Additional initiatives related to accessibility as well as inclusiveness included the new, enhanced National Recruitment Strategy and the International Recruitment Strategy. The new Recruitment Strategy was designed to offer a tailored and multi-faceted approach to ensure that top students studying in Canada are served by our post-secondary offerings. It also includes an Alberta-specific recruitment

strategy comprised of multiple touch-points, a critical effort expended in order to recruit and retain our best and brightest. The new International Recruitment Strategy enhances the use of digital technology, increasing accessibility to and for high-achieving international students in a wider range of countries. This diversity will foster a dynamic and inclusive learning environment, engaging Albertan, Canadian and international students in global perspectives and citizenship.

Along with its continued focus on a more diverse student body, the university maintained its ongoing efforts to deliver a renewed faculty recognizing that greater diversity and inclusiveness strengthens teaching excellence, and drives research and innovation for Alberta. A healthier balance between junior and senior rank academics in the academy will ensure the institution has the capacity to develop early-career leaders who will embrace emerging fields, explore new pedagogical methods, sustain the university's overall research productivity, and ensure the institution continues to deliver on its critically important mandate.

There were no significant changes within the university's institutional environment that diverted the U of A from projections made in the Comprehensive Institutional Plan, 2017-20. Accordingly, the following section of this report shows that priority initiatives have either been completed or are on track. Also shown within this section is the strong alignment between the goals of the university's strategic plan, For the Public Good, and those of Alberta's post-secondary and research system.

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.

POST-SECONDARY AND RESEARCH SYSTEM GOALS	<i>FOR THE PUBLIC GOOD</i> 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>



POST-SECONDARY AND RESEARCH SYSTEM GOALS	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 2017-18 fiscal year, compared against the U of A's Comprehensive Institutional Plan (CIP) for 2017-2020, and in alignment with goals of both the post-secondary and research system and *For the Public Good*.

POST-SECONDARY AND RESEARCH SYSTEM GOAL:

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

The University of Alberta strives to build a diverse community of exceptional students, educators, scholars, researchers and staff. Strategic recruitment, retention and renewal all play a key role — as do experiential learning opportunities that enrich the academic experience for students.

- The Faculties of Science and Engineering continue targeted recruitment and retention efforts to support young women in STEM fields (Science, Technology, Engineering and Mathematics). Ultimately, these initiatives broaden career horizons for female students, diversify the student body, and enrich industries with well-prepared graduates representing many perspectives and backgrounds.
- Several new Indigenous leadership positions were created; these will help to not only build a diverse community, but support respectful and meaningful reconciliation across the university. These include:
 - Vice-Provost, Indigenous Initiatives
 - Assistant Dean of Students, First Nations, Métis and Inuit Students
 - Manager, Indigenous Recruitment (Office of the Registrar)
- Living on campus forms an important part of the university experience, especially for first-year students. Work on two new residence sites is wrapping up with 760 spaces scheduled to open in September 2018, giving more students the opportunity to live on campus.



- Two major initiatives concentrating on the health and wellness of the university's students, faculty and staff are underway:
 - The Healthy University Strategic Plan outlines an integrated health and wellness strategy to increase the reach and effectiveness of existing resources, programs and services. The plan encapsulates health, mental health, and wellness to promote resilience and work-life balance.
 - Guided by the 2016 review of the university of Alberta's Response to Sexual Assault, working groups have begun implementing the report's 46 recommendations. A Sexual Violence Policy Suite, detailing cross-campus measures to enhance U of A's system of supports and services for survivors of sexual assault, has been one of the first outcomes.
- The 2018 Equity, Diversity, and Inclusion (EDI) Awards - presented during EDI Week - recognized six individuals for their outstanding commitment to making the U of A's labs, classrooms, and workspaces more inclusive and respectful spaces for everyone.



BILINGUAL EXCELLENCE

Campus Saint-Jean reflects and reinforces the linguistic duality of Canada and the worldwide multi-ethnic Francophonie. By providing high-quality programs in French at one of Canada's top universities, Campus Saint-Jean positions the U of A locally, nationally, and internationally as a destination of choice for francophone and bilingual students. This past year, the faculty's teaching and research excellence earned them:

- A Killam Professorship
- A McCalla Professorship
- 3 SSHRC Insight Grants
- Two SSHRC Connexion Grants
- The Martha Cook Piper Research Prize
- The Benoit Lacroix Award
- NSERC funding for Future Energy Systems
- A Sustainable Development Leadership Award

REPORT ON 2017-20 CIP

PROGRESS IN RELATION TO ACCESSIBILITY

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE (PER CIP) AND, IF APPLICABLE, REVISED COMPLETION DATE	PROGRESS MADE IN LAST 12 MONTHS / STATUS	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	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 and international recruitment strategies are 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	The first draft of the Healthy University Strategic Plan was completed. Implementation phase is underway.	Sustain Objective 19 Strategy i

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE (PER CIP) AND, IF APPLICABLE, REVISED COMPLETION DATE	PROGRESS MADE IN LAST 12 MONTHS / STATUS	FOR THE PUBLIC GOOD ALIGNMENT
2017-P2	Continue the implementation of top recommendations of the 2016 Review of the University of Alberta's Response to Sexual Assault.	2018	Sexual Violence Policy was approved.	N/A
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	Seven hundred sixty (760) new residence spaces were scheduled for opening for September 2018	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 they are an essential part of the fabric of the university and for non-Indigenous colleagues so they can be more inclusive, welcoming and supportive.	2019	The Advancement Feasibility Study is underway.	Build Objective 4 Strategy ii
2017-P5	Foster learning opportunities across our campuses that enable student, staff and faculty participation in reconciliation.	2020	Faculties became engaged in work that aims to integrate reconciliation into research and teaching activities. For example, the "Responsible Relations" series drew 1,719 people.	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 Equity, Diversity and Inclusion (EDI) Scoping Group, with wide institutional representation, was established.	Build Objective 2 Strategy iii Build Objective 3 Strategy ii

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE (PER CIP) AND, IF APPLICABLE, REVISED COMPLETION DATE	PROGRESS MADE IN LAST 12 MONTHS / STATUS	FOR THE PUBLIC GOOD ALIGNMENT
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 was initiated.	Build Objective 1 Strategy iii
2017-P8	Ensure that qualified undergraduate and graduate students can attend the university through the provision of robust student financial support.		This item was moved to the section on Affordability and is reported on as P1.	
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	Years 1 and 2 of the National Recruitment Strategy were completed.	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	New positions were created to build capacity in key areas including: Assistant Dean, Indigenous Students and Assistant Registrar, Indigenous Students. Positions will facilitate refinement of the Indigenous Strategic Plan.	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.	2025	CSJ's enrolment has increased from 602 and 629 in 2015-16 and 2016-17, respectively, to 711 in 2017-18, reflecting a continued ability to attract students interested in its French-language services. Over this same time period, the number of degrees granted has also been increasing with a total of 84 granted in 2015 to 111 and 112 granted in 2016 and 2017, respectively.	Experience Objective 9 Strategy ii

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE (PER CIP) AND, IF APPLICABLE, REVISED COMPLETION DATE	PROGRESS MADE IN LAST 12 MONTHS / STATUS	FOR THE PUBLIC GOOD ALIGNMENT
EXPECTED OUTCOMES				
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.	2017 Revised to reflect implementation timeline: from 2017 to 2019	Revised outcome/completion date to reflect implementation timeline.	Sustain Objective 19 Strategy i
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	Two new student residences have been scheduled to open for September 2018.	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	A communications person was hired to better tell the U of A's Indigenous and Equity, Diversity and Inclusion (EDI) story.	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 EDI Scoping Group, with wide institutional representation, was established.	Build Objective 2 Strategy ii; Build 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	The most recent data shows that 63 new assistant professors were recruited by the university.	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.	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 enrolment increased by 7%, i.e., from 1,176 students in 2016-17 to 1,261 in 2017-18.	Build Objective 1 Strategy ii

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE (PER CIP) AND, IF APPLICABLE, REVISED COMPLETION DATE	PROGRESS MADE IN LAST 12 MONTHS / STATUS	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	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 about 31% between 2015-16 and 2017-18. Over these same reporting periods, proportions of undergraduate and graduate students from outside of Alberta has also remained quite consistent at 27% and 60%, respectively. Proportions of Indigenous students has increased slightly from 3.7% in 2015-16 to 4.0% in 2017-18. (See Tables 1, 2 and 3 for composition of student body data.)	Build Objective 1
2017-PM2	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. Note: Data are only available for continuing, operating funded positions; broader data collection and target setting are pending. Data are self-reported.	2025	Representation of faculty who are female has been increasing over the past three years. In 2017-18, the proportion of faculty who are female was at 37% indicating that the university is on track towards achieving its 2025 target of 43%. Staff who are female has remained quite stable at just under two thirds of all staff (63%). Between 2015 and 2017, a slight increase has been seen in the proportion of faculty members who are Indigenous, visible minority and of disability status. (See Table 5 and Figure 1 for composition of faculty and staff data.)	Build Objective 2 Build Objective 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 FT students living in purpose built student housing was 13% in 2016-17, increasing to 15% in September 2018. Note: Assumes full-time enrolment to be 35,500 in 2018.	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	2015-16	2016-17	2017-18
Undergraduate	31.5%	31.3%	31.2%
Graduate	34.0%	35.5%	35.2%
Total	31.8%	31.9%	31.7%

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' hometowns are outside of Alberta.

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

PROPORTION OF STUDENTS FROM OUTSIDE ALBERTA	2015-16	2016-17	2017-18
Undergraduate	27.1%	26.7%	26.9%
Graduate	61.6%	60.2%	59.6%
Total	33.9%	33.4%	33.5%

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 hometown, students who are only auditing courses, and withdrawn students.

The proportion of students who have self-identified as Aboriginal has increased slightly since 2015-16.

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

Proportion of Students who have self-identified as Aboriginal	2015-16	2016-17	2017-18
Total	3.7%	4.0%	4.0%

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. PhD student completion rates improved slightly over the reported period, however, because the PhD cohort is small, changes of a few students result in relatively large percentage changes. Undergraduate student completion rates remain very stable, hovering between 75% and 76%.

TABLE 4: STUDENT COMPLETION RATES

REPORT YEAR	UNDERGRADUATE	MASTERS	PHD
2016-17	75.3%	90.1%	83.8%
2015-16	76.1%	89.8%	81.4%
2014-15	75.6%	90.3%	78.0%

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

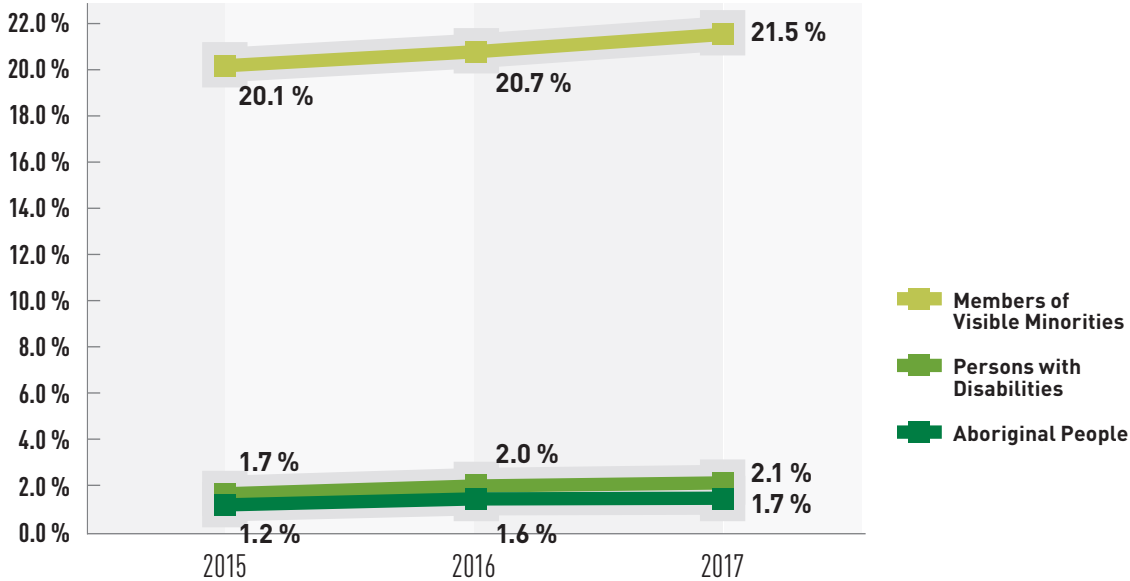
	2015-16	2016-17	2017-18
Proportion of faculty who are female	35.7%	36.1%	37.0%
Proportion of staff who are female	63.6%	63.4%	63.2%

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, 2015 TO 2017



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 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.

Data are as of December 31, 2017.

POST-SECONDARY AND RESEARCH SYSTEM GOAL:

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 and promote equitable access, while delivering research and education at the high standard Albertans and Canadians expect.

- This year, the U of A allocated an additional \$2 million to student financial support.
- The Métis Scholar Awards Endowment Fund has supported more than 90 Indigenous students at the U of A since its creation. The Métis Nation of Alberta and the Rupertsland Institute recently bolstered the fund with an additional \$1 million gift. It now stands among the largest endowments at the U of A.
- Following donor and stakeholder consultation, the university updated its endowment spending policy. The new approach allocates 4% of the endowment's market value to spending each year. This shift increases funding for current use, while still ensuring the endowment grows and benefits future generations of students, professors and researchers.
- The Centre for Teaching and Learning has launched the Open Educational Resource Awards program to encourage the development of open resources that promote equitable access to basic education and reduce costs for students.



HOW TO GROW COMMUNITIES

Tracy Folorunsho-Barry immigrated to Toronto from Nigeria at age 17. After years on social assistance, she grew determined to lift herself out of dependence. She moved her family across Canada to study nursing at the U of A, supported in part by donor-funded bursaries. Three years into her degree, she discovered a Pathways program that pairs students with local groups to learn the business and governance of non-profit organizations. Inspired by her experiences, Tracy launched her own non-profit, GROW (Gradual Rising of Women), in April 2017. GROW has since blossomed into a national network that empowers immigrant women to build communities and pursue their goals.

REPORT ON 2017-20 CIP

PROGRESS IN RELATION TO AFFORDABILITY

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE (PER CIP) AND, IF APPLICABLE, REVISED COMPLETION DATE	PROGRESS MADE IN LAST 12 MONTHS / STATUS	FOR THE PUBLIC GOOD ALIGNMENT
GOALS				
2017-G5	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.	2018	Several space planning exercises have gotten underway to reduce reliance on leased space and to more effectively utilize on-campus space.	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	Budget review has been ongoing. Implemented new budget and accountability procedures.	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.	2025 Completion date revised to: 2020	Decision was made to start with academic focus on sustainability.	Sustain Objective 20
PRIORITY INITIATIVES				
2017-P1	<p>Seek and secure resources needed to achieve and support institutional strategic goals.</p> <p>Note: At the direction of Advanced Education, this item was moved from the section on "Accessibility" and for the 2018-21 planning cycle, this wording will change to:</p> <ul style="list-style-type: none"> Ensure that qualified undergraduate and graduate students can attend the university through the provision of robust student financial support. 	2018	<p>As highlighted above, the U of A:</p> <ul style="list-style-type: none"> Reinstated \$2 million to scholarship funding. Started open educational resource awards to encourage the development of resources that reduce costs for textbooks and other supports. Celebrated an additional \$1 million gift to the Métis Scholar Awards Endowment Fund, now one of the largest endowments at the University of Alberta. Consulted with donors and other stakeholders on updating our endowment spending policy. Effective April 1, 2018, 4.0% of the endowment's 60-month average market value will be allocated for spending every year. 	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	This was identified as an ongoing activity as transparency and effective communications are operating principles that the university is fully committed to - as reflected in the key activity highlighted above where the U of A consulted with donors and stakeholders in updating its endowment spending policy.	Sustain Objective 21 Strategy i

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE (PER CIP) AND, IF APPLICABLE, REVISED COMPLETION DATE	PROGRESS MADE IN LAST 12 MONTHS / STATUS	FOR THE PUBLIC GOOD ALIGNMENT
2017-P3	Integrate sustainability into teaching, learning, research and outreach in ways that foster critical, interdisciplinary, long-term and systems thinking on sustainability.	2020	Initiated move of sustainability to academic portfolio.	Sustain Objective 20 Strategy i
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.	2025 Revised completion date to 2020 due to funding received in 2017	Renovation is underway and is on schedule.	Sustain Objective 23 Strategy i
2017-P5	Pursue a solution to meeting program outcomes in the Faculty of Arts through one of two identified alternatives: renovation and repurposing of existing space combined with construction of purpose-built space on North Campus or the re-location of Music and Arts and Design within the Urban Village concept in downtown Edmonton, a project being led by the Edmonton Galleria Foundation.	2028 (multi-phased)	Due to the cancellation of the Galleria Project, this initiative was revised. Began to explore funding sources to refurbish facilities for the Faculty of Arts, specifically Music and Arts and Design on North Campus and will be subject to availability of funding.	Sustain Objective 23 Strategy i

EXPECTED OUTCOMES

2017-E01	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	2018	Solutions were launched. The university awarded targeted funding to the Centre for Teaching and Learning to support the implementation of blended learning (which puts much of the content online and allows the instructor to modify classroom time. As well, the U of A: <ul style="list-style-type: none"> Transformed 26 foundational undergraduate courses into a blended learning format. Using blended delivery gives students greater flexibility in their scheduling and improves student engagement and satisfaction. Initiated further development of the institutional data warehouse and associated institutional reporting, in support of the university's coordination and accountability objectives. 	Sustain Objective 23 Strategy iii
----------	--	------	---	-----------------------------------

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE (PER CIP) AND, IF APPLICABLE, REVISED COMPLETION DATE	PROGRESS MADE IN LAST 12 MONTHS / STATUS	FOR THE PUBLIC GOOD ALIGNMENT
2017-E02	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 the university's activities.	2020	Physical sustainability functions were fully integrated into operational units.	Sustain Objective 20 Strategies i, ii, iii
2017-E03	Continued optimization of the university's financial resources, including the management of endowments, to support long-term institutional sustainability.	2020	Implemented a new budget system and multi-year planning process.	Sustain Objective 22 Strategy ii
2017-E04	Provision of new teaching, academic and administrative space at the heart of the North Campus through the renewal of the historic Dentistry/ Pharmacy building, allowing the university to reuse a significant asset that is currently unoccupied due to its condition.	2025	During the initial development stages of the 2018-21 CIP, EO 4 and 5 were removed; as such, there is no progress / status update to provide for these two items.	Sustain Objective 23 Strategy i
2017-E05	Continued scoping and advancement of alternatives to meet Faculty of Arts requirements.	2025	During the initial development stages of the 2018-21 CIP, EO 4 and 5 were removed; as such, there is no progress / status update to provide for these two items.	Sustain Objective 23 Strategy i

PERFORMANCE MEASURES

2017-PM1	STARS Rating The Sustainability Tracking, Assessment and Rating System (STARS) is an integrated assessment of institutional sustainability. The university targets a Gold rating.	2017	The university achieved a Gold rating for 2017.	Sustain Objective 20
2017-PM2	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.	2018	Work has been ongoing in developing appropriate data and formulae.	Sustain Objective 22

POST-SECONDARY AND RESEARCH SYSTEM GOAL:

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 the top public universities in the world. It connects students with exceptional experiences that link them to their futures. It empowers leading researchers to drive broad social and economic benefit. It enables Albertans and Canadians to excel on the global stage.

