



UNIVERSITY OF
CALGARY



UNIVERSITY OF CALGARY

Annual Report

for the year ended March 31, 2020

prepared for the Government of Alberta

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1. Accountability Statement

September 19, 2020

The University of Calgary's Annual Report for the year ended March 31, 2020 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 Geeta Sankappanavar, Chair, Board of Governors]

2. Management's Responsibility for Reporting

The University of Calgary's management is responsible for the preparation, accuracy, objectivity and integrity of the information contained in the Annual Report including the financial statements, performance results and supporting management information. Systems of internal control are designed and maintained by management to produce reliable information to meet reporting requirements. The system is designed to provide management with reasonable assurance that transactions are properly authorized, are executed in accordance with all relevant legislation, regulations and policies, reliable financial records are maintained and assets are properly accounted for and safeguarded. The Annual Report has been developed under the oversight of the institution audit committee, as well as approved by the Board of Governors and is prepared in accordance with the Fiscal Planning and Transparency Act and the Post-Secondary Learning Act. The Auditor General of Alberta, the institution's external auditor appointed under the Post-Secondary Learning 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 Ed McCauley, President and Vice-Chancellor]

[Original Signed by Linda Dalgetty, Vice-President (Finance and Services)]

3. Message from the Board Chair

On behalf of the Board of Governors, I am pleased to present the University of Calgary's annual report to the Minister of Advanced Education for the year ended March 31, 2020. It highlights the progress our students, faculty, and staff made in 2019-20 toward the achievement of the vision we articulated in our *Eyes High* Strategy 2017-22. Highlighted below (and in the pages to follow) are examples of the progress we made grouped within the five principle areas of the adult learning system (i.e., accessibility, affordability, quality, accountability, and coordination).

Accessibility

Our commitment to ensuring that every Albertan has an opportunity to access a post-secondary education can best be seen in the fact that we registered 30,155 Full-Load Equivalent (FLE) students, or 869 more than our annual estimate. We did so to meet growing demand in the Calgary region. We also developed several innovative credit and non-credit programs designed to prepare students to succeed in Alberta's rapidly changing economy. Our School of Architecture, Landscape and Planning launched a new Doctor of Design program. This academic credential caters to mid-career professionals who want to explore design solutions to major societal issues without having to step away from their practices for extended periods. Our Haskayne School of Business launched a new 10-month intensive Master of Management program designed for recent graduates of non-business fields. This program allows students to enhance their previous degrees with business knowledge and skills and quickly begin their careers. Additionally, several of our Faculties launched new graduate level certificate programs that will provide students with highly marketable technical skills (i.e., Geospatial Information Technology, Bridge to Teaching, and Advanced Nursing Practice I and II).

Accommodating enrolment and program growth would not be possible without investments in new and renovated classroom and lab space. In the spring of 2020, we finished construction on the MacKimmie Tower. More than 1,000 faculty and staff now occupy one of the most energy efficient buildings on a Canadian post-secondary campus. Two additional floors were added to the tower, which now stands at 15 floors. The remaining 'bones' of the 50-plus-year-old structure were largely kept intact and in so doing, significantly reduced the amount of waste created during construction. Construction also started on the Haskayne Capital Expansion project, which includes the new four-storey 10,000-square-metre Mathison Hall building and renovations to Scurfield Hall. These buildings will combine to become a new home for the Haskayne School of Business when construction is completed for September 2022. The LEED Platinum project will add a dozen new classrooms — ranging in size from 40 to 100 seats — to the business school as well as new spaces for study, group work, student advising, food services and events. The building will also offer additional study space, a 300-seat auditorium, diverse learning environments to enable new ways of teaching and learning, a student success centre, and dedicated space for entrepreneurial activities.

Affordability

Our commitment to ensuring that every Albertan has an opportunity to obtain a post-secondary education regardless of financial circumstances was evident on Giving Day 2019 when more than 1,400 alumni, students, faculty, staff and supporters raised just over \$1.1 million in support of incredible student experiences. The University of Calgary also invested \$110.4 million in scholarships and bursaries to attract and support students across various faculties. This is \$10.2 million higher than the prior year.