- In the Times Higher Education's 2018 World University Rankings by subject, the U of A placed in the top 100 in four areas:
 - Education (60th)
 - Clinical, pre-clinical and health (77th)
 - Law (83rd)
 - Psychology (99th)
- U of A graduates enter the workforce equipped for challenging careers in diverse sectors. In the 2018 Graduate Employability Ranking, U of A graduates have the highest employment rate in Canada—and 52nd highest in the world.
- Incoming pharmaceutical sciences students now earn a Doctor of Pharmacy (PharmD) degree, which replaces the BSc (Pharm). "This is the future of pharmacy practice in North America," Dean Neal Davies explains. "This curriculum change will prepare graduates to provide quality and safe patient-centered care in Alberta's dynamic healthcare environment." The faculty also developed Canada's first combined Masters of Business Administration and Pharmacy degree programs.
- U of A students seek transformational experiences that inspire them, nurture their talents, and link them to their futures. The newly-convened Council on Experiential Learning will help to create and support exceptional experiences for students across the University.

- What students expect from their graduate supervisors is evolving. To strengthen a culture of supervision and mentorship at the U of A, the Faculty of Graduate Studies and Research has continued to develop helpful resources such as Mentorship Academy Workshops which commenced in April 2018.
- Eight years ago, a group of students arrived at the U of A with a passion for aerospace. No formal aerospace program existed, so they started small: with a student club. They soon discovered all the components they would need - expert faculty members, cutting-edge facilities, and an environment that fueled their curiosity. In April 2017 they launched Alberta's first satellite, the Experimental Albertan #1, into space.

RESEARCH AND SCHOLARSHIP CRITICAL TO ALBERTA

ECONOMIC DIVERSIFICATION

- U of A's expertise in artificial intelligence brought the world's leading AI research company, DeepMind, to Edmonton. The team at DeepMind Alberta - DeepMind's first international research base - will be led by U of A computing science professors Richard Sutton, Michael Bowling, and Patrick Pilarski.
- TEC Edmonton has been named the world's third best university-linked business incubator. TEC's Innovation Awards celebrated 29 patents for U of A researchers and four new spin-off companies in 2017.
- U of A start-up Trioova has developed software that connects caregivers with medical service providers and resources - everything from prescription information to personal medical assistants.



EFFECTIVE RESOURCE MANAGEMENT

- Mexico's sweeping energy reforms of 2014 opened a vast pipeline for international investments to reverse years of declining production and revenues. The reforms also signalled an appetite for research partnerships to transform a sector in need of skilled talent, new technologies, and improved sustainability. U of A experts saw an opportunity. In spring 2017, President Turpin led a delegation to Mexico City to announce a \$14 million energy-focused research collaboration. U of A researchers are now leading projects in reservoir and oilfield geomechanics, heavy oil refining, and talent formation in the hydrocarbon subsector - projects that will benefit both Mexico and Canada.

- U of A clean technology projects received \$3.3 million in federal funding from Western Economic Diversification Canada this year. Projects include:
 - Energy storage that will enable Canada to integrate its vast but intermittent solar and wind resources.
 - Vehicle-to-vehicle communications systems that improve road safety while reducing overall emissions.
 - Biodegradable plastics, probiotics, fertilizers, and other products that require less energy to produce and generate fewer greenhouse gases.
- Future Energy Systems (FES) celebrated its first full year with the inaugural FES Research Symposium. The \$75 million initiative engages hundreds of faculty, researchers and students across seven faculties to explore and build the future of energy - from responsible hydrocarbon development, to improved environmental performance, to renewable sources and the system-wide social and economic impacts of energy.

ENVIRONMENTAL STEWARDSHIP AND CLIMATE LEADERSHIP

- The Centre for Applied Business Research in Energy and Environment (CABREE) launched its Energy and Environment Speaker Series. CABREE concentrates on energy market and climate change analysis to support public policy development, and engages students at all levels in these critical debates.
- New U of A research showed Alberta's most important feed crop for beef production - barley - will actually benefit from warmer temperatures and increased humidity. The study holds implications not only for the agriculture and beef industry, but also for water usage in a changing climate.

- The 2018 Cities and Climate Change Science Conference brought 800 delegates from around the world to Edmonton. Among the many U of A delegates was Sheena Wilson, associate professor of comparative literature. Wilson heads a multidisciplinary national research group called Just Powers, focused on climate justice from the perspectives of artists, activists, writers and scientists. She joined four of her U of A colleagues to lead the panel discussion, "Speculating on Future Energy Systems."

ENGAGED INDIVIDUALS AND COMMUNITIES FOR A HEALTHY ALBERTA

- Health sciences research is the foundation of strong health-care systems and healthy societies. 30 U of A research projects shared \$19.2 million in funding from the Canadian Institutes of Health Research this year - the projects range from improving renal replacement therapies, to better understanding cardiovascular disease and Alzheimer's.
- Dr. Michael Overduin (biochemistry) led an international research team to key discoveries on the nature of cancerous cells which could impact therapeutic interventions for difficult-to-treat cancers.
- Researchers Parmiss Mojir Shaibani and Amirreza Sohrabi launched Roshan Water Solutions this year with their first innovative product - a handheld sensor that tests water for E. coli.

REPORT ON 2017-20 CIP

PROGRESS IN RELATION TO QUALITY

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE (PER CIP) AND, IF APPLICABLE, REVISED COMPLETION DATE	PROGRESS MADE IN LAST 12 MONTHS / STATUS	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	Work has been ongoing. Endorsed 3 Signature Areas.	Excel Objective 12
2017-G9	Enable University of Alberta researchers to succeed and excel.	2020	Work has been ongoing within this area.	Excel Objective 13
2017-G10	Facilitate, build, and support interdisciplinary, cross-faculty, and cross-unit engagement and collaboration.	2020	Ongoing work has continued on multi-campus collaborations.	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	Work has been ongoing within faculties and with Centre for Teaching and Learning.	Experience Objective 7
2017-G13	Inspire, model, and support excellence in teaching and learning.	Ongoing	Started reviewing all awards for teaching excellence.	Excel Objective 14
PRIORITY INITIATIVES				
2017-P1	Develop a process to identify and support established and emerging signature areas of research and teaching excellence.	2017 Completion date was revised to 2018	Supported Signature Areas of Research and Teaching Excellence in Energy Systems, and Precision Health and Research at the Intersections of Gender.	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	A faculty survey was completed and a working group has been established.	Experience Objective 7 Strategy i
2017-P3	Expand professional development opportunities for graduate students and post-doctoral fellows.	2019	A review of leadership opportunities across the university is still underway.	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	One workshop was completed. A student union led day-long event was completed. Discussions with deans got underway.	Engage Objective 17 Strategy i

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE (PER CIP) AND, IF APPLICABLE, REVISED COMPLETION DATE	PROGRESS MADE IN LAST 12 MONTHS / STATUS	FOR THE PUBLIC GOOD ALIGNMENT
2017-P5	Foster, encourage, and support innovation and experimentation in curriculum development, teaching, and learning at the individual, unit, and institutional levels.	2020	Model programs have been identified; e.g.: Health Sciences Council, and Enhancement of Curriculum, Teaching and Learning (CTL) supports for these activities.	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	Initiated Phase 2 of the Universal Student Ratings of Instruction review. Other studies got underway.	Excel Objective 14 Strategy iii
2017-P7	Attract and retain a diverse complement of faculty and post-doctoral fellows from around the world, with initial attention on increasing the proportion of assistant professors.	Ongoing	Continued faculty renewal work. Responded to new labour regulations affecting post-doctoral fellows.	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	U of A's capital plan has been considering research infrastructure.	Excel Objective 13 Strategy iv
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	Completed the first phase of this process.	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.)	2017	Projects were 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	Faculty of Graduate Studies and Research (FGSR) completed a review and report on graduate student supervision.	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	Entered into third and final year of FGSR funded project on professional development.	Experience Objective 7 Strategy iii

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE (PER CIP) AND, IF APPLICABLE, REVISED COMPLETION DATE	PROGRESS MADE IN LAST 12 MONTHS / STATUS	FOR THE PUBLIC GOOD ALIGNMENT
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	A working group was established and a survey of faculties was undertaken.	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	Initiated metrics development.	Build Objective 2 Excel Objective 13
2017-E07	Development of an action plan for supporting and expanding Inter-disciplinary activities, beginning with an inventory of successes and challenges, an environmental scan, and a review of best practices.	2017-20	Development of action plan has been 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	Expanded Centre for Teaching and Learning to build capacity.	Excel Objective 14 Strategy i
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	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 76% and 79% in the 2011 and 2014 survey administrations, respectively. The 2016 administration of the CGPSS shows respondent ratings of their overall experience at this university as <i>Good, Very Good or Excellent</i> has remained consistently high at 81% in comparison to previous survey administrations in 2010 and 2013. (See most recent data available in Tables 6 and 7.)	Excel Objective 14
2017-PM2	High-Impact Practices (NSSE).	2017	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. (See High-Impact Practices data in Table 8.)	Experience Objective 7
2017-PM3	Sponsored research funding: total and U15 rank (all sources and Tri-Council) (target: top 5)	2018	In the most recent data available (as of 2015-16) the U of A remains in fifth place amongst U15 peers for total sponsored research funding. (See Figure 2 for Sponsored Research Funding received in 2015-16.)	Excel Objective 13
2017-PM4	Citation Impact	2018	Target identification is in progress.	Excel Objective 13

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE (PER CIP) AND, IF APPLICABLE, REVISED COMPLETION DATE	PROGRESS MADE IN LAST 12 MONTHS / STATUS	FOR THE PUBLIC GOOD ALIGNMENT
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	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. (See Table 10 for GOS data.)	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 university is on track towards meeting its 2021 target as data shows an increase from 17.8% to 19% in 2017-18.	Build Objective 2
2017-PM7	Research and teaching awards (Canada Research Chairs and 3M Teaching Awards). Targets not established.	Ongoing	As of February 2017, the U of A is home to 78 Chairs, placing this institution fifth in Canada.	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)

TABLE 7: STUDENT SATISFACTION – GRADUATE STUDENTS

GRADUATE	2010	2013	2016
How would you rate the quality of your overall experience at this university? (<i>Percent responding Good, Very Good or Excellent</i>)	87.9%	87.3%	87.1%

Source: Canadian Graduate and Professional Student Survey (CGPSS)

Notes: 2013 and 2016 represent responses from students in both course-based and thesis-based graduate programs, while 2010 represents responses from students in thesis-based graduate programs only.

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.

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	2015-16	2016-17	2017-18
Percent of students participating in a co-op program	8.4%	8.4%	8.3%

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

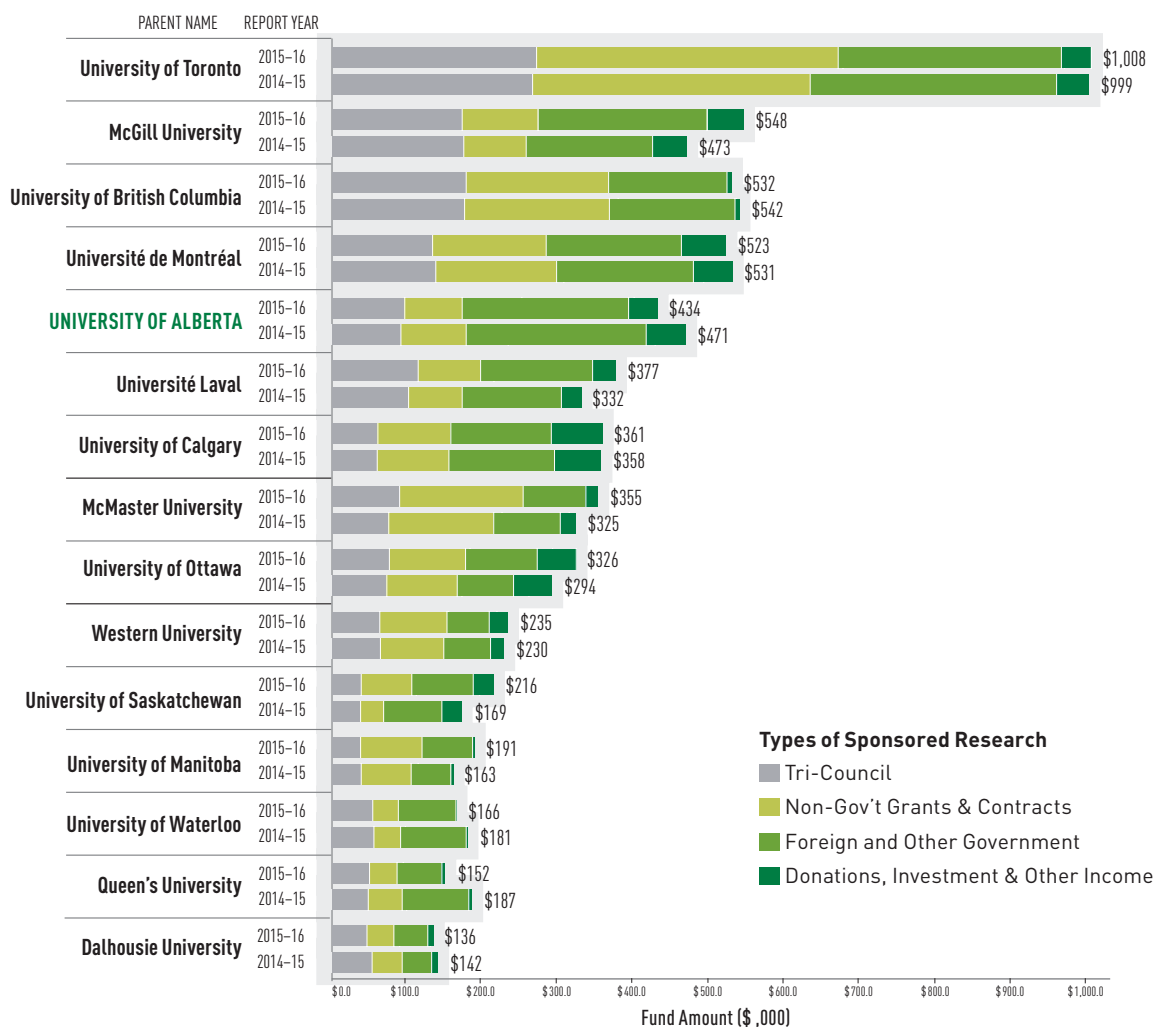
Notes: Participation rates reflect undergraduate students registered on December 1 of the reporting year. Excludes post-graduate medical education residents, students who are only auditing courses, and withdrawn students.

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 remains in fifth place (as of 2015-16) amongst U15 peers for total sponsored research funding as seen in Figure 2 below.

FIGURE 2: SPONSORED RESEARCH FUNDING (IN THOUSANDS OF DOLLARS)



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.

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 (2009-2018)

Rank	U15 University	3M Fellows
1	University of Alberta	12
2	University of Toronto	8
3	McMaster University	6
3	The University of British Columbia	6
5	University of Calgary	4
6	Queen's University	3
6	University of Saskatchewan	3
6	Western University	3
9	University of Waterloo	2
10	Dalhousie University	1
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 minds.² Chair holders aim to achieve research excellence in engineering and the natural sciences, health sciences, humanities, and social sciences. As of December 31, 2017, the U of A is home to 77 Chair holders.

TABLE 13: MAJOR RESEARCH AWARDS – CANADA RESEARCH CHAIRS (CRCs)

Rank	U15 University	CRCs
1	University of Toronto	231
2	The University of British Columbia	149
3	McGill University	131
4	Université de Montréal	110
5	University of Alberta	77
6	Université Laval	68
7	McMaster University	66
8	University of Waterloo	59
9	University of Ottawa	53
10	University of Calgary	50
11	Queen's University	41
12	The University of Western Ontario	40
13	Dalhousie University	32
13	University of Manitoba	32

Source: Social Sciences and Humanities Research Council of Canada

Notes: Includes active CRCs as of December 31, 2017. Université de Montréal includes Polytechnique Montréal and HEC Montréal.

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

POST-SECONDARY AND RESEARCH SYSTEM GOAL:

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

The University of Alberta engages with communities, businesses, agencies, and organizations across the province and around the world. These relationships build reciprocal and mutually beneficial partnerships. They create outstanding learning experiences for students, and generate widespread benefits beyond the borders of campus.

- Imagine a transformative education experience that develops effective thinkers and uplifts both students and community. That experience is Community Service-Learning (CSL). The newly added Global Service Learning and Pathways programs have expanded CSL's ability to provide exceptional experiences for students while benefiting local community organizations.
- A new memorandum of understanding with the National Centre for Truth and Reconciliation (housed at the University of Manitoba) connected the U of A with a national network committed to reconciliation. The agreement helps to ensure Canadians have access to Residential School history, and promotes community-engaged research that contributes to healing.
- Canada has one of the highest rates of multiple sclerosis (MS) in the world, and there are no known treatments. However, coordinated research between the U of A and McGill recently uncovered a surprise finding: people with MS have an overabundance of the protein calnexin in their brain tissue. The finding could lead to new treatments for the debilitating disease.

- Through a partnership with the Edmonton Society of Financial Analysts, business students in the Program for Research and Investment Management Excellence helped manage nearly \$2 million in securities to develop real-world investment experience.
- As Canada 150 celebrations unfolded nationwide, the U of A proudly celebrated the people, achievements and ideas that helped make a confederation. The signature Canada 150 Community Celebration event welcomed more than 1000 visitors to South Campus to unveil a commemorative park.

A BETTER BIONIC LIMB

Artificial limbs are increasingly advanced—yet they are still far from moving and feeling like an intact limb. M.Sc. student McNiel Inyani Keri is changing that. In partnership with the Bionic Limbs for Improved Natural Control Lab, Keri helps develop prosthetic devices that provide real sensory feedback to their users, improving integration and motor control. Keri's work earned him a National Black Coalition of Canada Award for Excellence, and a spot on the Alberta Council for Global Cooperation's Top 30 Under 30 list.



REPORT ON 2017-20 CIP

PROGRESS IN RELATION TO COORDINATION

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE (PER CIP) AND, IF APPLICABLE, REVISED COMPLETION DATE	PROGRESS MADE IN LAST 12 MONTHS / STATUS	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	Established target partnerships at unit levels.	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	Cross-campus strategy has been under development.	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 relations research protocols have been under development.	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 been under review by all VP portfolios.	Sustain Objective 21
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 has been ongoing; new work with Grande Prairie Regional College and Red Deer College was identified.	Engage Objective 18 Strategy i

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE (PER CIP) AND, IF APPLICABLE, REVISED COMPLETION DATE	PROGRESS MADE IN LAST 12 MONTHS / STATUS	FOR THE PUBLIC GOOD ALIGNMENT
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	The new International Strategic Plan 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 (Networking Edmonton's Online Systems), etc., to undertake mutually beneficial research, and where possible, coordinate, streamline, and deliver shared systems, services, and processes to the benefit of all Albertans.	2017-19	As of 2017-18, more than 240 research projects have been accounted for with Alberta Innovates alone.	Engage Objective 18 Strategy v
2017-P4	Engage with government, community, industry, business, and the postsecondary sector to address shared local, provincial, national, and global challenges, building on the success of collaborative projects like the Future Energy Systems.	2020	Examples of collaborative projects undertaken with government, community, industry, business and other post-secondary institutions included work in waste reduction, fire safety, domestic violence, and rural care. As well, the University signed a Memorandum of Agreement with the National Centre for Truth and Reconciliation.	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	Canada 150 celebration at South Campus welcomed over 1000 visitors and 200 volunteers.	Experience Objective 9 Strategy iii Engage Objective 16 Strategy v
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	Implemented the Augustana 3-10 calendar. Consulted with faculty, student, staff, community and Camrose city officials through 2017 to inform updates to the Augustana Campus Long Range Development Plan, to meet the needs of the community and students alike.	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

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE (PER CIP) AND, IF APPLICABLE, REVISED COMPLETION DATE	PROGRESS MADE IN LAST 12 MONTHS / STATUS	FOR THE PUBLIC GOOD ALIGNMENT
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	The University renewed discussions with the Government of Alberta.	Engage Objective 18 Strategy i
2017-E02	Enhancement of research partnerships supporting resource management, environmental stewardship and healthy communities (see Appendix C of the University's CIP 2017-20 and 2018-21).	2020	<p>Identified strategic research priority including many projects closely aligned with Government of Alberta priorities such as environmental stewardship, effective resource management, supporting healthy Albertans in all of our communities, and a strong economy. Examples include:</p> <ul style="list-style-type: none"> • Research into river systems, • Fundamental research in artificial intelligence (AI), • AI that optimizes water treatment control systems, • Indigenous science, • Technology and society • Environmental, social and economic impacts of energy technologies • Diabetes and infectious diseases. 	Engage Objective 18 Excel Objective 13 Strategy ii

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE (PER CIP) AND, IF APPLICABLE, REVISED COMPLETION DATE	PROGRESS MADE IN LAST 12 MONTHS / STATUS	FOR THE PUBLIC GOOD ALIGNMENT
2017-E03	Development of mutually beneficial projects that strengthen reciprocal relationships with external stakeholders through community engagement.	2020	Expanded upon the Community Service Learning (CSL) objectives for 2018-21 (referenced in the CIP's Appendix D). CSL has been enhanced in its ability to provide experiential learning to students through research and service-based projects while benefiting community organizations that address complex societal issues. 1,500 students have been placed in 150 partner agencies and non-profit organizations to partner on mutually beneficial lived-experiences and exposure to critical thinking and problem solving for an improved community, locally and abroad.	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 made in relation to these two outcomes includes the following: Physical infrastructure and spaces at the university's North and South Campuses serve multiple purposes as a hub for university research, coaching programs, varsity sports and recreation, in addition to programs and community gathering spaces available to the general public. The construction of the temporary dome at Foote Field has allowed the establishment of new winter programs in the community. New beach volleyball courts developed behind Lister Centre are slated for opening in May 2018 and will provide further accessible spaces to students and community members. In September 2017, the U of A and Canada celebrated the sesquicentennial with over a thousand Edmontonians. The University gifted to the community the Evergreen Pond and The Circle, located on South Campus. Surrounded by tranquil land and purpose-built berms, the pond and the Circle will serve as programming spaces for the community to enjoy nature for years to come.	Experience Objective 9
2017-E05	Development of shared infrastructure to foster the health, talent, skills and creativity of Edmonton's people, benefitting both the university and its community partners: exploration of opportunities for expanding art, design and music education and research in the core of Edmonton; and development of the South Campus Community Arenas project to provide needed space for academic, varsity and recreational sport activities.	2021	Progress made in relation to these two outcomes includes the following: Physical infrastructure and spaces at the university's North and South Campuses serve multiple purposes as a hub for university research, coaching programs, varsity sports and recreation, in addition to programs and community gathering spaces available to the general public. The construction of the temporary dome at Foote Field has allowed the establishment of new winter programs in the community. New beach volleyball courts developed behind Lister Centre are slated for opening in May 2018 and will provide further accessible spaces to students and community members. In September 2017, the U of A and Canada celebrated the sesquicentennial with over a thousand Edmontonians. The University gifted to the community the Evergreen Pond and The Circle, located on South Campus. Surrounded by tranquil land and purpose-built berms, the pond and the Circle will serve as programming spaces for the community to enjoy nature for years to come.	Engage Objective 16 Strategy v

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE (PER CIP) AND, IF APPLICABLE, REVISED COMPLETION DATE	PROGRESS MADE IN LAST 12 MONTHS / STATUS	FOR THE PUBLIC GOOD ALIGNMENT
PERFORMANCE MEASURES				
2017-PM1	Student-reported citizenship development (NSSE). Note: 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.	2017	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	Engage Objective 16
2017-PM2	Delivery of Capital Plan priorities: South Campus Community Arenas project; scoping to meet Faculty of Arts needs through renewal and/or development of an "urban village" concept in downtown Edmonton.	2021	This plan is in progress as the University has been working in partnership with the City of Edmonton in facility design and securing of funding.	Engage Objective 16 Strategy v
2017-PM3	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?"

POST-SECONDARY AND RESEARCH SYSTEM GOAL:

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 university, the U of A 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.

- A new multi-year planning and accountability framework is helping promote transparency and inform evidence-based financial decisions across the university. The 2018-19 budget cycle was the first built on the multi-year framework.
- The U of A continues to monitor and track its progress towards the strategic goals identified in *For the Public Good*. These advances are shared publicly through Progress Overviews published three times per year.
- In September 2017, the U of A launched its brand journalism site: folio.ca. Folio combines journalistic writing with the experiences of U of A experts to better share the university's stories, findings, and impacts with audiences both local and global.
- The Faculty of Arts' new Academic Strategic Plan, *Change for Good*, positions its people for success in a changing world. With increasingly customizable programs and enriched educational experiences, the plan strives to support students as they undergo extraordinary transformations. It prepares them to build a stronger society, to shape a better world, and to create change for good.
- *Solving Global Problems Together* provides a new five-year roadmap for the Faculty of Agricultural, Life & Environmental Sciences. The strategic plan identifies three key goals:
 - Enhance the student experience
 - Increase connections to community
 - Turn science into solutions for the public good
- Amendments to Alberta's Public Interest Disclosure Act (PIDA) took effect March 1, 2018. In response, the U of A initiated updates to its PIDA procedure. No disclosures were reported in the past year.



NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE)

Each year, hundreds of institutions across North America, including more than 70 Canadian universities, participate in the survey. NSSE results provide a benchmark for comparisons between peer institutions. They also help to refine and expand targeted recruitment initiatives, and allow the university to assess the quality and impact of academic programs, experiential learning opportunities, and student services.

Highlights from the 2017 survey include the following:

- 82% of students evaluated their educational experience as *Good or Excellent*.
- 85% of students felt that their U of A experience helped them to become informed and active citizens.
- 84% of students reported participating in high-impact practices during their studies.
- The mean score of effective teaching practices at the U of A exceeds the U15 average.

5 New Strategic Plans

- Arts (Academic Strategic Plan)
- Pharmacy and Pharmaceutical Sciences (Advancement Strategic Plan)
- ALES (Faculty Strategic Plan)
- U of A Libraries (Strategic Priorities)
- Human Resource Services (Strategic Plan)

4 Faculty Reviews

- ALES (Quality Assurance)
- ALES (President's Visiting Committee)
- Medicine and Dentistry (President's Visiting Committee)
- Engineering (Campus Alberta Quality Council)

6 Departmental Reviews (Campus Alberta Quality Council)

- Music
- Psychiatry
- Biomedical Engineering
- Chemistry
- Drama
- English & Film Studies

REPORT ON 2017-20 CIP

PROGRESS IN RELATION TO ACCOUNTABILITY

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE (PER CIP) AND, IF APPLICABLE, REVISED COMPLETION DATE	PROGRESS MADE IN LAST 12 MONTHS / STATUS	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	A multi-campus strategy has been in development. 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	Budget and expenditure review is in progress. Communication plan is also in progress.	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	Measures in the University's CIP are aligned with those developed as a part of the accountability process in <i>For the Public Good</i> and to align with the university's annual reporting process to the Government of Alberta. Work was initiated to develop data collection tools.	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	Launched Folio.ca to tell the University's story to a wider audience and to increase sharing of data based evidence. The U of A participated in the national advocacy campaign for the Naylor Report in support of fundamental science.	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	The University instituted a multi-year planning framework to assist faculties, administrative portfolios and central administration with long-term planning, budgeting and accountability. The objective is to enhance the ability of the University, faculties and portfolios to achieve strategic goals, enable the effective leveraging of resources, achieve long-term institutional financial sustainability and ensure accountability at the institutional, faculty and portfolio levels.	Sustain Objective 22 Strategy ii

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE (PER CIP) AND, IF APPLICABLE, REVISED COMPLETION DATE	PROGRESS MADE IN LAST 12 MONTHS / STATUS	FOR THE PUBLIC GOOD ALIGNMENT
EXPECTED OUTCOMES				
2017-E01	Enables the University to satisfy accountability requirements and expectations for key stakeholder communities.	Ongoing	Measures in the University's CIP are aligned with those developed as a part of the <i>For the Public Good</i> accountability process and with the University's annual reporting process to the Alberta Government. This was deemed necessary in facilitating the University's success in addressing all its accountability requirements.	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	Instituted the University multi-year planning framework to assist faculties, administrative portfolios and central administration with long-term planning, budgeting and accountability.	Sustain Objective 22 Strategies ii and 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	<p>The University built upon its commitment to connect with stakeholders to show research impacts to community, to enable a culture of engagement through interdisciplinary and coordinated collaborations and to build and maintain relationships and partnerships among diverse community groups. The University gifted to the community the Evergreen Pond and The Circle, located on South Campus. Surrounded by tranquil land and purpose-built berms, the pond and the Circle will serve as programming spaces for the community to enjoy nature for years to come. As well, Canada 150 celebration at South Campus welcomed over 1000 visitors and 200 volunteers.</p> <p>The launch of folio.ca has increased community awareness as shown in its first seven months of existence where page views on stories have exceeded 550,000 - an increase of 55 per cent over the same time period last year.</p>	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.	2021	<p>Developed institutional Marketing and Communications strategies.</p> <p>As well, the University participated in the National Advocacy Campaign for the Naylor Report in support of fundamental science.</p>	Build Objective 6

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE (PER CIP) AND, IF APPLICABLE, REVISED COMPLETION DATE	PROGRESS MADE IN LAST 12 MONTHS / STATUS	FOR THE PUBLIC GOOD ALIGNMENT
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	Media mentions and reach have been increasing as seen below: Total Media Mentions: 2015: 41,795 2016: 47,660 2017: 50,278 Average Monthly Potential Media Reach: 2015: 3,155 million 2016: 3,427 million 2017: 4,223 million	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	This has been ongoing work to ensure clear, timely, evidence based communications.	Sustain Objective 22

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 18.74 percent, with the proportion for the undergraduate student body at 14.72 percent.

Enrolment details are presented in Appendix B.

COMMUNITY OUTREACH AND UNDERREPRESENTED LEARNERS

This past year, the U of A undertook a number of key activities in support of collaboration and the creation of strong networks with community partners to enhance access and pathways into learning. Some of these key activities are highlighted below.

- The University established an Equity, Diversity and Inclusion (EDI) Group. The EDI Group, which has wide institutional representation, began creating an institutional EDI plan that lays out priorities and initiatives to address the EDI themes of *For the Public Good*. These include ensuring that the institution is diverse, has an inclusive culture, and improves accessibility - ensuring that all students, and in particular under-represented individuals, have role-models and a diversity of perspectives as part of their educational journey.
- The University reinforced Indigenous student outreach and programming to find novel solutions that support the increased success of this group including:
 - New positions were created in the Office of the Registrar and the Office of the Dean of Students to implement a new system of student support linking the recruitment and enrolment process to existing student supports. These included an Assistant Dean for First Nations, Métis and Inuit students in the Dean of Students portfolio and a Manager of Indigenous Recruitment in the Office of the Registrar. Additionally, Indigenous scholars have been hired in eight different faculties and units. In October, the University brought together Indigenous alumni for a three-day reunion on North Campus to begin the work of forming a Chapter of Indigenous Alumni.
 - The University began the process of refining the Indigenous Strategic Plan.
 - A University Indigenous history course, that was launched this past year, is the most popular in Canada. With approximately 20,000 enrollees, this free online 12-module course called “Indigenous Canada” was designed to provide an Indigenous perspective and focuses on telling an Indigenous experience of Canada.
- The Faculty of Medicine and Dentistry developed, in conjunction with Health Sciences Council, truth and reconciliation curriculum and recruitment initiatives.
- The U of A was very pleased to recognize one of their Indigenous students and Rhodes Scholar, Billy-Ray Belcourt, who had his poetry book named one of the 10 best Canadian poetry books of 2017 by CBC.

To further enhance access and pathways into learning, the University has continued to build on its partnerships with Coursera to develop highly-engaging and rigorous versions of Massive Open Online Courses (MOOCs) for the general public, as well as, for-credit for U of A students and potentially for students in other institutions. The University now offers ten MOOCs, as outlined below:

- Dino 101
- Indigenous Canada
- Introduction to the Arctic: Climate
- Mountains 101
- Paleontology: Ancient Marine Reptiles
- Paleontology: Early Vertebrate Evolution
- Paleontology: Theropod Dinosaurs and the Origin of Birds
- Software Design & Architecture
- Understanding Video Games

The University also offers a specialization in Software Product Management as a MOOC.

INTERNATIONALIZATION

The University's international collaborations have continued 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 as highlighted below.

GLOBAL ENGAGEMENT

U of A programs enhance perspectives on challenging global issues and promote cross-cultural understanding and communication skills. These experiences equip students with the necessary knowledge and skills to be successful in an increasingly global environment. Many of these experiences are made possible through reciprocal agreements; 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:

- Enhanced experiential, internship and co-op experiences in international settings (including e3 in Berlin, Brazil, 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.
 - In 2016-17, 56 students from 11 faculties graduated with the Certificate and currently there are 312 students from all undergraduate faculties (except Medicine and Dentistry) enrolled and working to complete certificate requirements.
- Following Prime Minister Trudeau's visit to China in fall 2017, the Canadian government committed funding to the Canada Learning Initiative in China which the U of A leads. The initiative connects Canadian students with fully-funded study and work abroad opportunities in China with 60 U of A students participating in 2017 and 105 registered for 2018. The initiative is a consortium of top Canadian and Chinese universities, and since it was launched in 2016, the program has been supported by the Chinese Ministry of Education.
- Increased opportunities for U of A students to participate in shorter-duration international experiences, either as an integral component of academic courses or independently (including the Alternative Reading Week program in the Faculty of Agricultural, Life and Environmental Sciences).
- Multiple formal joint and double degree programs with partner institutions from around the world. Most of these programs are reciprocal and domestic students gain these opportunities only by U of A offering them to their international counterparts.

DIVERSITY

The presence of international students and foreign-trained experts 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 advances the University's global academic enterprise and objectives, and also enhances reputation, assisting with development of diversity in Alberta and Canada. In 2017-18, 14.7 percent of our undergraduate population and 34.8 percent of our graduate population were international students.

OFFSHORE PROGRAM DELIVERY

The following tables report core metrics for offshore program delivery, per the provincial Guidelines for Off-Shore Delivery of Alberta Post-Secondary Programs and Training. 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 partnerships with India, China, Germany, the United States, Mexico, and Brazil.
- 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 has a strong research partnership with China's top science and technology university, Tsinghua, that has grown significantly since the Sino-Canada Energy and Environment Research and Education Initiative was started in 2012. In April 2017, this collaboration was expanded to establish a Joint Research Centre for Future Energy and Environment, with an agreement signed during Premier Rachel Notley's mission to China. The Center will apply for significant funding from the Chinese government to support its activities, which include collaborative research projects to address the world's growing need for sustainable energy solutions. A successful joint research workshop was held at the U of A in fall 2017 and another one is planned for Beijing in fall 2018.

In December 2017, the U of A and East China Normal University (ECNU) signed an agreement to establish a Joint Institute of Advanced Science and Technology, together with Shanghai Zhangjiang Hi-Tech Park, focusing on physics, optics, and nanomaterials. There is significant financial investment and physical space provided by the Chinese side. As part of this collaboration, a joint research workshop was held in June 2017 at the U of A and another workshop was planned for June 2018 at ECNU.

The University also leads the Canada Learning Initiative in China, a consortium of top Canadian and Chinese universities that facilitates opportunities for Canadian students to study and work in China. Since it was launched in 2016, the program has been supported by the Chinese Ministry of Education, and following Prime Minister Trudeau's visit to China in fall 2017, the Canadian government also committed funding to the initiative.

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.



In September 2017, the University hosted a joint research workshop with 15 representatives from the Helmholtz Association of German Research Centres, including its president. The topics included future energy systems, health and life sciences, artificial intelligence, as well as precision medicine.

MEXICO

The University is working to support the Mexican government, Mexican universities, and the relevant corporate sector in Mexico with technological innovation and capacity building in the hydrocarbon sector. In 2017, three projects involving the U of A and Mexican partners were awarded roughly \$14.6 million by the Mexican government. Activities involve enterprising research, student engagement, and skills development.

INDIA



IC-IMPACTS (India-Canada Centre for Innovative Multidisciplinary Partnerships to Accelerate Community Transformation and Sustainability), a partnership with U of A and UBC, the University of Toronto, top Indian Institutes of Technology and other organizations in India, was originally awarded funding of \$13.8 million in 2012 by the Canadian government through its Network of Centres of Excellence. In 2017, the Canadian government extended the funding by \$8.4 million over three years, matched by the Indian government. IC-IMPACTS continues to focus on change for local communities in both India and Canada.

OTHER

The U of A is a member of the Worldwide Universities Network (WUN), a group of 23 universities spanning 13 countries on 6 continents. WUN creates opportunities for international collaboration with other top universities, including research, internships, and study abroad.

In spring 2017, President Turpin attended a WUN conference. As well, pre-conference activities related to the WUN Annual General Meeting were attended by U of A colleagues which:

- Facilitated a call for applications and internal selection for WUN Research Development Fund (RDF); supporting U of A applications to WUN RDF.
- Supported a successful application for WUN Sustainability funding for OPERA (\$35k) for major grant proposal application.

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. University of Alberta has hosted 4 scholars, 3 of whom have been from Syria, with a 5th scholar scheduled to arrive in September, 2018.

TABLE 15: INTERNATIONAL SHARED CREDENTIALS (DUAL/JOINT DEGREE) PROGRAMS

UALBERTA FACULTY	COUNTRY	FIELD OF STUDY	COURSES OFFERED (I.E., UALBERTA COURSES OFFERED ABROAD)	LEVEL OF STUDY	QUALIFICATION OFFERED (FULL OR PARTIAL)
Alberta School of Business	France	Business	N/A	Master's	MBA from U of A and MSc from EDHEC
Alberta School of Business	Germany	Business	N/A	Master's	MBA from UAlberta and MSc or MBA from WHU
Alberta School of Business	Japan	Business	N/A	Master's	MBA from each institution
ALES	Germany	Forestry, Forest Conservation, Environmental Science, Conservation Biology	N/A	Master's	MSc or Master of Forestry from U of A; degrees from other institutions vary
	UK				
	Finland				
Faculty of Arts	Germany	Arts	N/A	Doctoral	PhD from home institution with notation on parchment
Faculty of Education		Education			
Faculty of Science		Science			
Faculty of Education	South Korea	Education	N/A	Master's or doctoral	MA/MSc/MEd or PhD/EdD from both institutions with parchments noting the names of both institutions
Faculty of Engineering	France	Engineering	N/A	Master's	MSc from UAlberta and Dipl. of Ing. degree from INPL
Faculty of Kinesiology, Sport, and Recreation	South Korea	Kinesiology, Sport, and Recreation	N/A	Doctoral	PhD from each institution
Faculty of Pharmacy and Pharmaceutical Sciences	Brazil	Pharmacy	N/A	Master's or doctoral	MSc or PhD from each institution
Faculty of Science	Malaysia	Science	N/A	Doctoral	PhD from each institution
Faculty of Science	Brazil	Science	N/A	Doctoral	PhD from home institution with notation on parchment

TYPE OF OPERATION AND PRINCIPAL MODE OF DELIVERY	INSTITUTION	NUMBER OF STUDENTS FOR 2017/18* [UA students abroad]	NUMBER OF STUDENTS FOR 2017/18* [UA students in programs at UA]	NUMBER OF STUDENTS FOR 017/18* [students from abroad currently at UA for program]	"TYPE OF ACTIVITY (COURSES, RESEARCH, OR POSSIBILITY OF BOTH)"	OTHER NOTES
Dual degree; in person	EDHEC Business School	5	0	6	courses	
Dual degree; in person	WHU – Otto Beisheim School of Management	0	0	0	courses	
Dual degree; in person	Nagoya University of Commerce and Business (NUCB)	0	0	0	courses	
Dual degree; in person	Albert-Ludwigs-University (Freiburg)	3	3	3	both courses and research	"Master's programs leading to dual degrees in Forestry and Environmental Management (TRANSFORM-M)."
	Bangor University (Wales);	1	1	1		
	University of Eastern Finland	0	1	1		
Joint degree; in person	Ludwig-Maximilians-Universität München (LMU)	0	1	0	both courses and research	
		0	0	0	both courses and research	
		1	0	0	research	
Dual degree; in person	Seoul National University	0	0	1	both courses and research	
Dual degree; in person	University of Lorraine	0 (non-reciprocal)	0 (non-reciprocal)	7	both courses and research	Agreement for incoming students only
Dual degree; in person	Yonsei University	0	0	1	both courses and research	
Dual degree; in person	Universidade de Sao Paulo (USP)	1	0	0	research	
Dual degree; in person	Universiti Putra Malaysia (UPM)	0	0	1	research	
Joint degree; in person	Universidade Estadual de Campinas (Unicamp)	0	0	0	research	

TABLE 16: UNIVERSITY OF ALBERTA PROGRAMS DELIVERED OFFSHORE

MASTER OF FINANCIAL MANAGEMENT PROGRAM (ALBERTA SCHOOL OF BUSINESS)	
1. Country location	China
2. Field of study	Business
3. Courses offered (i.e., U of A courses offered abroad)	Introduction to Financial Management
	Investments
	Accounting for Managers
	Financial Statement Analysis
	Risk Management
	Fixed Income Management
	Corporate Finance
	Mergers and Acquisitions
	China Investment Banking
	International Finance
	History of Finance
	Capstone
4. Level of study	Master's
5. Qualification offered (full or partial)	Master of Financial Management
6. Type of operation and principal mode of delivery	U of A degree granted; Joint teaching with Xi'an Jiao Tong University, face to face (in person)
7. Name of international program partner	Xi'an Jiao Tong University
8. Number of students (heads and FLEs) for 2017-18	101 in MFM in English program; 28 in MFM in Mandarin program

Source: Alberta School of Business and Faculty of Graduate Studies and Research

CAPITAL PLAN

The 2017 Capital Plan was developed through the lens of the U of A being Alberta's largest and oldest post-secondary institution. More than 1.8 million square metres of complex facility inventory across five campuses ranges in age from more than 100-years-old to new.