Quality

Our Quality Assurance processes are designed to help each faculty, department, institute and program achieve and maintain standards of excellence in research and teaching. It also allows them to document their quality relative to comparable units nationally and internationally. The academic unit reviews we completed in 2019-20 focused on all key elements of a unit's performance, including management, resources, structure and governance, personnel complement, educational programs, research productivity, partnerships, budget, and space. Similarly, our curriculum reviews provide a critical examination of academic programs for the purpose of optimizing student learning experiences led by academic staff who teach within the program.

Accountability

Our commitment to accountability means that students and parents have access to clear and timely information about our programs and services; that we form strong partnerships with students, education providers, communities and government; and that we have transparent and accountable governance policies and processes to ensure effective stewardship. It also means that we act in fiscally responsible ways. Evidence that we are an accountable institution can be seen in the fact that the University of Calgary continues to be guided by a strong triad of documents (Eyes High Strategy 2017-22 and the Academic and Research Plans 2018-23) that have been developed through broad consultation processes. These plans collectively identify the priorities that drive human, capital, and financial budget allocations at the university. We have metrics for each of our priorities that we report on annually to the government and our internal and external communities. The university is led by an experienced leadership team that has demonstrated prudent financial management, which has allowed us to move strategic initiatives forward. We are a dedicated Campus Alberta partner that provides leadership to the system and we collaborate with provincial partners.

Coordination

Our commitment to ensuring that Albertans have access to a diverse post-secondary system can be seen in the partnerships that we form. These partnerships take into consideration our unique role within the postsecondary sector. For example, the Bachelor of Nursing program at Medicine Hat College is a four-year partnership program offered entirely on site in Medicine Hat that ensures learners have access to a University of Calgary nursing degree program in their home community. Our Faculty of Veterinary Medicine signed a Coordination Agreement with Olds College and Lakeland College, which allows our academic institutions to work together on veterinary teaching, learning and research initiatives. We are also a Campus Alberta Neuroscience (CAN) partner, which is a province-wide network that connects the Universities of Alberta, Calgary, and Lethbridge to increase the impact of neuroscience and mental health research, education, and translation. Through this partnership, the University of Calgary aims to improve brain health in Alberta and beyond. By opening our doors to degree programs across Alberta, the University of Calgary is serving labour market needs across the province, which increases the likelihood of learners remaining in their home communities following graduation.

These are just a few of the projects, initiatives, and partnerships that we engaged in during 2019-20 that contributed to the University of Calgary being ranked number 1 nationally (25th in the world) by Times Higher Education within its "Golden Age Universities 2019" ranking, 6th in Canada (128th in the world) in the highly respected CWTS Leiden Ranking 2019, and 6th in Canada in ReSearch InforSource Inc.'s ranking of Canada's Top 50 Research Universities.

These accomplishments were achieved during a period of significant economic uncertainty. At the start of the year, the newly elected provincial government announced a plan to address this uncertainty by restraining expenditure growth, reducing red tape, and growing revenue from other sources. By mid-

year, this plan translated into a 6.9 percent cut (\$32.9M) to the University of Calgary's provincial operating grant, and the cancellation of the institution's provincial Infrastructure Maintenance Program grant (\$22.5M). Exacerbating the economic situation was the impact of the COVID-19 pandemic near the end of the fiscal year, which led to moving all in-person classes and labs to remote and online delivery and to the cancellation of many events on campus.

In challenging times such as these, we look to our *Eyes High* Strategy 2017-22 for guidance to ensure that our teaching, research and creative activity at the University of Calgary continue to make a difference in our community, our country and our world. I believe that the results presented in this report provide evidence that we did, in fact, make a difference. On behalf of the Board of Governors, I would like to thank the Government of Alberta for its support, and acknowledge our community for their contributions to our journey in 2019-20.

[Original Signed by Geeta Sankappanavar, Chair, Board of Governors]

4. Public Interest Disclosure

This section presents the University of Calgary's report concerning disclosures made during 2019-20 pursuant to the *Public Interest Disclosure (Whistleblower Protection) Act* (i.e., *the Act*). Because the *Act* applies to agencies, boards, commissions, it applies to the University of Calgary. The purposes of *the Act* are to: facilitate the disclosure and investigation of significant and serious matters an employee believes may be unlawful, dangerous or injurious to the public interest; protect employees who make disclosures; manage, investigate and make recommendations respecting disclosures or wrongdoings and reprisals; and promote public confidence in the administration of public entities. As described in the *Public Interest Disclosure (Whistleblower Protection) Act*, the Chief Officer at each agency, board and commission is responsible for the administration of *the Act*, including the development of internal procedures for receiving and investigating disclosures of employee wrongdoing. The Chief Officer is responsible for ensuring information about the *Act* is widely communicated and for the preparation of this report detailing the number of disclosures received and investigated.