The emphasis this year was acutely refined to addressing deferred maintenance and the functional renewal and repurposing of existing physical assets. Key to this was reviewing how under-used space could provide cost-effective opportunities for consolidation and repurposing while doing all we could to ensure maintenance investments were made with the fullest of information available.

CAPITAL PROJECTS

The University's capital projects remain strategically linked to the 2017-20 Comprehensive Institutional Plan goals and aligned with the Government of Alberta's post-secondary and research system's goals of accessibility, affordability, quality, coordination, and accountability.

The following capital investments remained focused on improved asset utilization and risk reduction related to the health, life, and safety of users of campus space.

PROJECT DESCRIPTION STATUS: EXPECTED COMPLETION 2017-18 STATUS

PROJECT	DESCRIPTION	STATUS	EXPECTED COMPLETION	2017/18 PROGRESS
Augustana – Science renewal (Phase 1)	Two labs plus a prep lab were renewed to address capacity, accessibility, and deferred maintenance.	Commenced May 2017	September 2017	Achieved.
Augustana – Science renewal (Phase 2 and 3)	Renewal projects to improve safety and functionality while reducing deferred maintenance.	2018 Buildings and Land Information Management System (BLIM) submission	TBD	Ready to proceed; awaiting funding.
Campus Saint-Jean – Science renewal	Renewal of six labs and support spaces accommodating an additional 192 undergraduate students.	Commenced May 2017	February 2018	Achieved.
Campus Saint-Jean – electrical upgrade	Renewal project to account for deferred maintenance and capacity exposure.	Funding determination within overall Infrastructure Maintenance Program (IMP) planning	2018	In design.
Maskwa House of Learning	Centre focused on indigenous students, faculty, and staff to provide an inclusive and supportive learning environment.	Pending philanthropic and government financial support	TBD	Ready to proceed; awaiting funding.
Dentistry-Pharmacy Building	Project restores and reuses a historically significant building allowing for greater administrative efficiencies. Reduces demand for outside leases freeing up space for learning and research priorities.	RFP for prime consultant (initial core and shell construction) has been issued	2022	Selective demolition and hazardous material abatement has commenced.
Faculty of Arts – renewal and repurposing	Multi-year renewal project.	Programming and preliminary design	TBD	In design; requires funding.
School of Business – renewal and construction	Plans for renewal and construction of new building to service planned growth.	Business case and functional programming	TBD	In design; requires funding.
North Campus electrical service expansion	Incorporate addition of future precinct large buildings.	2018 BLIM submission -	2020	Ready to proceed; awaiting funding.
Natural Resources Engineering – redevelopment	Convert floors to wet labs; convert fume hoods; and upgrade base building systems.	2018 BLIM submission	2019	Ready to proceed; awaiting funding.
Natural Resources Engineering Facility – engineering backfill	Planning to manage outcomes from backfill construction project	Planning	TBD	In design
UAlberta Botanic Garden - ECO Centre	To enhance program and garden entry	2018 BLIM submission	TBD	Ready to proceed; awaiting funding
Mechanical Engineering - renewal	Higher density development and reduction in deferred maintenance.	Programming review	TBD	In design
Medical Sciences Building – Phase 1	Replacing water systems serving laboratory functions	Construction underway	April 2018	Mechanical and electrical work, including demolition and installation of new cooling equipment, underway
Universiade Pavilion – building envelope	Renew building envelope to replace failing tiles markedly improving the building's energy efficiency.	2018 BLIM submission	TBD	Ready to proceed; awaiting funding
Cameron Library – building envelope	Renew building envelope given faulty connection and air barriers	2018 BLIM submission	TBD	Ready to proceed; awaiting funding

PROJECT	DESCRIPTION	STATUS	EXPECTED COMPLETION	2017/18 PROGRESS
South Campus Community Arenas / High Performance Research and Training Centre	In support of community and UAlberta programming	Concept planning Pending government financial support	2020	Completed business case, traffic management plan, parking plan and design \$20 million committed by the City of Edmonton \$22 million committed by donors Not approved for funding under the 2014 New Building Canada Fund

As a subset of the list above, in Budget 2016, the Government of Canada announced the Post-secondary Institutions Strategic Investment Fund (SIF) to enhance and modernize research and commercialization facilities. The U of A had 10 projects approved as follows:

SIF PROJECTS - APPROVED

PROJECT	GOVERNMENT OF CANADA (\$)	GOVERNMENT OF ALBERTA (\$)	UNIVERSITY OF ALBERTA (\$)	TOTAL (\$)
Electrical & Computer Engineering Research Facility	11,000,000	7,000,000	7,000,000	25,000,000
Chemistry - Lab Modernization/Renewal	8,485,307	7,040,500	7,266,340	22,792,147
Chemical Materials Engineering Building	9,886,000	7,000,000	5,114,000	22,000,000
Biological Sciences & Earth and Atmospheric Sciences	9,023,974	5,500,000	7,476,026	22,000,000
Innovation/Incubator Space	1,500,000	0	2,000,000	3,500,000
Research Network Infrastructure Upgrade	8,405,194	0	8,848,738	17,253,932
Augustana - Science Lab Renewal	1,093,100	0	2,247,551	3,340,651
Campus Saint Jean - Science Lab Renewal	1,308,540	0	2,298,598	3,607,138
Clinical Sciences Building	3,092,310	0	4,610,690	7,703,000
Medical Sciences Building	2,458,750	0	2,541,250	5,000,000
TOTAL	56,253,175	26,540,500	49,403,193	132,196,868

The Government of Canada announced an extension to the deadline to complete SIF projects. The U of A requested and received approval for one extension (Chemical Materials Engineering Building), which was scheduled for completion by July 31, 2018. All other projects were completed within the original April 30, 2018 project deadline and all were within budget.

OPERATIONS AND MAINTENANCE

Operating and maintaining U of A facilities is made possible almost exclusively through grant funding provided by the Government of Alberta. Ongoing funding, often referred to as 'lights-on funding', is used to offset basic operating costs such as utilities and day-to-day maintenance. Historically, lights-on funding has been adjusted in response to fluctuations in the quantity of supported infrastructure. Essentially, when a building was opened or closed, the lights-on funding would be adjusted accordingly. This adjustment was then permanently enshrined in U of A's overall grant allocation. However, the convention of providing incremental lights-on funding for new supported infrastructure was not included in Budget 2017 and, as such, operating and maintaining new building inventory, such as the Research and Collections Resource Facility, must be achieved within existing budgets.

The second element of maintenance funding is through the Government of Alberta's Infrastructure Maintenance Program (IMP). This grant, with its variable annual allocation, is generally meant to assist with maintaining the condition of facilities and related supported infrastructure to cover the cost of repairs, upgrades, maintenance to, and replacement of, building systems and major building components. The IMP budget can also assist in the cost of minor functional renovations and upgrading projects required to meet program delivery needs and are associated with deferred maintenance projects. While the main intent of IMP is to maintain and improve facility condition, there is an expectation that IMP-funded projects will reduce U of A's deferred maintenance liability.

While not an exhaustive list, the following types of work are not generally within the eligibility criteria for IMP funded projects:

- Routine maintenance, repair, or preventative maintenance normally funded by operational grants (lights-on funding)
- Repair, upgrade, or replacement of program delivery equipment or furniture
- Modification of facilities to accommodate programs or activities not within the U of A's direct mandate
- Residences, dining facilities, and parking facilities
- Window cleaning
- Routine maintenance (e.g. filters, duct cleaning, carpet cleaning, etc.)
- Painting projects
- Roadway, site development, and landscaping projects
- New IT software or installations

DEFERRED MAINTENANCE

Industry standards dictate an annual investment in the preventative maintenance of all building assets. The amount of investment depends on the complexity of the space and its usage patterns. For a post-secondary institution, the range of annual investment should range from 2% to 4% of a building's replacement value. Failing to continually invest in the long-term health of campus infrastructure can incur a deferred maintenance liability.

The U of A has adopted industry-standard metrics for calculating these liabilities by tracking and reporting against two elements. The first, deferred maintenance, consists of essential maintenance that was not performed when it should have; thus it is overdue. The second element consists of maintenance that must occur over the next five years in order to maintain critical building systems. Failure to address this maintenance will likely lead to it becoming deferred within five years.

SUPPORTED INFRASTRUCTURE (TEACHING, RESEARCH, AND ADMINISTRATION)

For the U of A, where the supported building replacement value is well in excess of \$6.5 billion, approximately \$163 million should be invested annually on maintenance. The most recent five-year average investment in maintenance has been \$22.8 million. As of December 2017, the deferred maintenance liability for supported infrastructure climbed to \$340 million with a five-year projection of \$891 million.

UNSUPPORTED INFRASTRUCTURE (RESIDENCES, DINING, AND PARKING)

ANCILLARY OPERATIONS

Because ancillary buildings are considered separately from supported infrastructure, no government support is available for maintenance, renewal, or replacement and, as such, must be entirely self-sufficient. The following capital projects were at varying stages throughout the reporting year:

PROJECT	DESCRIPTION	STATUS	EXPECTED COMPLETION	2017/18 PROGRESS
East Campus Village 9	To provide additional housing inventory to achieve targeted residential capacity	In construction	August 2018	Nearing substantial completion
Lister 5	To provide additional housing inventory to achieve targeted residential capacity	In construction	August 2018	Nearing substantial completion

IN SUPPORT OF ALBERTA'S CLIMATE LEADERSHIP PLAN

The 2017 Capital Plan highlighted several initiatives aimed at reducing U of A's carbon footprint in support of province-wide initiatives to reduce Alberta's carbon emissions and contribute to sustainability. Alberta's largest and most complex post-secondary campus

is the perfect environment within which cutting edge technologies can be developed, deployed, and refined to advance learning, research, and environmental objectives simultaneously.

CAMPUS AS A LIVING LAB

Recognizing that the U of A is on the cutting edge of environmental research and innovation, we often look within to identify new ways to reduce our environmental impact. For instance, our Campus as a Living Lab initiatives provide experiential learning opportunities to students and staff whereby sustainability-focused projects use U of A's grounds, buildings, biodiversity, and communities as a testing ground to develop sustainability solutions. Campus as a Living Lab connects the classroom and the real world, creating opportunities for solution-based teaching, research, and experience. For example:

Cameron Library - in collaboration with the Nasser School of Building Science and Engineering, students and researchers developed building information models of the structure, heating, and ventilation systems leading to the design of a dynamic solar façade and new building envelope. When implemented, the building's energy consumption will be reduced by half while demonstrating the use of an integrated solar photovoltaic and solar thermal energy storage system in a northern climate. This project is reliant on government funding.

Wind modeling - in collaboration with the Department of Mechanical Engineering, 3D computer models of campus buildings are being used to model wind speed, direction, and power density at the Donadeo Innovation Centre for Engineering. Normally studied on a single building in isolation, this work took an exciting step to model the surrounding built environment and found that wind patterns and strength at Donadeo's roof are, in fact, affected by the surrounding buildings. There are implications for this work in planning the built environment, determining the potential to harvest wind energy in an urban environment, and even in improving design of building exhaust stacks for better dispersion.

Multi-modal transportation planning - in collaboration with the Department of Earth and Atmospheric Sciences, urban and regional planning students are assessing the active transportation infrastructure, facilities, and culture at the U of A in pursuit of more safe, active, healthy, and sustainable campuses for students, staff, neighbours, and visitors.

Solar microgrid and energy storage - in collaboration with the Department of Electrical and Computer Engineering, a live solar photovoltaic installation on the Electrical and Computer Engineering Research Facility will be tied into the Future Smart Grid Technologies Lab. Live data will inform models of distributed renewable energy generation and storage and power grid energy management and efficiency.

ENERGY MANAGEMENT AND SUSTAINABLE OPERATIONS

Energy Management and Sustainable Operations (EMSO) leads and facilitates sustainability projects at the U of A. As above, often partnering with on-campus expertise, EMSO's goal is to be a catalyst for innovative thinking in the pursuit of U of A remaining a leader in sustainable operations.

Envision - U of A's energy management program. Combining "energy" and "vision", the program supports projects that:

- conserve water and reduce energy use on campus,
- introduce renewable energy technologies,
- renew campus infrastructure,
- create awareness about sustainability practices on campus.

Over five phases, Envision is investing \$35 million to prevent 30,000 tonnes of greenhouse gas emissions from entering our atmosphere each year. To date, U of A's energy management program has reduced greenhouse gas emissions on campus by more than 2.3 million tonnes and saved in excess of \$350 million in utility costs.

Watego: Proactive Water Protection - a campus-wide water conservation program that invests in water-saving technologies and fixture upgrades to generate savings used to fund subsequent installations. The first program of its kind in Canada, Watego is being phased across all campus infrastructure and, in one building alone, resulted in a 60 percent reduction in domestic water use, 78 percent reduction in steam for domestic water heating, and a \$3,300 saving in utility costs per year.

District Energy System - produces thermal energy at a central plant. U of A's district energy system includes a heating plant, two cooling plants, a thermal energy storage system, two electrical switching stations, and an extensive storm and sanitary system. More than ten kilometres of service corridors bring steam, electricity, natural gas, compressed air, and water (domestic, demineralized, and chilled) to the greater North Campus Area.

Owning and operating our own district energy system has many benefits, not the least of which is the release of far fewer emissions than conventional energy systems. The U of A's district energy system prevents approximately 60,000 tonnes of carbon dioxide emissions from entering our atmosphere each year. Owning our own utility is also cost effective as we are participants in Alberta's deregulated energy market. By managing our power production and natural gas purchases, we reduce operating costs for the U of A, Alberta Health Services, and the Government of Alberta - all of which are customers of the University's district energy system.

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 administration systems that support core institutional activities and enhancing the university experience by facilitating easier ways to get things done.

In support of these priorities, the U of A delivered the following major IT enhancements in 2017/18:

- Renegotiated contracts for institutional Internet access resulting in significant cost savings and increased bandwidth for faculty, staff and students.
- Upgraded the U of A's online learning environment to support innovative teaching and learning through enhanced functionality in eClass, the University's Learning Management System.
- Upgraded U of A's research infrastructure while reducing technical debt through the substantial completion of the \$17M Research Network Infrastructure Upgrade Federal Grant Program.
- Improved graduate and undergraduate admissions processes that significantly increased applications.
- Enhanced student experience through the automating of program advising and combining the admissions and residential application processes.
- Received the CUCCIO National award for collaboration for ShareIT a shared procurement model for Alberta post-secondary institutions.
- Contributed to the success of the Digital Library North project by provisioning and operating the IT infrastructure.
- Introduced Artificial Intelligence to the IST Service Desk through an AI enabled chatbot, allowing extended hours and more responsive service to routine requests.
- Expanded IT governance to include teaching and learning, and enhanced project management through the adoption of benefits and change management.
- Enhanced the University's cybersecurity and privacy protection through a range of measures including mobile device management and ongoing security reviews.

CONSOLIDATED FINANCIAL STATEMENT DISCUSSION AND ANALYSIS

PERIOD ENDED MARCH 31, 2018 (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 outcomes 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:

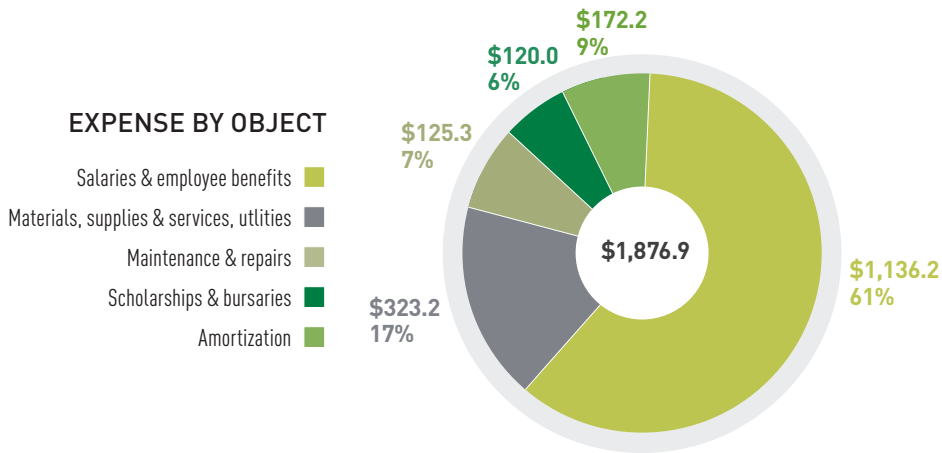
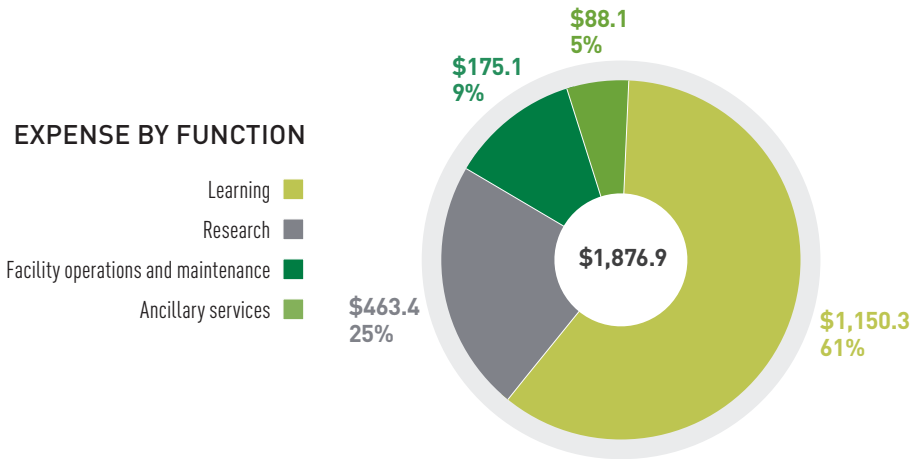
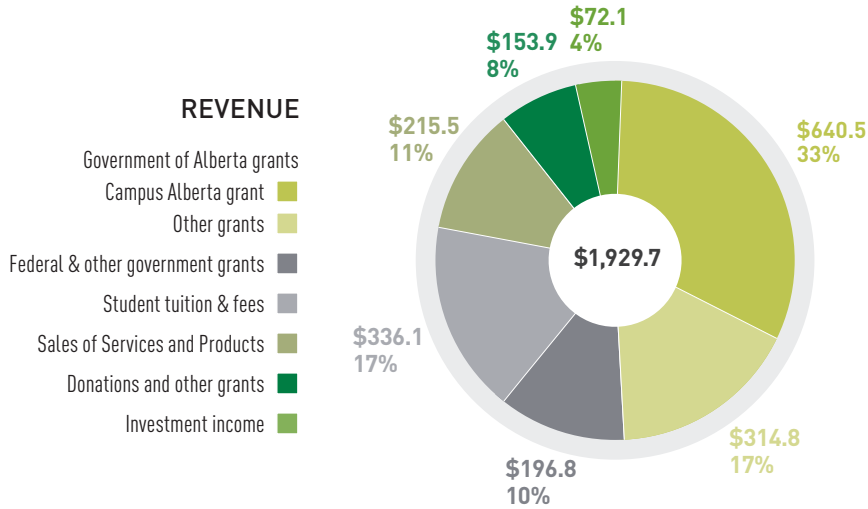
- Summary of Financial Results
- Revenue and Expense
- Capital Acquisitions
- Net Assets and Net Debt
- Areas of Significant Financial Risk

SUMMARY OF FINANCIAL RESULTS

The University ended the year with an annual surplus of \$106.0 million. Of this amount \$53.2 million are donations directed to endowments and endowment capitalized investment income and therefore are not available for spending. The annual operating surplus of \$52.8 million; 2.7% of total revenue (budget: \$16.4; 0.9% of total revenue) was primarily used for capital acquisitions and debt repayment. Capital acquisition expenditures include library resources, scientific equipment and computer hardware/software.

Net assets of \$2,005.8 million increased from the prior year (2017: \$1,873.2). The increase is mainly due to an increase in endowments and the annual operating surplus.

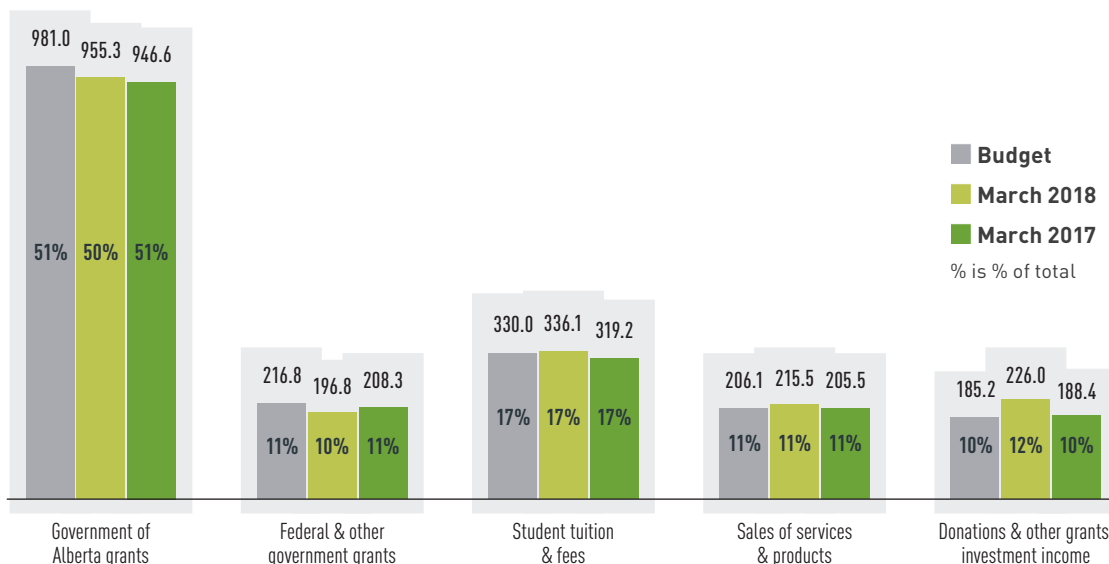
**CONSOLIDATED FINANCIAL STATEMENT DISCUSSION AND ANALYSIS
PERIOD ENDED MARCH 31, 2018 (IN MILLIONS OF DOLLARS)**



**CONSOLIDATED FINANCIAL STATEMENT DISCUSSION AND ANALYSIS
PERIOD ENDED MARCH 31, 2018 (IN MILLIONS OF DOLLARS)**

REVENUE

Total revenue for the year was \$1,929.7 million, an increase of \$61.7 million over the prior year and \$10.6 million (0.6%) more than budget.



Government of Alberta grants (GoA) represent the single largest source of funding for University activities at 50% of total revenue. The GoA increased the Campus Alberta grant (base operating grant) by 2%. Grants are less than budget as the GoA did not provide a tuition backfill grant to compensate for the tuition freeze. GoA grant funding for the Academic Medicine and Health Services Program (AMHSP) is less than budget as a portion of the overall AMHSP funding now comes from the Department of Medicine Practitioners Association (offset in other grants).

Federal and other government grants primarily support the university’s research activities. Grants are less than budget due to reclassification of donation funding (offset in donations) and medical trainee revenue (offset in sales of services).

Student tuition and fees budget has remained relatively unchanged from prior year. Tuition includes instructional fees, market modifiers, program differential fees and international student fees. The GoA has frozen tuition fees for the past three fiscal years and in November 2017 announced that the tuition freeze will be extended to 2019.

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 \$97.4 million, while other units generated sales of \$118.1 million. Sales revenue is more than budget mainly due to a reclassification of medical trainee revenue (offset in other government grants).

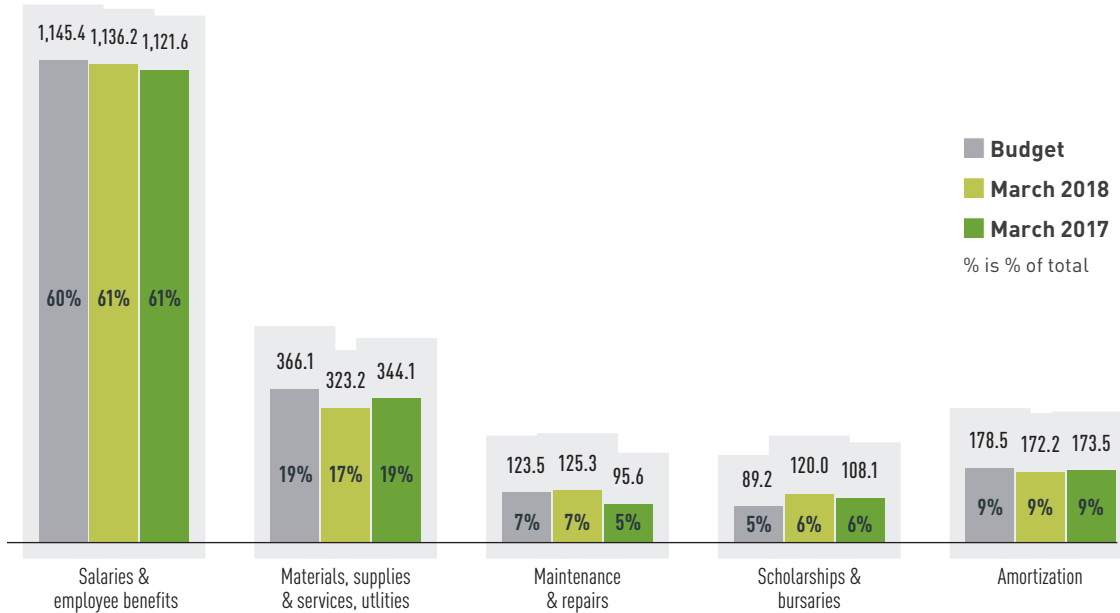
Donations and other grants support many university activities. Donations and other grants are more than budget due to the AMHSP funding flow change (offset in GoA) and donations received which were included in the other government grants budget.

Investment income is \$5.4 million more than budget. Investments fall into two categories, the University Endowment Pool (UEP) and the Non-Ended Investment Pool (NEIP). The UEP had a return of 8.0% (2017: 14.9% 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 2.9% (2017: 4.4% return).

**CONSOLIDATED FINANCIAL STATEMENT DISCUSSION AND ANALYSIS
PERIOD ENDED MARCH 31, 2018 (IN MILLIONS OF DOLLARS)**

EXPENSE

Total expense for the year was \$1,876.9 million, an increase of \$34.0 million over the prior year and \$25.8 million (1.4%) 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 due to the creation of a graduate research assistantship fellowship category which is now categorized as scholarships. This change occurred after the budget was finalized. Excluding this adjustment, salaries and benefits are on budget.

Materials, supplies and services, utilities are less than budget mainly due to lower than planned spending for materials, supplies and services. Utilities is lower than budget due to lower than budgeted utility rates.

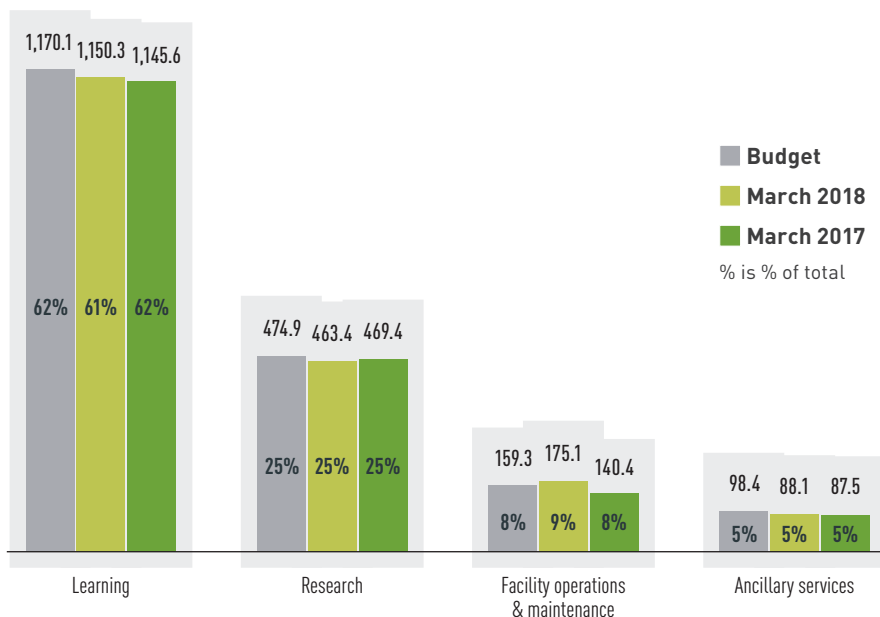
Maintenance and repairs is comparable to budget.

Scholarships and bursaries are more than budget, refer to salaries and employee benefits explanation.

Amortization is comparable to budget.

**CONSOLIDATED FINANCIAL STATEMENT DISCUSSION AND ANALYSIS
PERIOD ENDED MARCH 31, 2018 (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 comparable to budget.

Research activities expenses are funded by restricted grants and donations as well as internal funds designated for research related spending. This expense is comparable to budget.

Facility operations and maintenance represents the cost of maintaining university facilities and grounds. This expense is more than budget mainly due to additional funding, received from GoA Strategic Initiative Fund grants and the increase in the Infrastructure Maintenance Program grant.

Ancillary services include the university bookstore, parking services, utilities and student residences. Ancillary services are less than budget mainly due to the delay in planned maintenance projects for parking and residences.

CAPITAL ACQUISITIONS

The university expended \$197.9 million (2017: \$145.3) on construction and other tangible capital asset acquisitions.

The most significant construction and capital asset acquisitions in 2018 are:

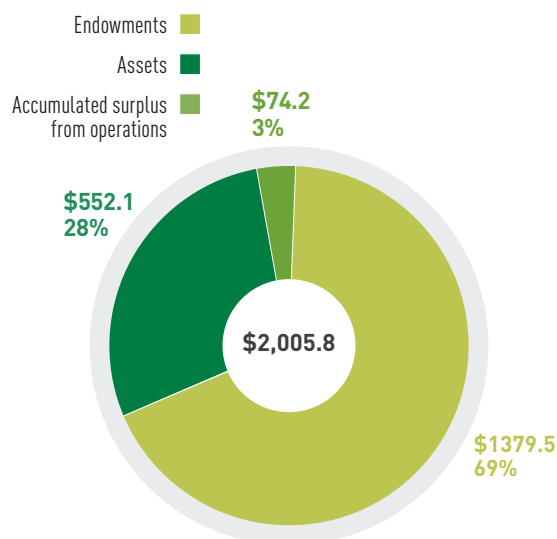
- Three new residence construction projects - Peter Lougheed Hall, East Campus Village and Lister Tower are funded by student rental revenue.
- Research and Collections Resource Facility - a new facility to replace the existing document storage site is funded from university resources.
- Aga Khan Garden at the UofA Botanic Garden is funded by donations.
- Various Strategic Investment Fund projects are funded by a combination of GoA grants and university resources.

CONSOLIDATED FINANCIAL STATEMENT DISCUSSION AND ANALYSIS PERIOD ENDED MARCH 31, 2018 (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 \$1,379.5 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 \$626.3 million in net assets, \$552.1 million represents funds invested in tangible capital assets.



	Accumulated (deficit) surplus from operations	Investment in tangible capital assets	Endowments	Total
Net assets, beginning of year	\$ (16.1)	\$ 585.0	\$ 1,304.3	\$ 1,873.2
Annual operating surplus	52.8	-	-	52.8
Endowments	(1.7)	-	54.9	53.2
Tangible capital assets	(1.4)	1.4	-	-
Tangible capital assets - new financing for residence construction expenditures, incurred in the prior year	34.3	(34.3)	-	-
Change in accumulated remeasurement gains	6.3	-	20.3	26.6
Increase (decrease)	90.3	(32.9)	75.2	132.6
Net assets, end of year	\$ 74.2	\$ 552.1	\$ 1,379.5	\$ 2,005.8

The change from accumulated deficit from operations to accumulated surplus is mainly due to the annual operating surplus (\$52.8) and mortgage financing received in the current year for tangible capital assets that were acquired last year (\$34.3). The university also transferred \$1.7 million from accumulated surplus to endowments, representing a bequest received in the year.

The increase in investment in tangible capital assets of \$1.4 million consists of additions (\$103.1) and debt repayments (\$12.9), less new financing (\$54.1) and amortization (\$60.4). A portion of new financing (\$34.3) was for prior year construction projects; financing

was deferred in order to secure a better interest rate. 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 (2018: \$38.1; 2017: \$36.8) 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 \$75.2 million is due to an increase in fair value (\$48.1), new donations (\$25.4) and a transfer of a bequest (\$1.7).

CONSOLIDATED FINANCIAL STATEMENT DISCUSSION AND ANALYSIS PERIOD ENDED MARCH 31, 2018 (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 \$213.5 million deficiency (2017: \$227.4). The deficiency can be mainly attributed to employee future benefit liabilities (2018: \$237.8; 2017: \$251.1) which include the Universities Academic Pension Plan (UAPP) (2018: \$141.7; 2017: \$157.6) and other benefit plans such as supplementary retirement, long-term disability and early retirement (2018: \$96.1; 2017: \$93.5). Net debt has decreased mainly due to 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 \$6.2 million and a 1% change to domestic tuition is \$1.9 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, 2018, based on actuarial assumptions, the University has recorded a UAPP employee future benefit liability of approximately \$142 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 \$45 million, a 1% increase in the salary escalation assumption would be an increase of approximately \$9 million, while a decrease of 0.25% in the discount rate assumption would lead to an increase of approximately \$23 million.

DEFERRED MAINTENANCE

As the largest and oldest post-secondary institution in the province, the University's deferred maintenance continues to increase and was estimated at approximately \$1 billion in 2017. 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 increase to the Infrastructure Maintenance Program grant (2018: \$34.9; 2017: \$23.6) which assisted in addressing the deferred maintenance priorities.

ANNUAL REPORT 2017-2018

APPENDIX A: AUDITED FINANCIAL STATEMENTS

STATEMENT OF MANAGEMENT RESPONSIBILITY YEAR ENDED MARCH 31, 2018

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, 2018 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 Committee. With the exception of the President, all members of the Audit Committee are not employees of the university. The Audit 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 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

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

INDEPENDENT AUDITOR'S REPORT

To the Board of Governors of the University of Alberta

Report on the Consolidated Financial Statements

I have audited the accompanying consolidated financial statements of the University of Alberta, which comprise the consolidated statement of financial position as at March 31, 2018, and the consolidated statements of operations, change in net financial assets, remeasurement gains and losses, and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Consolidated Financial Statements

Management is responsible for the preparation and fair presentation of these 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 consolidated financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

My responsibility is to express an opinion on these consolidated financial statements based on my audit. I conducted my audit in accordance with Canadian generally accepted auditing standards. Those standards require that I comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the consolidated financial statements 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 entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

Opinion

In my opinion, the consolidated financial statements present fairly, in all material respects, the financial position of the University of Alberta as at March 31, 2018, 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.