4.1 2019-20 PUBLIC INTEREST DISCLOSURE (WHISTLEBLOWER PROTECTION) ACT REPORT

Disclosures of wrongdoing are defined in *the Act* as a contravention of *the Act* or an act or omission that creates a substantial and specific danger to the life, health or safety of individuals (i.e., other than a danger that is inherent in the performance of the duties and functions of an employee), or a substantial and specific danger to the environment. Wrongdoings are also defined as gross mismanagement of public funds or a public asset, and/or knowingly directing or counselling an individual to commit a wrongdoing. Although many disclosures have merit, in order to be considered for investigation, the disclosure must comply with the definition of wrongdoing.

No disclosures that fall within the definition of Wrongdoing as defined in the *Act* were reported during the reporting period (April 1, 2019 to March 31, 2020).

5. Operational Overview

Described within this section are significant changes in the institutional environment from the projections made in the 2019 Comprehensive Institutional Plan. Key drivers include important changes to economic, labour, legislative, adult learning and research environments. This section also includes a discussion of major changes to programming, in terms of overall increases or decreases as a result of changes from assumptions related to the political, economic, labour, learning, and innovation environments.

POLITICAL ENVIRONMENT

The United Conservative Party (UCP) won a majority mandate in the April 16, 2019 election to form the government of Alberta with a platform based on three main priorities – jobs, the economy, and pipelines. Following an announcement that Alberta would be “open for business,” the government cut the corporate tax rate from 12 percent to 8 percent to attract investment, allow business to flourish, increase investor confidence, and create new jobs. Also announced was a plan to balance budget by 2023 by restraining expenditure growth, reducing red tape, and growing revenue from other sources. Goals related to the labour market were identified. The government committed to do a better job demonstrating the results of its innovation investments, removing barriers to commercialization, attracting international students, recognizing the credentials of international professionals, and delivering apprenticeship training.

ECONOMIC ENVIRONMENT

Economy

At the start of 2019-20, oil and gas drilling fell to the lowest level in three years following the onset of production targets in Alberta. The downturn in the energy industry increased unemployment to 6.9 percent. Despite challenges in Alberta, the Canadian economy was bouncing back with gains in 18 of 20 sectors. The forecast was for economic growth in Canada to remain near 3.3 percent in 2019. By the end of 2019-20, oil prices plummeted far below provincial estimates. Exacerbating the decline was the advent of the COVID-19 pandemic, which had an impact on the global economy. Alberta’s labour market shed 117,000 jobs in March 2020, causing unemployment to reach 8.7 percent by the fiscal year end.

Budget 2019

The Alberta government introduced its first budget on October 24, 2019. Central to Budget 2019 were significant cuts to the post-secondary sector. The University of Calgary’s share of the cut was 6.9 percent (i.e., \$32.9 million). Reductions were based on institutional surpluses, with most institutions experiencing a 47.3 percent reduction to their surplus. Infrastructure Maintenance Program (IMP) grant funding was also suspended (i.e., \$22.5 million). Post-secondary institutions were directed to prepare impact statements describing how they would achieve provincial grant reductions. Because the government’s intent was for cuts to impact administration and not the student experience, cost savings were achieved largely through workforce reductions, reductions to discretionary spending, and the cancelation or deferral of major projects. After five years, the government ended the provincial tuition freeze. Tuition for degree programs was permitted to increase by an average of up to 7.0 percent per year for the next three years.

Performance-Based Budgeting

On January 20, 2020, the Minister of Advanced Education announced that a new performance-based funding (PBF) model would be implemented on April 1, 2020. Fifteen percent of the provincial grant was to be subject to the PBF (i.e., at risk) in 2020-21. This was to increase to 40 percent by 2022-23. This would put approximately \$63 million at risk for the University of Calgary in 2020-21; \$100 million in 2021-22; and \$150 million in 2022-23. The PBF model was to be non-competitive, meaning that institutions would not have to compete with others for funding. They would compete against themselves to improve their performance on a series of targets. The Minister also announced that institutions would no longer be required to submit annual plans. Instead, they would sign Investment Management Agreements, which would provide funding predictability over a three-year period. Accompanying the new PBF model would be a new strategy for the post-secondary sector that would be rolled out in Fall 2020. In the months following these announcements, Advanced Education has decided to delay the launch of the PBF model and rescheduled completion of the post-secondary sector review to December 2020.

Budget 2020

On February 27, 2020, the Government of Alberta tabled a second budget built on the recommendations of the MacKinnon report titled, *Blue Ribbon Panel on Alberta's Finances*. Significant spending reductions were once again announced for the post-secondary sector to help balance the provincial budget by 2022-23. The University of Calgary's Campus Alberta grant was cut by 6.0 percent (i.e., \$26.7 million) and its mental health funding grant was cut by 7.5 percent (i.e., \$75,000). Infrastructure Maintenance Program (IMP) funding was restored to previous levels (i.e., \$22.5 million). Budget 2020 also included details about the government's plan to review the post-secondary system. The goal of the review would be to transform the system so that it continued to deliver the future skills and lifelong learning outcomes required for the province of Alberta. Learning outcomes were described as resilience, innovation, entrepreneurship, job creation for the 21st century, and positioning Alberta for global competitiveness.

LABOUR ENVIRONMENT

Budget 2019 called for tight controls on public sector compensation to bring the costs of public goods and services closer to the national average. Over the next four years, the government planned to reduce the size of public sector by about 7.7 percent. Compensation at post-secondary institutions was expected to fall by 7.8 percent and institutions were expected to eliminate 300 positions in 2019-20. Reductions would result from hiring restraint, attrition, and targeted reductions in management-to-staff ratios. Labour agreements were expected to reflect fiscal realities, provincial remuneration levels, and other Albertans who saw their wages decrease or disappear due to Alberta's economic challenges. The Government of Alberta's 2017 announcement to reduce the size and cost of government through a policy of hiring restraint continued through 2019-20. In response to government direction, the University of Calgary continued salary freezes in 2019-20 for its senior leadership team and its management and professional staff that began in 2017-18. Agreements were also secured with the academic and support staff unions that provided no across-the-board salary increases for 2019-20. Cuts contained in Budget 2019 presented a significant budgetary challenge for the University of Calgary. Faculties and units were tasked with identifying opportunities to reduce expenditures, find efficiencies, and generate new revenue. Despite some success, the cost savings achieved were insufficient to avoid workforce reductions. Workforce reduction on campus was a result of elimination of vacant positions, retirements, and terminations. Academic positions were lost as a result of elimination of vacancies and retirements, while terminations took place in two phases: phase one occurred in late November 2019 and phase two took place in January 2020, with terminations affecting the senior leadership team, management and professional staff, and support staff.

LEARNING ENVIRONMENT

The COVID-19 pandemic created many challenges for the University of Calgary. Near the end of March 2020, all in-person classes and labs were moved to a remote or online environment, while many events on campus were cancelled. Faculty and staff who could perform their work from home were directed to do so. Special projects were given to employees who were unable to perform their duties remotely. In cases where projects could not be identified, temporary layoffs or reductions were implemented. A letter of agreement was signed between the Alberta Union of Provincial Employees (AUPE) and the University of Calgary to address temporary layoffs and reduce hours of work related to the COVID-19 pandemic, while maintaining benefits. A range of resources were made available to help students transition to the online learning environment (e.g., webinars and tutorials about online learning, tips for staying motivated, taking notes, participating in online lectures, and completing assignments). Students were given the choice to accept their final course grade or opt for a “Completed Requirements (CR) or Fail (F)” designation for each course they completed in the Winter 2020 term. The Spring convocation ceremony and the Indigenous Graduation Pow-wow were postponed until the Fall of 2020. The Taylor Family Digital Library limited their operations. All vendors on campus ceased operations. Active living and outdoor centre programs were cancelled and all recreation facilities closed. While the business of the university continued, all buildings on campus were secured by the end of March.