Original signed by W. Doug Wylie, FCPA, FCMA, ICD.D

W. Doug Wylie FCPA, FCMA, ICD.D
Auditor General

May 28, 2018
Edmonton, Alberta

UNIVERSITY OF ALBERTA
CONSOLIDATED STATEMENT OF FINANCIAL POSITION
AS AT MARCH 31, 2018
(thousands of dollars)

	Note	2018	2017
Financial assets excluding portfolio investments restricted for endowments			
Cash and cash equivalents	4	\$ 74,078	\$ 18,768
Portfolio investments - non-endowment	5	872,516	849,115
Accounts receivable		153,177	143,216
Inventories held for sale		2,340	2,642
		1,102,111	1,013,741
Liabilities			
Accounts payable and accrued liabilities		179,497	179,148
Employee future benefit liabilities	7	237,774	251,060
Debt	8	350,306	250,562
Deferred revenue	9	548,016	560,420
		1,315,593	1,241,190
Net debt excluding portfolio investments restricted for endowments		(213,482)	(227,449)
Portfolio investments - restricted for endowments	5	1,379,534	1,304,254
Net financial assets		1,166,052	1,076,805
Non-financial assets			
Tangible capital assets	10	2,732,029	2,710,920
Prepaid expenses		7,981	7,199
		2,740,010	2,718,119
Net assets before spent deferred capital contributions		3,906,062	3,794,924
Spent deferred capital contributions	11	1,900,241	1,921,756
Net assets		\$ 2,005,821	\$ 1,873,168
Net assets is comprised of:			
Accumulated surplus		\$ 1,729,849	\$ 1,623,869
Accumulated remeasurement gains		275,972	249,299
		\$ 2,005,821	\$ 1,873,168

Contingent assets and contractual rights (note 13 and 15)

Contingent liabilities and contractual obligations (note 14 and 16)

UNIVERSITY OF ALBERTA
CONSOLIDATED STATEMENT OF OPERATIONS
YEAR ENDED MARCH 31, 2018
(thousands of dollars)

	Note	Budget (Note 18)	2018	2017
Revenue				
Government of Alberta grants	19	\$ 980,958	\$ 955,344	\$ 946,630
Federal and other government grants	19	216,832	196,782	208,276
Student tuition and fees		329,954	336,129	319,181
Sales of services and products		206,144	215,471	205,509
Donations and other grants		116,989	153,900	119,451
Investment income		68,196	72,098	68,924
		1,919,073	1,929,724	1,867,971
Expense				
Learning		1,170,107	1,150,308	1,145,558
Research		474,856	463,422	469,436
Facility operations and maintenance		159,329	175,062	140,411
Ancillary services		98,363	88,132	87,489
		1,902,655	1,876,924	1,842,894
Annual operating surplus		16,418	52,800	25,077
Endowment contributions		18,630	25,440	31,996
Endowment capitalized investment income		-	27,740	26,277
		18,630	53,180	58,273
Annual surplus		35,048	105,980	83,350
Accumulated surplus, beginning of year		1,623,869	1,623,869	1,540,519
Accumulated surplus, end of year	12	\$ 1,658,917	\$ 1,729,849	\$ 1,623,869

UNIVERSITY OF ALBERTA
CONSOLIDATED STATEMENT OF CHANGE IN NET FINANCIAL ASSETS
YEAR ENDED MARCH 31, 2018
(thousands of dollars)

	Budget (Note 18)	2018	2017
Annual surplus	\$ 35,048	\$ 105,980	\$ 83,350
Acquisition of tangible capital assets, net of proceeds on disposals	(185,304)	(197,691)	(142,280)
Amortization of tangible capital assets	178,519	172,139	173,556
Loss on disposal of tangible capital assets	-	4,443	3,356
	(6,785)	(21,109)	34,632
Change in prepaid expenses	1,122	(782)	1,318
Change in spent deferred capital contributions	(36,295)	(21,515)	(70,684)
Change in remeasurement gains and losses	-	26,673	112,493
(Decrease) increase in net financial assets	(6,910)	89,247	161,109
Net financial assets, beginning of year	1,076,805	1,076,805	915,696
Net financial assets, end of year	\$ 1,069,895	\$ 1,166,052	\$ 1,076,805

UNIVERSITY OF ALBERTA
CONSOLIDATED STATEMENT OF REMEASUREMENT GAINS AND LOSSES
YEAR ENDED MARCH 31, 2018
(thousands of dollars)

	Note	2018	2017
Accumulated remeasurement gains, beginning of year		\$ 249,299	\$ 136,806
Unrealized gains attributable to:			
Portfolio investments - non-endowment:			
Quoted in an active market		11,509	19,157
Designated at fair value		3,160	7,502
Portfolio investments - restricted for endowments:			
Quoted in an active market		61,838	126,099
Designated at fair value		7,681	17,074
Amounts reclassified to consolidated statement of operations:			
Portfolio investments - non-endowment:			
Quoted in an active market		(7,177)	(7,120)
Designated at fair value		(1,220)	(639)
Portfolio investments - restricted for endowments:			
Quoted in an active market		(43,691)	(43,667)
Designated at fair value		(5,427)	(5,913)
Net change for the year		26,673	112,493
Accumulated remeasurement gains, end of year	12	\$ 275,972	\$ 249,299
Accumulated remeasurement gains is comprised of:			
Portfolio investments - non-endowment		\$ 43,363	\$ 37,091
Portfolio investments - restricted for endowments		232,609	212,208
		\$ 275,972	\$ 249,299

UNIVERSITY OF ALBERTA
CONSOLIDATED STATEMENT OF CASH FLOWS
YEAR ENDED MARCH 31, 2018
(thousands of dollars)

	2018	2017
Operating transactions		
Annual surplus	\$ 105,980	\$ 83,350
Add (deduct) non-cash items:		
Amortization of tangible capital assets	172,139	173,556
Expended capital recognized as revenue	(111,753)	(114,315)
Gain on sale of portfolio investments	(57,515)	(57,339)
Loss on disposal of tangible capital assets	4,443	3,356
Decrease in employee future benefit liabilities	(13,286)	(8,040)
Change in non-cash items	(5,972)	(2,782)
Increase in accounts receivable	(9,961)	(11,653)
Decrease in inventories held for sale	302	683
Increase in accounts payable and accrued liabilities	349	4,177
(Decrease) increase in deferred revenue	(12,404)	50,692
(Increase) decrease in prepaid expenses	(782)	1,318
Cash provided by operating transactions	77,512	125,785
Capital transactions		
Acquisition of tangible capital assets, net of proceeds on disposals	(194,994)	(139,358)
Cash applied to capital transactions	(194,994)	(139,358)
Investing transactions		
Purchases of portfolio investments	(351,972)	(385,980)
Proceeds on sale of portfolio investments	337,479	360,771
Cash applied to investing transactions	(14,493)	(25,209)
Financing transactions		
Debt repayment	(13,956)	(13,750)
Debt - new financing	113,700	17,500
Increase in spent deferred capital contributions, less in kind donations	87,541	40,709
Cash provided by financing transactions	187,285	44,459
Increase in cash and cash equivalents	55,310	5,677
Cash and cash equivalents, beginning of year	18,768	13,091
Cash and cash equivalents, end of year	\$ 74,078	\$ 18,768

UNIVERSITY OF ALBERTA
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2018
(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
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.

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.

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.

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

YEAR ENDED MARCH 31, 2018

(thousands of dollars)

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 and materials 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.

(e) Inventories held for sale

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

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2018
(thousands of dollars)

(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	3 - 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.

(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.

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.

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2018
(thousands of dollars)

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) (7.69% interest) - a joint venture with twelve 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, 2018
(thousands of dollars)

(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) Future accounting changes

In June 2015, the Public Sector Accounting Board issued PS 3430 Restructuring transactions. This accounting standard is effective for fiscal years starting on or after April 1, 2018. Restructuring transactions defines a restructuring transaction and establishes standards for recognizing and measuring assets and liabilities transferred in a restructuring transaction.

In March 2018, the Public Sector Accounting Board approved 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.

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 standards from April 1, 2017:

- PS 2200 - Related party disclosures defines a related party and identifies disclosures for related parties and related party transactions, including key management personnel and close family members.
- PS 3420 - Inter-entity transactions establishes standards on how to account for and report transactions between public sector entities that comprise a government's reporting entity from both a provider and recipient perspective.
- PS 3210 - Assets provides guidance for applying the definition of assets set out in PS 1000, Financial statement concepts, and establishes general disclosure standards for assets.
- PS 3320 - Contingent assets defines and establishes disclosure standards for contingent assets.
- PS 3380 - Contractual rights defines and establishes disclosure standards for contractual rights.

The effect of adopting these standards results in changing disclosure of Note 2, Note 13, Note 15, and Note 17.

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2018
(thousands of dollars)

4. Cash and cash equivalents

	2018	2017
Cash	\$ 11,697	\$ 3,789
Money market funds	62,381	14,979
	\$ 74,078	\$ 18,768

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

	2018	2017
Portfolio investments - non-endowment	\$ 872,516	\$ 849,115
Portfolio investments - restricted for endowments	1,379,534	1,304,254
	\$ 2,252,050	\$ 2,153,369

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

	2018				2017			
	Level 1 ⁽¹⁾	Level 2 ⁽²⁾	Level 3 ⁽³⁾	Total	Level 1	Level 2	Level 3	Total
Cash and money market funds	\$ 23,857	\$ 531,274	\$ 385	\$ 555,516	\$ 25,923	\$ 537,363	\$ 403	\$ 563,689
Canadian government and corporate bonds	-	266,520	-	266,520	-	244,609	-	244,609
Canadian equity	304,714	-	-	304,714	374,432	-	-	374,432
Foreign equity	952,767	-	-	952,767	791,130	-	-	791,130
Private equity	-	-	57,661	57,661	-	-	39,970	39,970
Pooled hedge funds	-	30,552	-	30,552	-	52,064	-	52,064
Real estate funds	-	-	83,277	83,277	-	-	80,689	80,689
	1,281,338	828,346	141,323	2,251,007	1,191,485	834,036	121,062	2,146,583
Other at amortized cost				1,043				6,786
	\$ 1,281,338	\$ 828,346	\$ 141,323	\$ 2,252,050	\$ 1,191,485	\$ 834,036	\$ 121,062	\$ 2,153,369

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, 2018, the average effective yields and the terms to maturity are as follows:

- Money market funds: 1.49% (2017 - 1.09%); term to maturity: less than one year.
- Canadian government and corporate bonds: 1.98% (2017 - 1.19%); 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:

	2018	2017
Balance, beginning of year	\$ 121,062	\$ 99,907
Unrealized gains	6,587	531
Purchases	22,760	35,432
Proceeds on sale	(9,086)	(14,808)
	\$ 141,323	\$ 121,062

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2018
(thousands of dollars)

6. 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, 2018, if market prices had a 5.1% (2017 - 5.2%) increase or decrease, with all other variables held constant, the increase or decrease in accumulated remeasurement gains for the year would be \$70,356 (2017 - \$67,821).

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	\$ 1,056,146	\$ (26,404)	\$ (10,561)	\$ 10,561	\$ 26,404

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) 75.9% (2017 - 59.2%); R-1(mid) 24.1% (2017 - 40.8%).
- Bonds: AAA 86.6% (2017 - 85.3%); AA 11.4% (2017 - 12.5%); A 1.8% (2017 - 2.0%); not rated 0.2% (2017 - 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 2018, the line of credit was not drawn upon (2017 - not drawn upon).

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 0.3%, and all variables are held constant, the potential loss in fair value to the university would be approximately \$2,995 of total investments (2017 - \$2,968). Interest rate risk on the university's debt is managed through fixed rate agreements with Alberta Capital Finance Authority (note 8).

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	-	-	1.5
Canadian government and corporate bonds	-	64.8	35.2	2.0

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2018
(thousands of dollars)

7. Employee future benefit liabilities

	2018			2017		
	Academic staff	Support staff	Total	Academic staff	Support staff	Total
Universities Academic Pension Plan	\$ 141,695	\$ -	\$ 141,695	\$ 157,557	\$ -	\$ 157,557
Long-term disability	7,122	24,441	31,563	7,211	21,710	28,921
Early retirement	-	26,325	26,325	-	26,404	26,404
SRP (defined contribution)	25,805	-	25,805	22,339	-	22,339
SRP (defined benefit)	7,785	-	7,785	9,694	-	9,694
Administrative/professional leave	2,715	-	2,715	3,916	-	3,916
General illness	1,018	868	1,886	1,387	842	2,229
	\$ 186,140	\$ 51,634	\$ 237,774	\$ 202,104	\$ 48,956	\$ 251,060

(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, 2018, resulting in a UAPP deficit of \$446,722 (2017 - \$763,861) consisting of a pre-1992 deficit of \$735,624 and a post-1991 surplus of \$288,902. 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% (2017 - 1.25%) of salaries by the Government of Alberta. Employees and employers equally share the balance of the contributions of 2.90% (2017 - 3.54%) of salaries required to eliminate the unfunded deficit by December 31, 2043. The Government of Alberta's obligation for the future additional contributions is \$244,241 at March 31, 2018.

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, 2018. 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).

Early retirement

The early retirement benefits for support staff include a bridge benefit (2018 - \$19,209; 2017 - \$19,511) and a retirement allowance (2018 - \$7,116; 2017 - \$6,893). An actuarial valuation of these benefits was carried out as at March 31, 2018. 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, 2018. 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, 2018.

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2018
(thousands of dollars)

7. Employee future benefit liabilities (continued)

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

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

	2018				2017			
	UAPP	LTD, GI ⁽¹⁾	Early retirement ⁽¹⁾	SRP, leave ⁽¹⁾	UAPP	LTD, GI ⁽¹⁾	Early retirement ⁽¹⁾	SRP, leave ⁽¹⁾
Expense								
Current service cost	\$ 44,080	\$ 18,904	\$ 845	\$ 754	\$ 42,135	\$ 16,393	\$ 1,019	\$ 1,066
Interest cost, net of earnings	7,740	1,897	856	570	9,222	1,735	1,055	656
Amortization of actuarial (gains) losses	(3,842)	671	(552)	140	(2,609)	376	(280)	(455)
	\$ 47,978	\$ 21,472	\$ 1,149	\$ 1,464	\$ 48,748	\$ 18,504	\$ 1,794	\$ 1,267
Liability								
Accrued benefit obligation								
Balance, beginning of year	\$ 1,147,756	\$ 33,766	\$ 19,202	\$ 14,048	\$ 1,071,971	\$ 30,317	\$ 23,099	\$ 14,326
Current service cost	44,080	18,904	845	754	42,135	16,393	1,019	1,066
Interest cost	69,987	1,897	856	570	65,463	1,735	1,055	656
Benefits paid	(50,780)	(19,173)	(1,228)	(4,575)	(46,125)	(16,374)	(1,354)	(2,832)
Actuarial (gains) losses	(9,211)	3,986	4,535	(379)	14,312	1,695	(4,617)	832
Balance, end of year	1,201,832	39,380	24,210	10,418	1,147,756	33,766	19,202	14,048
Plan assets	(1,152,028)	-	-	-	(1,030,922)	-	-	-
Plan deficit	49,804	39,380	24,210	10,418	116,834	33,766	19,202	14,048
Unamortized actuarial gains (losses)	91,891	(5,931)	2,115	82	40,723	(2,616)	7,202	(438)
Accrued benefit liability	\$ 141,695	\$ 33,449	\$ 26,325	\$ 10,500	\$ 157,557	\$ 31,150	\$ 26,404	\$ 13,610

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

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

	2018			2017		
	UAPP	SRP, leave	LTD, GI, early retirement	UAPP	SRP, leave	LTD, GI, early retirement
	%	%	%	%	%	%
Accrued benefit obligation						
Discount rate	6.0	4.3	4.3	6.0	4.4	4.4
Long-term average compensation increase	3.0	3.0	3.0	3.0	2.0	3.0
Benefit cost						
Discount rate	6.0	4.4	4.3	6.0	4.5	4.4
Long-term average compensation increase	3.0	2.0	3.0	3.0	2.0	3.0
Alberta inflation (long-term)	2.0	1.3	2.0	2.0	2.2	2.0
Estimated average remaining service life	10.6 yrs	Note ⁽¹⁾	1 - 13 yrs	10.8 yrs	Note ⁽¹⁾	1 - 14 yrs

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

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2018
(thousands of dollars)

7. Employee future benefit liabilities (continued)

(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 \$32,915 (2017 - \$32,769).

An actuarial valuation of the PSPP was carried out as at December 31, 2016 and was then extrapolated to December 31, 2017. At December 31, 2017, the PSPP reported an actuarial surplus of \$1,275,843 (2016 - surplus of \$302,975). For the year ended December 31, 2017 PSPP reported employer contributions of \$363,748 (2016 - \$350,083). For the 2017 calendar year, the university's employer contributions were \$33,572 (2016 calendar year - \$32,256).

(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 \$3,466 (2017 - \$4,068).

8. Debt

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

	Maturity Date	Interest rate %	2018	2017
Collateral				
Title to land, building	August 2024 - March 2048	2.815 - 6.000	\$ 199,477	\$ 129,565
Cash flows from facility	May 2020 - December 2047	4.814 - 6.250	47,126	49,988
General Security Agreement	December 2028 - June 2042	2.420 - 3.623	86,850	50,959
None	March 2019 - September 2036	2.599 - 5.353	16,853	20,050
Balance, end of year			\$ 350,306	\$ 250,562

Interest expense on debt recognized in these consolidated financial statements is \$10,538 (2017 - \$9,585).

Land and buildings pledged as collateral have a net book value of \$296,150 (2017 - \$239,294).

Principal and interest payments are as follows:

	Principal	Interest	Total
2019	\$ 14,509	\$ 13,408	\$ 27,917
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
Thereafter	276,174	102,899	379,073
	\$ 350,306	\$ 163,650	\$ 513,956

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2018
(thousands of dollars)

9. Deferred revenue

	2018			2017	
	Unspent externally restricted grants and donations	Student tuition and other revenue	Total	Total	Total
Balance, beginning of year	\$ 534,448	\$ 25,972	\$ 560,420	\$ 509,728	
Net change for the year					
Grants, donations, endowment spending allocation and tuition	581,152	345,008	926,160	957,298	
Transfers to spent deferred capital contributions	(90,238)	-	(90,238)	(43,631)	
Recognized as revenue	(507,425)	(340,901)	(848,326)	(862,975)	
Net change for the year	(16,511)	4,107	(12,404)	50,692	
Balance, end of year	\$ 517,937	\$ 30,079	\$ 548,016	\$ 560,420	

10. Tangible capital assets

	2018					2017	
	Buildings and utilities	Equipment, furnishings and systems	Learning resources	Land	Total	Total	Total
Cost							
Beginning of year	\$ 3,485,283	\$ 1,331,763	\$ 429,694	\$ 83,957	\$ 5,330,697	\$ 5,229,985	
Acquisitions	125,577	49,430	22,783	70	197,860	145,275	
Disposals	-	(144,197)	-	-	(144,197)	(44,563)	
	3,610,860	1,236,996	452,477	84,027	5,384,360	5,330,697	
Accumulated amortization							
Beginning of year	1,253,947	1,049,628	316,202	-	2,619,777	2,484,433	
Amortization expense	84,307	67,143	20,689	-	172,139	173,556	
Disposals	-	(139,585)	-	-	(139,585)	(38,212)	
	1,338,254	977,186	336,891	-	2,652,331	2,619,777	
Net book value, March 31, 2018	\$ 2,272,606	\$ 259,810	\$ 115,586	\$ 84,027	\$ 2,732,029	\$ 2,710,920	
Net book value, March 31, 2017	\$ 2,231,336	\$ 282,135	\$ 113,492	\$ 83,957	\$ 2,710,920		

Included in buildings and utilities is \$149,114 (2017 - \$107,711) 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 \$2,697 (2017 - \$2,922).

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.

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2018
(thousands of dollars)

11. 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.

	2018	2017
Balance, beginning of year	\$ 1,921,756	\$ 1,992,440
Net change for the year		
Transfers from unspent externally restricted grants and donations	90,238	43,631
Expended capital recognized as revenue	(111,753)	(114,315)
Net change for the year	(21,515)	(70,684)
Balance, end of year	\$ 1,900,241	\$ 1,921,756

12. Net assets

	2018				2017			
	Accumulated (deficit) surplus from operations	Investment in tangible capital assets	Endowments	Total	Accumulated deficit from operations	Investment in tangible capital assets	Endowments	Total
Net assets, beginning of year	\$ (16,066)	\$ 584,980	\$ 1,304,254	\$ 1,873,168	\$ (23,782)	\$ 551,391	\$ 1,149,716	\$ 1,677,325
Annual operating surplus	52,800	-	-	52,800	25,077	-	-	25,077
Endowments								
New donations	-	-	25,440	25,440	-	-	31,996	31,996
Capitalized investment income	-	-	27,740	27,740	-	-	26,277	26,277
Transfer to endowments	(1,699)	-	1,699	-	(2,672)	-	2,672	-
Tangible capital assets								
Acquisitions	(103,063)	103,063	-	-	(97,494)	97,494	-	-
Debt repayment	(12,864)	12,864	-	-	(10,551)	10,551	-	-
Debt - new financing	88,394	(88,394)	-	-	15,215	(15,215)	-	-
Amortization	60,386	(60,386)	-	-	59,241	(59,241)	-	-
Change in accumulated remeasurement gains	6,272	-	20,401	26,673	18,900	-	93,593	112,493
Net assets, end of year	\$ 74,160	\$ 552,127	\$ 1,379,534	\$ 2,005,821	\$ (16,066)	\$ 584,980	\$ 1,304,254	\$ 1,873,168

Net assets is comprised of:

Accumulated surplus	\$ 30,797	\$ 552,127	\$ 1,146,925	\$ 1,729,849	\$ (53,157)	\$ 584,980	\$ 1,092,046	\$ 1,623,869
Accumulated remeasurement gains ⁽¹⁾	43,363	-	232,609	275,972	37,091	-	212,208	249,299
	\$ 74,160	\$ 552,127	\$ 1,379,534	\$ 2,005,821	\$ (16,066)	\$ 584,980	\$ 1,304,254	\$ 1,873,168

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

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2018
(thousands of dollars)

13. 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.