INNOVATION ENVIRONMENT

Budget 2019 reduced funding for research, innovation, and economic diversification in the province. Economic Development, Trade and Tourism’s (EDTT) budget was cut from \$349 million in 2019-20 to \$286 million. Agriculture and Forestry’s budget was cut by \$34.1 million. Grants to Alberta Innovates Corporations (AI) were cut by \$39 million in 2019-20. The Alberta Investor tax credit was eliminated, as were the Alberta Scientific Research and Experimental Development tax credits. Notwithstanding these cuts, the Government of Alberta did make several investments. They allocated \$34 million to artificial intelligence, machine learning, autonomous systems, and cyberinfrastructure initiatives over the next four years. The Government of Alberta also invested an additional \$6.5 million in Alberta Innovates to increase digital technology adoption in the private sector.

6. Goals, Priority Initiatives, Expected Outcomes and Performance Measures

This section reports progress made over the past year towards achieving the goals, strategic priorities, expected outcomes and associated performance measures, along with related benchmarks, outlined in the 2019 Comprehensive Institutional Plan.

6.1 KEY GOALS

The University of Calgary is committed to the principles of the adult learning system: accessibility, quality, affordability, coordination and accountability. The university is also dedicated to expanding access to qualified students from across the province and beyond. Working with government, we have succeeded in delivering current, meaningful, and relevant high-quality programs to both undergraduate and graduate students at tuition levels that are for the most part lower than those at other research-intensive universities across Canada. We committed substantial resources to improve our outreach to students across the province and to increasing the amount of financial aid available to students in need of assistance. Given these commitments, the University of Calgary has been a strong Campus Alberta partner working with other post-secondary institutions to ensure all Albertans have access to the advanced education they need to succeed in the modern economy and to become engaged citizens. The following is a brief description of each adult learning system principle, a list of priority initiatives undertaken in 2019-20 to advance the principle, and the status of each initiative (i.e., complete, in progress, delayed, or ongoing).

ACCESSIBILITY

The University of Calgary is committed to providing exceptional opportunities for qualified learners to achieve a post-secondary education in Alberta. We believe that it is not enough to accept students into our institution; we seek to ensure that the conditions for all students, faculty, and staff are in place that will allow them to flourish and succeed in a challenging academic environment. The University of Calgary has identified strategic priorities that support the Adult Learning Principle of Accessibility and complement the numerous programs already offered to students that support accessibility and student success.

Table 1 – Accessibility

Type	Description	Expected Completion	Status	Progress Made in Last 12 Months	Revised Expected Completion Date
Goal 1: Recruit and retain talented people from a diversity of backgrounds					
Priority Initiatives					
P1.1	Implement our sustainable enrolment growth model, which allows for increases in enrolment numbers in an affordable and sustainable way.	Ongoing	Ongoing	Completed 5-year enrolment planning model	Ongoing
P1.2	Review recruitment and admission processes to ensure attraction and admission of talented students.	Ongoing	Ongoing	Completed 5-year enrolment	Ongoing

Type	Description	Expected Completion	Status	Progress Made in Last 12 Months	Revised Expected Completion Date
				planning model	
P1.3	Diversify the student body (e.g., gender, Indigenous, international) and ensure supports are in place for all students.	Ongoing	Ongoing	Achieved program expansion targets / developed EDI dashboard	Ongoing
P1.4	Enhance retention strategies to improve completion rates.	June 2019 June 2022	In Process	Academic advising, visual schedule builder, and academic turn around program updates complete	Ongoing
P1.5	Increase the number of graduate students.	Ongoing	Ongoing	Over the past 5 years, graduate enrolment increased by 7.9%	Ongoing
P1.6	Develop specific action plans to increase representation of underrepresented federally designated groups (women, Indigenous peoples, persons with disabilities, and visible minorities).	Ongoing	Ongoing	EDI review completed; dashboard developed to help establish EDI targets	Ongoing
Goal 2: Enhance and Support a Learning Culture					
Priority Initiatives					
P2.1	Continue to evaluate academic and non-academic programs to identify and leverage our strengths and identify strategies for improvement.	Ongoing	Ongoing	Completed unit reviews (UCI) interim reviews (FGS, Con. Ed., Kines., CSM, LCR), and 25 programs underwent curriculum reviews	Ongoing
P2.2	Implement and expand efforts to support the Campus Mental Health Strategy.	Ongoing	Ongoing	All 28 goals achieved or underway; regular annual evaluation of Strategy	Ongoing
P2.3	Implement Indigenous Strategy recommendations, including collaborations with local indigenous communities.	Ongoing	Ongoing	All 28 goals underway; Indigenous admission process and regulations reviewed /	Ongoing

Type	Description	Expected Completion	Status	Progress Made in Last 12 Months	Revised Expected Completion Date
				Elders Advisory Council meeting regularly.	
Goal 3: Encourage pedagogical innovation and evidence-based teaching practices					
Priority Initiatives					
P3.1	Develop a framework for non-credit programming, including certificates and micro-credentials.	December 2019	Complete	Framework developed	Complete
P3.2	Develop innovative graduate programs such as accelerated 4+1 combined programs and industry-oriented master's programs.	Ongoing	Ongoing	Several stackable graduate certificates, diplomas and professional degrees have been developed and launched with others under development	Ongoing
P3.3	Increase accessibility of blended and online learning opportunities.	Initial analysis completed by June 2019	Interim analysis complete	Inventory of blended and online courses produced and online courses under development in Arts and Science. Remote and online opportunities have been enhanced campus-wide due to COVID-19.	Program development Ongoing
Goal 4: Expand facilities to support the diverse needs of students and faculty					
Priority Initiatives					
P4.1	Complete building and renovation projects now underway (MacKimmie Complex and Block, Interdisciplinary Science and Innovation Centre, Mathison Hall - HSB) to enhance access, learning and research.	June 2022	In Process	MacKimmie Complex 75% complete. Mathison Hall in construction. New landscape plan nearing completion.	June 2022

Type	Description	Expected Completion	Status	Progress Made in Last 12 Months	Revised Expected Completion Date
P4.2	Address deferred maintenance to enhance access, learning and research.	Ongoing	Ongoing	IMP grant cancelled in 2019-20	Ongoing
P4.3	Create a sustainable and energy efficient campus through the implementation of the Institutional Sustainability Strategy.	Ongoing	Ongoing	UCalgary received third gold star from AASHE.	Ongoing

Expected Outcomes		
EO1	Learning opportunities at the University of Calgary are accessible to Albertans and attract a diverse student population to our campus.	
EO2	Students have access to a safe, supportive and vibrant campus environment that supports high quality teaching, learning and research.	
Performance Measures		
PM1	Average entering grade	UG (18-19 = 86.1%; 19-20 = 86.7%)
PM2	Graduation Rate (UG, Master's, PhD)	UG (18-19 = 82.1%; 19-20 = 77.8%) Master's (18-19 = 80.2%; 19-20 = 83.6%) PhD (18-19 = 78.3%; 19-20 = 74.8%)
PM3	Time to Completion (UG, Master's, PhD)	UG (18-19 = 4.2 Yrs; 19-20 = 4.0 Yrs) Master's (18-19 = 2.5 Yrs; 19-20 = 2.8 Yrs) PhD (18-19 = 4.8Yrs; 19-20 = 5.2 Yrs)
PM4	Employment Rate	Most Current (17-18 = 94.1%)
PM5	Degrees Awarded (UG, Grad)	UG (18-19 = 5,063; 19-20 = 4,955) GR (18-19 = 1,781; 19-20 = 1,865)
PM6	Ratio of Applicants to Student Intake (UG, Grad)	UG (18-19 = 3.18:1; 19-20 = 3.35:1) GR (18-19 = 3.59:1; 3.46:1)
PM7	Graduate Students as percent of Total Enrolment	GR (18-19 = 18.6%; 19-20 = 19.8%)
PM8	Student Mix (International Undergraduate and Graduate Enrolment) (Source: LERS)	UG (18-19 = 8.7%; 19-20 = 9.8%) GR (18-19 = 27.2%; 19-20 = 30.4%)
PM9	Indigenous Enrolment (UG, Grad)	UG (18-19 = 681; 2.5%; 19-20 = 761; 3.1%) GR (18-19 = 172; 2.7%; 19-20 = 188; 2.9%)
PM10	Number of Postdoctoral Scholars	(18-19 = 513; 19-20 = 557)
PM11	Credentials Awarded (UG, Grad)	UG Degrees (18-19 = 5,063; 19-20 = 4,955) GR Degrees(18-19 = 1,781; 19-20 = 1,865)
PM12	International Enrolment (UG, Grad) FLEs	UG (18-19 = 2,089; 8.7%; 19-20 = 2,406; 9.8%) GR (18-19 = 1,648; 27.2%; 19-20 = 1,967; 30.4%)
PM13	Continuing Education (Head Count, # graduates, # certificates)	Headcount (18-19 = 10,298; 19-20 = 10,363) Graduates (18-19 = 636; 19-20 = 681) Certificates (18-19 = 49; 19-20 = 49)