14. 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.

15. 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
2019	\$ 1,890	\$ 1,279	\$ 3,169
2020	1,573	1,262	2,835
2021	1,222	1,256	2,478
2022	957	1,250	2,207
2023	527	1,220	1,747
Thereafter	140	5,990	6,130
	\$ 6,309	\$ 12,257	\$ 18,566
Total at March 31, 2017	\$ 8,320	\$ 13,463	\$ 21,783

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2018
(thousands of dollars)

16. 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
2019	\$ 97,906	\$ 86,836	\$ 4,312	\$ 189,054
2020	39,753	32,652	3,010	75,415
2021	30,521	10,845	2,352	43,718
2022	27,914	3,632	1,720	33,266
2023	34,675	360	1,656	36,691
Thereafter	-	-	4,397	4,397
	\$ 230,769	134,325	\$ 17,447	\$ 382,541
Total at March 31, 2017	\$ 190,351	\$ 139,566	\$ 19,023	\$ 348,940

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 five contracts (2017 - six contracts) with expenditures totaling \$33,683 (2017 - \$44,032) expire over the next four years.
 - Effective August 1, 2015, the university entered into an agreement with an external party for dining and catering services. The agreement has two years remaining with a total estimated cost of \$24,267 (2017 - \$34,667).
 - 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 three years remaining with a cost of \$10,125 (2017 - \$14,625). The second agreement, effective July 1, 2017 for application management services, has two years remaining with a cost of \$4,057 (2017 - \$1,125, three months remaining).
 - Effective August 1, 2017, the university entered into an agreement with an external party for custodial services. The agreement has two years remaining with a cost of \$12,960 (2017 - \$3,000, four months remaining).
- (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, 2017, CURIE had an accumulated surplus of \$81,232 (2016 - \$84,907), of which the university's pro rata share is approximately 7.33% (2017 - 7.23%). This accumulated surplus is not recognized in the consolidated financial statements.

17. Related parties

The university's accounts are consolidated with the Government of Alberta and is therefore related to all organizations within that government reporting entity. Related parties also include key management personnel (KMP), and their close family members, of the university. 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.

18. Budget

The university's 2017-18 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 2017-18 Comprehensive Institutional Plan.

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2018
(thousands of dollars)

19. Government transfers

	2018	2017
Government of Alberta grants		
Advanced Education - Campus Alberta grant	\$ 640,512	\$ 628,276
Advanced Education - other grants	112,116	128,775
Economic Development and Trade	83,569	61,019
Alberta Health Services - Academic Medicine and Health Services Program	45,648	-
Alberta Health Services - other grants	5,234	9,448
Health - other grants	22,497	23,940
Health - Academic Alternative Relationship Plans	-	73,000
Other departments and agencies	13,716	10,725
	923,292	935,183
Expended capital recognized as revenue	67,270	71,351
Deferred revenue	(35,218)	(59,904)
	\$ 955,344	\$ 946,630
Federal and other government grants		
Natural Sciences and Engineering Research Council	\$ 53,132	\$ 52,002
Canadian Institutes of Health Research	34,521	36,604
Social Sciences and Humanities Research Council	28,044	27,774
Canada Research Chairs	13,352	17,077
Canada Foundation for Innovation	10,896	14,091
Other	47,382	40,704
	187,327	188,252
Expended capital recognized as revenue	20,122	18,895
Deferred revenue	(10,667)	1,129
	\$ 196,782	\$ 208,276

The university holds \$6,180 (2017 - \$6,347) on behalf of Government of Alberta agencies and \$3,572 (2017 - \$5,492) on behalf of federal and other government agencies. These amounts are not recognized in the university's consolidated financial statements.

20. Expense by object

	2018 Budget (Note 18)	2018	2017
Salaries	\$ 962,800	\$ 944,064	\$ 938,672
Employee benefits	182,605	192,156	182,949
Materials, supplies and services	311,281	270,994	294,276
Maintenance and repairs	123,490	125,318	95,561
Scholarships and bursaries	89,160	120,039	108,066
Utilities	54,800	52,214	49,814
Amortization of tangible capital assets	178,519	172,139	173,556
	\$ 1,902,655	\$ 1,876,924	\$ 1,842,894

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2018
(thousands of dollars)

21. Salaries and employee benefits

	2018							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	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) ⁽³⁾	313	22	40	-	14	23	412	
Vice-President (Advancement)	375	9	41	-	26	35	486	
2017								
	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	48	25	65	91	824	
Provost and Vice-President (Academic) ⁽¹¹⁾	415	-	41	-	37	-	493	
Vice-President (Research)	520	-	7	115	-	104	746	
Vice-President (Facilities and Operations) ⁽⁴⁾	425	5	43	64	13	41	591	
Vice-President (Finance and Administration) ⁽⁴⁾	442	5	44	85	16	46	638	
Vice-President (University Relations) ⁽³⁾	313	40	45	50	-	38	486	
Vice-President (Advancement)	375	9	42	-	24	33	483	

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

(2) In 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 2017, two individuals held this position. The interim Vice-President (University Relations) did not participate in any executive benefit programs until becoming Vice-President (University Relations) in July 2017.

(4) In 2017, two individuals held this position.

(5) Base salary includes pensionable base pay for all executive. In 2017, certain base salary amounts also include a retroactive salary settlement and a reduction for the optional personal leave program (days off without pay).

(6) Other cash benefits include academic executive allowances, performance pay, market supplements, car allowances, honoraria 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, forgivable housing loans, reimbursement for legal fees and club dues.

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2018
(thousands of dollars)

21. Salaries and employee benefits (continued)

⁽⁸⁾ Under the terms of the Defined Benefit Supplementary Retirement Plan (DB SRP), the executive may receive supplemental payments. Retiree arrangement costs as detailed below are not cash payments in the period but are period expenses for the rights to future compensation. Costs show 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 obligation 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:

	2017		2018			
	Years of eligible University of Alberta service	Accrued benefit obligation	Service costs	Interest and other costs	Actuarial (gain) loss	Accrued benefit obligation ^(8c)
President ^(8a)	2.8	\$ 30	\$ 25	\$ 2	\$ 12	\$ 69
Former Vice-President (Research) ^(8b)	10.0	971	25	11	-	1,007

^(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) Includes service to June 30, 2017 and the accrued benefit obligation shown is at June 30, 2017.

^(8c) The significant actuarial assumptions used to measure the accrued benefit obligation are disclosed in (note 7).

⁽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. Cost 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 at 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:

	2017		2018		
	Years of eligible University of Alberta service	DC SRP obligation	Service costs	Interest and investment earnings ^(9a)	DC SRP obligation
President	2.8	\$ 86	\$ 43	\$ 4	\$ 133
Provost and Vice-President (Academic)	2.8	55	25	3	83
Interim Vice-President (Research)	0.8	-	12	-	12
Vice-President (Facilities and Operations)	1.6	13	14	-	27
Vice-President (Finance and Administration)	1.4	16	21	-	37
Vice-President (University Relations)	0.8	-	14	-	14
Vice-President (Advancement)	2.5	31	25	1	57

^(9a) 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
YEAR ENDED MARCH 31, 2018
(thousands of dollars)

21. 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	2017		2018		
		Accrued benefit obligation	Service costs	Interest and other costs	Actuarial (gain) loss	Accrued benefit obligation ^(10b)
President	2.8	\$ 159	\$ 91	\$ 6	\$ 8	\$ 264
Former Vice-President (Research) ^(10a)	10.0	1,047	27	12	-	1,086
Vice-President (Facilities and Operations)	1.6	19	33	2	6	60
Vice-President (Finance and Administration)	1.4	15	35	2	4	56
Vice-President (University Relations)	0.8	-	22	1	3	26
Vice-President (Advancement)	2.5	50	33	2	9	94

^(10a) Includes service to June 30, 2017 and the accrued benefit obligation shown is at June 30, 2017.

^(10b) The significant actuarial assumptions used to measure the accrued benefit obligation are disclosed in (note 7).

⁽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.

22. Approval of financial statements

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

23. Comparative figures

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

APPENDIX B: ENROLMENT TABLE

The Advanced Education Annual Reporting Guidelines for 2017-18 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). The FLE is measured by taking the load of the learner enrolled (instructional hours + practicum hours) and dividing by the full load of that program/specialization/year of study. **Identify any significant changes between estimates and actuals and provide an explanation for the differences.** Specifically identify enrolment for International students, which should be clearly represented as a percentage of total projected enrolment by program.”

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 Alberta Advanced Education are collaborating to create better alignment.

While the table below provides enrolment figures for all programs, 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 September 14, 2018*

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 Forest Business Management
			Bachelor of Science in Forestry

STUDENT ENROLMENT, FULL-LOAD EQUIVALENT (FLE)

GOA SPECIALIZATION	2017-18 ACTUAL FLE	2018-19 TARGET	2019-20 TARGET	2020-21 TARGET
	1,293.881	1,227	1,227	1,227
Environmental Studies	28.900			
Agricultural Business Management	22.700			
Agricultural/Food Business Management	5.100			
Food Business Management	12.400			
Agriculture	23.461			
Agriculture and Resource Economics	18.700			
Animal Science	69.771			
Crop and Horticultural Science				
Crop Science	34.394			
Range and Pasture Management				
Sustainable Agricultural Systems	23.550			
Companion Animal Health	149.600			
Food Animal Health	20.100			
Food Safety and Quality	1.700			
Conservation Biology	143.792			
Environmental and Conservation Sciences	2.645			
Environmental Economics and Policy	31.045			
Human Dimensions of Environmental Management	23.420			
Land Reclamation	79.281			
Northern Systems	14.700			
Wildlife and Rangeland Conservation	9.481			
Forest Business Management	6.765			
Forest Management				
Forestry	59.190			

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 Bachelor of Science in Human Ecology/Bachelor of Education
			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 Engineering
			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 TARGET	2019-20 TARGET	2020-21 TARGET
Clothing, Textiles and Material Culture	46.414			
Family Science	100.228			
Human Ecology	1.000			
Dietetics	61.513			
Food Science and Technology	30.800			
Nutrition	31.613			
Nutrition and Food	32.003			
Nutrition and Food Science	203.296			
Car and Tech Studies:Human Ecology				
Human Dimensions in Environmental Management	6.319			
	384.794	225	225	225
Agricultural, Food, and Nutritional Science				
Renewable Resources	0.715			
Rural Economy	1.573			
Human Ecology	12.887			
Agricultural, Food, and Nutritional Science				
Renewable Resources	17.096			
Agricultural, Food, and Nutritional Science	200.115			
Human Ecology	20.891			
Renewable Resources	97.617			
Rural Economy	33.900			
	220.308	215	215	215
Agricultural, Food, and Nutritional Science	131.382			
Human Ecology	11.665			
Renewable Resources	67.761			
Rural Economy	9.500			

U OF A INFORMATION

GOVERNMENT OF ALBERTA INFORMATION

FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM
---------	-----------------------	-------------------	-------------

ARTS

Undergraduate

Degree

Bachelor of Arts

STUDENT ENROLMENT, FULL-LOAD EQUIVALENT (FLE)

GOA SPECIALIZATION	2017-18 ACTUAL FLE	2018-19 TARGET	2019-20 TARGET	2020-21 TARGET
	4,801.886	4,871	4,871	4,871
Ancient and Medieval History	5.700			
Anthropology	118.133			
Art and Design	124.667			
Art History	21.400			
Arts General	835.883			
Chinese Language and Literature	1.800			
Classics	21.833			
Classics/Greek/Latin Combination	1.500			
Combined Chinese/Japanese	0.300			
Combined French/Spanish	5.400			
Combined German/Scandinavian				
Combined Polish/Russian				
Combined Russian/Ukrainian				
Comparative Literature	12.100			
Drama	77.100			
East Asian Languages and Literature	3.700			
East Asian Studies	66.500			
Economics	709.100			
English	219.800			
Film and Media Studies	29.900			
French Language and Literature	19.400			
German Language and Literature	22.233			
History	150.800			
Human Geography	68.200			
Japanese Language and Literature				
Latin American Studies	5.200			
Linguistics	100.350			
Mathematics (Arts)	68.700			
Middle Eastern and African Studies				
Music	19.200			
Philosophy	63.200			
Planning	43.600			
Political Science	402.533			
Psychology (Arts)	769.717			
Religious Studies	9.900			

U OF A INFORMATION

GOVERNMENT OF ALBERTA INFORMATION

FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM
			Bachelor of Arts in Criminology
			Bachelor of Arts in Drama/Bachelor of Education Secondary
			Bachelor of Arts in Environmental Studies
			Bachelor of Design
			Bachelor of Fine Arts in Art and Design
			Bachelor of Fine Arts in Drama
			Bachelor of Music
			Combined Bachelor of Music/Bachelor of Education
	Masters and Other GS		
		Degree	
			Combined Master of Arts/Master of Library Information Studies

STUDENT ENROLMENT, FULL-LOAD EQUIVALENT (FLE)

GOA SPECIALIZATION	2017-18 ACTUAL FLE	2018-19 TARGET	2019-20 TARGET	2020-21 TARGET
Romance Languages	1.000			
Russian Language and Literature				
Scandinavian Language and Literature	1.100			
Sociology	276.900			
Spanish Language and Literature	15.000			
Ukrainian Language and Literature				
Women's and Gender Studies	33.800			
Criminology	41.000			
Drama	45.600			
Environmental Studies	14.700			
Business/Marketing Route	33.800			
Computing Science Route	1.956			
Design Engineering Route	19.850			
Design General Route	65.471			
Printmaking Route	2.464			
Social Sciences Route	9.320			
Art and Design	78.200			
Acting	32.519			
Technical Theatre	28.545			
Theatre Design	11.156			
Composition and Theory	2.637			
General Route	48.139			
Music History				
Performance	20.052			
Music	20.828			
Music and Secondary Education				
	361.209	393	393	393
Humanities Computing	11.400			

STUDENT ENROLMENT, FULL-LOAD EQUIVALENT (FLE)

GOA SPECIALIZATION	2017-18 ACTUAL FLE	2018-19 TARGET	2019-20 TARGET	2020-21 TARGET
Anthropology	24.700			
Comparative Literature Program				
Drama	5.504			
East Asian Studies	13.800			
Economics	26.011			
English and Film Studies	27.834			
Gender and Social Justice Studies	11.834			
History and Classics	37.164			
History of Art, Design and Visual Culture	5.400			
Linguistics	1.000			
Modern Languages and Cultural Studies	19.325			
Music	9.664			
Philosophy	12.200			
Political Science	25.165			
Psychology	2.400			
Religious Studies Program	2.700			
Sociology	24.327			
Anthropolgy	1.000			
English and Film Studies				
History and Classics	0.600			
Humanities Computing	1.300			
Interdisciplinary Studies	17.800			
Library and Information Studies	2.600			
Modern Languages and Cultural Studies	1.200			
Philosophy	0.700			
Religious Studies Program	0.500			
Sociology	1.000			
Art and Design	13.000			
Art and Design	12.200			
Drama	10.100			
Music	13.284			
Linguistics	10.162			
Psychology	15.335			

U OF A INFORMATION**GOVERNMENT OF ALBERTA INFORMATION**

FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM
	PhD		
		Degree	
			Doctor of Music
			Doctor of Philosophy
AUGUSTANA FACULTY			
	Undergraduate		
		Degree	
			Bachelor of Arts (Augustana Faculty)

STUDENT ENROLMENT, FULL-LOAD EQUIVALENT (FLE)

GOA SPECIALIZATION	2017-18 ACTUAL FLE	2018-19 TARGET	2019-20 TARGET	2020-21 TARGET
	363.314	449	449	449
Music	14.667			
Anthropology	24.500			
Art and Design (Dept)	4.400			
Comparative Literature Program	6.400			
Drama	6.900			
Economics	15.000			
English and Film Studies	70.900			
History and Classics	34.565			
Linguistics	19.800			
Modern Languages and Cultural Studies	29.900			
Music	16.200			
Philosophy	16.100			
Political Science	28.000			
Psychology	32.267			
Religious Studies	9.600			
Sociology	34.115			
	931.292	899	899	899
Art	29.347			
Arts General	42.850			
Biology	6.566			
Chemistry	2.400			
Drama	10.016			
Economics	20.899			
English	24.699			
Environmental Studies	14.832			
History	19.515			
Mathematics and Physics	1.500			
Modern Languages	6.166			
Music	6.703			
Philosophy and Religion	4.900			
Physical Education	71.877			

U OF A INFORMATION

GOVERNMENT OF ALBERTA INFORMATION

FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM
			Bachelor of Management in Business Economics (Augustana Faculty)
			Bachelor of Music (Augustana Faculty)
			Bachelor of Science (Augustana Faculty)
BUSINESS			
	Undergraduate		
		Degree	
			Bachelor of Commerce

STUDENT ENROLMENT, FULL-LOAD EQUIVALENT (FLE)

GOA SPECIALIZATION	2017-18 ACTUAL FLE	2018-19 TARGET	2019-20 TARGET	2020-21 TARGET
Political Studies	14.766			
Psychology	86.899			
Sociology	18.798			
Bachelor of Management in Business Economics	99.148			
Comprehensive	6.849			
Piano	1.890			
Voice	8.676			
Biology	122.110			
Chemistry	36.766			
Computing Science	42.497			
Environmental Science	40.566			
Mathematics and Physics	24.466			
Physical Education	100.725			
Psychology	27.599			
Science General	37.267			
	1,725.466	1,786	1,786	1,786
Accounting	551.150			
Business	79.200			
Business Economics and Law	132.150			
Business Studies	21.100			
East Asian Business Studies	3.400			
European Business Studies	0.600			
Finance	488.083			
Human Resource Management	82.300			
International Business	23.000			
Latin American Business Studies				
Management Information Systems	74.183			
Management Science				
Marketing	156.100			
Operations Management	60.650			
Retailing and Service	0.900			
Strategic Management and Organization	52.650			

U OF A INFORMATION

GOVERNMENT OF ALBERTA INFORMATION

FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM
	Masters and Other GS		
		Degree	
			Combined Master of Business Administration/Juris Doctor
			Combined Master of Business Administration/Master of Agriculture
			Combined Master of Business Administration/Master of Engineering
			Combined Master of Business Administration/Master of Forestry
			Doctor of Philosophy
			Executive Master of Business Administration
			Master of Accounting
			Master of Business Administration
			Master of Financial Management
		Certificate	
			Post Master's Certificate
	PhD		
		Degree	
			Doctor of Philosophy
EDUCATION			
	Undergraduate		
		Degree	
			Bachelor of Arts in Drama/Bachelor of Education Secondary
			Bachelor of Education Elementary

STUDENT ENROLMENT, FULL-LOAD EQUIVALENT (FLE)

GOA SPECIALIZATION	2017-18 ACTUAL FLE	2018-19 TARGET	2019-20 TARGET	2020-21 TARGET
	534.249	234	234	234
Business-MBA	8.514			
Business-MBA	0.602			
Business-MBA	3.659			
Business-MBA				
Business PhD	0.700			
Business-MBA	75.441			
Accounting	20.500			
Business-MBA	234.801			
FastTrack MBA	40.692			
Financial Management	145.840			
Innovation and Entrepreneurship	3.500			
	48.600	60	60	60
Business PhD	48.600			
	2,626.485	2,551	2,551	2,551
Drama	11.100			
Drama Education				
Elementary Education	1,237.066			

U OF A INFORMATION

GOVERNMENT OF ALBERTA INFORMATION

FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM
			Bachelor of Education Secondary
			Combined Bachelor of Education (Elementary)/Bachelor of Arts in Native Studies
			Combined Bachelor of Education (Secondary)/Bachelor of Arts in Native Studies
			Combined Bachelor of Education Elementary/Bachelor of Kinesiology
			Combined Bachelor of Education Secondary/Bachelor of Kinesiology

STUDENT ENROLMENT, FULL-LOAD EQUIVALENT (FLE)

GOA SPECIALIZATION	2017-18 ACTUAL FLE	2018-19 TARGET	2019-20 TARGET	2020-21 TARGET
Art	51.600			
Biological Sciences Education	151.533			
Chemistry Education	47.100			
CTS: Business, Administration and Finance	3.400			
CTS: Computer Science	47.000			
CTS: Human Sciences	57.400			
Drama Education	28.400			
English Language Arts	205.087			
General Science	69.200			
Mathematics Education	131.300			
Music Education	25.000			
Physical Education	58.800			
Physical Sciences Education	17.600			
Physics Education	41.600			
Second Language - Cree				
Second Language - French	34.500			
Second Language - German	5.733			
Second Language - Italian	1.800			
Second Language - Japanese	12.100			
Second Language - Spanish	25.400			
Second Language - Ukrainian				
Second Languages - Other	1.500			
Social Studies	249.150			
Elementary Education	1.100			
Native Studies	1.000			
Native Studies and Elementary Education	1.300			
Art	0.900			
Physical Education	0.800			
Second Language - Cree	1.100			
Social Studies	1.700			
Generalist	3.500			
Physical Educ and Elementary Educ	2.900			
Physical Education and Health	32.000			

U OF A INFORMATION

GOVERNMENT OF ALBERTA INFORMATION

FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM
			Combined Bachelor of Education/Bachelor of Music
			Combined Bachelor of Education/Bachelor of Science
			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)
		Diploma	Postgraduate Diploma

STUDENT ENROLMENT, FULL-LOAD EQUIVALENT (FLE)

GOA SPECIALIZATION	2017-18 ACTUAL FLE	2018-19 TARGET	2019-20 TARGET	2020-21 TARGET
Music	8.500			
Music and Secondary Education				
Music Education	2.366			
Biological Sciences Education	7.650			
Chemistry Education				
Mathematical Sciences Education	1.000			
Mathematics Education	1.300			
Physical Sciences Education	4.200			
Science & Education - Secondary Rt	7.800			
Career and Technology Studies: Human Ecology	2.800			
Human Ecology and Education	0.800			
Human Ecology Concentration	3.600			
Educational Psychology	3.400			
Elementary Education	1.200			
Secondary Education	11.200			
Early Childhood Education	11.000			
	413.845	409	409	409
Educational Policy Studies	54.483			
Educational Psychology	94.648			
Educational Studies	47.476			
Elementary Education	46.914			
Health Sciences Education	12.852			
Secondary Education	25.740			
Library and Information Studies	131.732			
Educational Policy Studies				

STUDENT ENROLMENT, FULL-LOAD EQUIVALENT (FLE)

GOA SPECIALIZATION	2017-18 ACTUAL FLE	2018-19 TARGET	2019-20 TARGET	2020-21 TARGET
	224.040	349	349	349
Educational Policy Studies	2.900			
Elementary Education	1.000			
Secondary Education	5.800			
Educational Policy Studies	47.100			
Educational Psychology	87.440			
Elementary Education	24.500			
Secondary Education	55.300			
	4,267.204	4,500	4,500	4,500
Chemical Engineering	173.630			
Chemical Engineering - Process Control	30.183			
Chemical Engineering Co-op	253.235			
Chemical Engineering - Process Control Co-op	28.702			
Civil Engineering	191.460			
Civil Engineering Co-op	346.029			
Environmental Engineering	54.022			
Environmental Engineering Co-op	64.100			
Computer Engineering	70.955			
Computer Engineering - Software Engineering	2.349			
Computer Engineering Co-op	73.131			
Computer Engineering - Software Engineering Co-op	101.370			

U OF A INFORMATION

GOVERNMENT OF ALBERTA INFORMATION

FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM
			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
			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

STUDENT ENROLMENT, FULL-LOAD EQUIVALENT (FLE)

GOA SPECIALIZATION	2017-18 ACTUAL FLE	2018-19 TARGET	2019-20 TARGET	2020-21 TARGET
Electrical Engineering	269.763			
Electrical Engineering Co-op	166.298			
Engineering General	1,048.080			
Engineering Physics	71.712			
Materials Engineering	42.017			
Materials Engineering Co-op	56.122			
Mechanical Engineering	334.864			
Mechanical Engineering Co-op	636.567			
Mining Engineering	11.850			
Mining Engineering Co-op	93.047			
Petroleum Engineering	91.865			
Petroleum Engineering Co-op	55.853			
	729.216	708	708	708
Chemical and Materials Engineering	26.219			
Civil and Environmental Engineering	95.415			
Electrical and Computer Engineering	46.987			
Mechanical Engineering	21.435			
Chemical and Materials Engineering	127.069			
Civil and Environmental Engineering	170.423			
Electrical and Computer Engineering	89.814			
Mechanical Engineering	151.854			

U OF A INFORMATION**GOVERNMENT OF ALBERTA INFORMATION**

FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM
PhD			
		Degree	
			Doctor of Philosophy
EXTENSION			
Masters and Other GS			
		Degree	
			Master of Arts
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

STUDENT ENROLMENT, FULL-LOAD EQUIVALENT (FLE)

GOA SPECIALIZATION	2017-18 ACTUAL FLE	2018-19 TARGET	2019-20 TARGET	2020-21 TARGET
	684.960	612	612	612
Chemical and Materials Engineering	165.596			
Civil and Environmental Engineering	209.682			
Electrical and Computer Engineering	199.341			
Mechanical Engineering	110.341			
	46.620	30	30	30
Communications and Technology	46.620			
	632.633	544	544	544
Environmental and Conservation Science				
La biologie de la conservation	0.800			
Rehab des ressources naturelles				
Accounting	3.500			
Business Bilingual	1.500			
Business Economics and Law	0.900			
Etudes d'admin des affaires				
Finances	3.400			
Gestion des ressources humaines	0.400			
International Business				
Marketing	1.000			
Generaliste	168.500			
milieu francophone minoritaire				
Enseignement de Musique	9.100			
Enseignement des Mathematiques	26.700			
Etudes sociales	51.400			
Langue seconde-Francais	29.400			
milieu d'immersion francaise				
milieu francophone minoritaire				
Sciences generales	11.700			

U OF A INFORMATION**GOVERNMENT OF ALBERTA INFORMATION**

FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM
			Baccalaureat es arts
			Baccalaureat es sciences
			Combined Baccalaureat en Education Secondaire/Bachelor of Science
		Diploma	
			Gestion touristique
			Techniques d'administration des affaires (TAA)
	Masters and Other GS		
		Degree	
			Master of Education

STUDENT ENROLMENT, FULL-LOAD EQUIVALENT (FLE)

GOA SPECIALIZATION	2017-18 ACTUAL FLE	2018-19 TARGET	2019-20 TARGET	2020-21 TARGET
Arts generales	21.000			
Economie	15.000			
Etudes canadiennes	0.500			
Etudes interdisciplinaires	0.800			
Francais-langue	11.100			
Francais-litterature	1.800			
Psychologie (Arts)	31.600			
Science politique	14.400			
Sociologie	10.600			
Biologie	1.400			
Chimie	22.550			
Mathematiques	7.000			
Physique	6.400			
Psychologie	10.700			
Sciences biologiques	102.833			
Sciences de la terre				
Sciences mathematiques	5.300			
Sciences physiques	6.750			
Science & Education - Secondaire				
Sciences biologiques	16.900			
Sciences mathematiques	5.900			
Sciences physiques	5.300			
Gestion touristique	5.800			
TAA Comtabilite	0.300			
TAA Finance	0.400			
TAA General	19.000			
TAA Management	1.000			
TAA Marketing				
	21.879	28	28	28
Sciences de l'education	21.879			

U OF A INFORMATION

GOVERNMENT OF ALBERTA INFORMATION

FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM
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)
			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
KINESIOLOGY, SPORT, & REC			
	Undergraduate		
	Degree		Bachelor of Arts in Recreation, Sport and Tourism
			Bachelor of Kinesiology

STUDENT ENROLMENT, FULL-LOAD EQUIVALENT (FLE)

GOA SPECIALIZATION	2017-18 ACTUAL FLE	2018-19 TARGET	2019-20 TARGET	2020-21 TARGET
	148.862	130	130	130
Native Studies	103.000			
Native Studies	0.800			
Native Studies and Elementary Education	16.200			
Native Studies	1.100			
Native Studies and Secondary Education	16.300			
Second Language-Cree	5.000			
Human Dimensions in Environmental Management	6.162			
Native Studies				
Aboriginal Governance and Partnership	0.300			
	13.900	8	8	8
Native Studies	13.900			
	3.100	0	0	0
Indigenous Studies	3.100			
	868.152	800	800	800
Recreation, Sport and Tourism	129.133			
Activity and Nutrition				
Adapted Physical Activity	81.500			
Cultural and Managerial Study of Sport and Leisure				
Individualized Concentration	8.200			
Physical Activity and Health	135.400			
Physical Education and Health	0.800			

U OF A INFORMATION

GOVERNMENT OF ALBERTA INFORMATION

FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM
			Bachelor of Science in Kinesiology
			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		

STUDENT ENROLMENT, FULL-LOAD EQUIVALENT (FLE)

GOA SPECIALIZATION	2017-18 ACTUAL FLE	2018-19 TARGET	2019-20 TARGET	2020-21 TARGET
Physical Education and Recreation General	17.700			
Sport Coaching	11.600			
Sport Performance	155.400			
Kinesiology	245.900			
Generalist	22.933			
Physical Education and Health				
Physical Education and Secondary Education	59.586			
	78.759	55	55	55
Kinesiology, Sport and Recreation	38.599			
Coaching	14.200			
Kinesiology, Sport and Recreation	19.300			
Indigenous Sport and Recreation	6.660			
	52.500	56	56	56
Kinesiology, Sport and Recreation	52.500			
	559.616	525	525	525
Law	0.800			
Juris Doctor	558.816			
	3.100	4	4	4
Law	3.100			
	5.900	8	8	8

U OF A INFORMATION

GOVERNMENT OF ALBERTA INFORMATION

FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM
		Degree	
			Doctor of Philosophy
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 TARGET	2019-20 TARGET	2020-21 TARGET
Law	5.900			
	2,111.567	1,040	1,040	1,040
Dental Hygiene	76.623			
Medical Laboratory Science	78.834			
Radiation Therapy	34.814			
Medicine	2.945			
Dental Surgery	162.869			
Medicine	691.427			
Dental Hygiene	40.055			
Dentistry Specialty	6.000			
Medicine Speciality	1,018.000			
	358.071	259	259	259
Biochemistry	22.606			
Biomedical Engineering	14.000			
Cell Biology	4.900			
Medical Microbiology and Immunology	13.500			
Medical Sciences	150.620			
Medicine	43.533			
Neuroscience	23.200			
Oncology	23.999			
Pharmacology	14.100			

U OF A INFORMATION

GOVERNMENT OF ALBERTA INFORMATION

FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM
	PhD		
		Degree	
			Combined Doctor of Philosophy/Doctor of Medicine
			Doctor of Philosophy
	NURSING		
	Undergraduate		
		Degree	
			Bachelor of Science in Nursing
			Bachelor of Science in Nursing (Bilingual)/Baccalaureat es sciences infirmieres (bilingue)
	Masters and Other GS		
		Degree	
			Master of Nursing
	PhD		

STUDENT ENROLMENT, FULL-LOAD EQUIVALENT (FLE)

GOA SPECIALIZATION	2017-18 ACTUAL FLE	2018-19 TARGET	2019-20 TARGET	2020-21 TARGET
Physiology	13.900			
Psychiatry	8.000			
Surgery	25.713			
	308.215	279	279	279
Biochemistry	1.000			
Medical Microbiology and Immunology	1.000			
Neuroscience	0.600			
Oncology	1.000			
Pharmacology	1.000			
Agricultural, Food, and Nutritional Science	38.000			
Biochemistry	33.200			
Biomedical Engineering	9.400			
Cell Biology	15.100			
Medical Microbiology and Immunology	26.800			
Medical Sciences	70.367			
Neuroscience	21.400			
Oncology	27.767			
Pharmacology	12.900			
Physiology	20.100			
Psychiatry	8.600			
Surgery	19.981			
	1,264.595	1,354	1,354	1,354
Nursing	940.532			
Nursing - After Degree	263.042			
Nursing	61.021			
	44.681	84	84	84
Nursing	44.681			
	61.627	84	84	84

U OF A INFORMATION

GOVERNMENT OF ALBERTA INFORMATION

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

STUDENT ENROLMENT, FULL-LOAD EQUIVALENT (FLE)

GOA SPECIALIZATION	2017-18 ACTUAL FLE	2018-19 TARGET	2019-20 TARGET	2020-21 TARGET
Nursing	61.627			
	635.632	543	543	543
Fresh Start	161.500			
Open Studies	404.432			
Transition Year Program	41.500			
Visiting Student Certificate Program	28.200			
	532.261	467	467	467
Pharmacy	422.673			
Pharmacy				
Bridging Program for BSc in Pharmacy Students	76.545			
Doctor of Pharmacy for Practicing Pharmacists	33.043			
	22.242	15	15	15
Pharmacy and Pharmaceutical Sciences	22.242			
	23.369	31	31	31
Pharmacy and Pharmaceutical Sciences	23.369			

U OF A INFORMATION

GOVERNMENT OF ALBERTA INFORMATION

FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM
	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
			Post-Master's Certificate
	PhD		

STUDENT ENROLMENT, FULL-LOAD EQUIVALENT (FLE)

GOA SPECIALIZATION	2017-18 ACTUAL FLE	2018-19 TARGET	2019-20 TARGET	2020-21 TARGET
	144.442	147	147	147
Public Health Sciences	83.709			
Health Promotion	0.600			
Public Health Sciences	60.133			
	50.466	30	30	30
Public Health Sciences	50.466			
	1.314	0	0	0
Occupational Therapy	0.792			
Rehabilitation Medicine	0.522			
	887.348	835	835	835
Rehabilitation Medicine	37.866			
Speech Pathology and Audiology	18.601			
Occupational Therapy	326.230			
Physical Therapy	326.824			
Speech Pathology and Audiology	140.984			
Bridging to Canadian Physical Therapy Practice	6.116			
Pain Management	12.191			
Sexual Health	13.860			
Stroke Rehabilitation	2.672			
Francophone Practice for Speech Language Pathologists (SLP)	2.004			
	44.600	32	32	32

STUDENT ENROLMENT, FULL-LOAD EQUIVALENT (FLE)

GOA SPECIALIZATION	2017-18 ACTUAL FLE	2018-19 TARGET	2019-20 TARGET	2020-21 TARGET
Rehabilitation Medicine	38.700			
Speech Pathology and Audiology	5.900			
	5,603.263	5,488	5,488	5,488
Animal Biology	50.500			
Applied Mathematics	22.300			
Atmospheric Sciences	8.100			
Biochemistry	155.500			
Bioinformatics				
Biological Sciences	1,501.615			
Cell Biology	37.000			
Chemistry	349.337			
Computing Science	876.758			
Earth Sciences	125.800			
Ecology, Evolution and Environmental Biology	29.600			
Evolutionary Biology	10.600			
Geology	59.200			
Geophysics	25.333			
Immunology	182.800			
Mathematical Physics	12.800			
Mathematical Sciences	1.600			
Mathematics	250.266			
Mathematics and Finance	47.900			
Mathematics/Economics	48.100			
Neuroscience	151.100			
Pharmacology	151.000			
Physical Sciences	32.500			
Physics	172.600			
Physiology	115.200			
Planning	12.600			
Psychology	522.054			
Science General	555.200			
Statistics	76.300			

U OF A INFORMATION

GOVERNMENT OF ALBERTA INFORMATION

FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM
	Masters and Other GS	Degree	Master of Arts
			Master of Science
	PhD	Degree	Combined Doctor of Philosophy/Doctor of Medicine
			Doctor of Philosophy
Grand Total			

STUDENT ENROLMENT, FULL-LOAD EQUIVALENT (FLE)

GOA SPECIALIZATION	2017-18 ACTUAL FLE	2018-19 TARGET	2019-20 TARGET	2020-21 TARGET
Biological Sciences	17.100			
Mathematical Sciences				
Physical Sciences	2.500			
	695.678	517	517	517
Earth and Atmospheric Sciences	7.300			
Biological Sciences	117.197			
Chemistry	46.530			
Computing Science	221.784			
Earth and Atmospheric Sciences	129.639			
Integrated Petroleum Geosciences	24.625			
Internetworking	30.669			
Mathematical and Statistical Sciences	55.134			
Physics	62.800			
	547.374	563	563	563
Biological Sciences	1.000			
Biological Sciences	91.000			
Chemistry	152.776			
Computing Science	74.700			
Earth and Atmospheric Sciences	73.900			
Mathematical and Statistical Sciences	67.198			
Physics	86.800			
	35,382.515			

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

GOVERNMENT OF ALBERTA INFORMATION

GOA CREDENATIAL	GOA PROGRAM
Degree	Baccalaureat bilingue en Administration des affaires/Bilingual Bachelor of Commerce
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 Computer Engineering
Degree	Bachelor of Science in Electrical Engineering
Degree	Bachelor of Science in Engineering
Degree	Bachelor of Science in Forest Business Management
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	Combined BSc in Environmental and Conservation Sciences/Bachelor of Arts in Native Studies
Degree	Doctor of Education
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 Science
Diploma	Techniques d'administration des affaires (TAA)
Certificate	Post Master's Certificate
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 TARGET	2019-20 TARGET	2020-21 TARGET	2017-18 ACTUAL FLE	2018-19 TARGET	2019-20 TARGET	2020-21 TARGET
1.900	2	2	2	18%	18%	18%	18%
1,093.800	1,094	1,094	1,094	25%	25%	25%	25%
19.300	19	19	19	44%	44%	44%	44%
388.600	389	389	389	23%	23%	23%	23%
38.333	38	38	38	39%	39%	39%	39%
1,056.352	1,056	1,056	1,056	19%	19%	19%	19%
29.200	29	29	29	73%	73%	73%	73%
38.013	38	38	38	22%	22%	22%	22%
58.179	58	58	58	34%	34%	34%	34%
13.255	13	13	13	44%	44%	44%	44%
54.943	55	55	55	29%	29%	29%	29%
20.940	21	21	21	30%	30%	30%	30%
80.830	81	81	81	30%	30%	30%	30%
295.935	296	296	296	28%	28%	28%	28%
1.506	2	2	2	22%	22%	22%	22%
80.492	80	80	80	24%	24%	24%	24%
4.098	4	4	4	35%	35%	35%	35%
108.597	109	109	109	30%	30%	30%	30%
0.792	1	1	1	60%	60%	60%	60%
50.666	51	51	51	55%	55%	55%	55%
1.469	1	1	1	23%	23%	23%	23%
1.700	2	2	2	18%	18%	18%	18%
5.367	5	5	5	37%	37%	37%	37%
1,339.797	1,340	1,340	1,340	51%	51%	51%	51%
3.333	3	3	3	16%	16%	16%	16%
1.573	2	2	2	69%	69%	69%	69%
93.420	93	93	93	26%	26%	26%	26%
9.200	9	9	9	34%	34%	34%	34%
55.478	55	55	55	20%	20%	20%	20%
7.300	7	7	7	56%	56%	56%	56%
98.939	99	99	99	52%	52%	52%	52%
145.840	146	146	146	100%	100%	100%	100%
4.900	5	5	5	22%	22%	22%	22%
7.955	8	8	8	47%	47%	47%	47%
936.337	936	936	936	44%	44%	44%	44%
10.100	10	10	10	49%	49%	49%	49%
2.000	2	2	2	57%	57%	57%	57%
126.700	127	127	127	20%	20%	20%	20%



University Of Alberta
116 Street and 85 Avenue
Edmonton, AB, Canada T6G 2R3