QUALITY

The constant growth of scientific and scholarly knowledge and the development of innovative teaching pedagogies have raised the bar for universities around the world. University of Calgary students expect and deserve the highest quality educational experience, one that is grounded in research, enriched by relevant and experiential learning opportunities, and embedded in a collaborative and community-based culture. We are invested in providing transformative educational experiences that are supported by the ongoing development of our passionate educators so that we can better engage and challenge students through effective and innovative teaching. We are also highly committed to engaging students beyond the classroom, focusing on experiential learning initiatives that will ensure that when students graduate they are prepared to become the leaders of today and tomorrow. In addition to our on-going quality assurance initiatives and in our constant effort to improve quality, our focus is on the following goals that map under the Adult Learning Principle of Quality.

Table 2 – Quality

Type	Description	Expected Completion	Status	Progress Made in Last 12 Months	Revised Expected Completion Date
Goal 1: Increase Interdisciplinarity					
Priority Initiatives					
P1.1	Develop incentives and opportunities for interdisciplinary teaching, research, and learning, and curriculum design.	Start in 2018, complete by June 2021	Ongoing	New tuition model developed that ensures appropriate pay for interdisciplinary work	June 2021
P1.2	Continue to create and reinforce cross-faculty collaborative initiatives and programs that map onto research themes and emerging opportunities.	Ongoing	Ongoing	Research strategies continue to operate on a confederation of scholars model; teaching academy reinforces cross-faculty collaboration; new embedded certificate in Entrepreneurial Thinking approved	Ongoing
Goal 2: Encourage Pedagogical Innovation					
Priority Initiatives					
P2.1	Continue to develop innovative new academic programs.	Ongoing	Ongoing	Refer to Section 8. (Enrolment Plan and Program Changes)	Ongoing
P2.2	Continue to support curriculum review processes to identify program innovations and develop strategies for continuous improvement.	Ongoing	Ongoing	In 2019-20, 25 programs underwent a Curricular Review under the new handbook guidelines	Ongoing
P2.3	Integrate signature pedagogies within disciplines with inquiry and evidenced based teaching and learning practices.	Identify by June 2020 and fully integrate by June 2023	In Process	7 faculties have identified their signature pedagogies and learning experiences are continuing to be developed	June 2023
P2.4	Expand experiential and work-integrated learning opportunities.	June 2020	In Process	EL platform being sole sourced; working with all Calgary institutions and Calgary Economic Development to develop a Calgary-solution is possible	June 2020

Type	Description	Expected Completion	Status	Progress Made in Last 12 Months	Revised Expected Completion Date
P2.5	Respond to feedback received through periodic surveys such as NSSE and the Employee Engagement Survey.	Ongoing	Ongoing	NSSE survey Feb 2020; Plans developed to address student feedback	Ongoing
P2.6	Enhance and expand professional development and internship opportunities with industry and community partners.	Ongoing	Ongoing	Experiential learning plan approved fall 2019	Ongoing
Goal 3: Enable the Expression of Entrepreneurial and Critical Thinking across all of our Endeavours					
P3.1	Establish an organizational structure to support entrepreneurial initiatives on campus.	December 2019	Ongoing	Connections and nodes of entrepreneurship and innovation structure established; Programs established within most faculties; Roadmap of innovation system completed including key institutions (Hunter Hub for Entrepreneurial Thinking; Innovate Calgary; W21C; etc.)	December 2020
P3.2	Develop space on campus for entrepreneurial initiatives to occur (e.g., Hunter Hub for Entrepreneurial thinking, Life Sciences Innovation Hub, Creative Destruction Lab).	December 2019	In Process	Collision spaces and Makers Spaces have been developed in various parts of campus (e.g., Hunter Hub for Entrepreneurial Thinking, SSE, Science, CDL); Hunter Commons under construction	ongoing
P3.3	Develop learning opportunities focused on innovation and entrepreneurial thinking.	Begin in 2018-19; complete by June 2021; ongoing	In Process	Curricular and non-curricular programming is available to graduate and undergraduate students; Graduate students can enroll in Introduction to Entrepreneurship (ENTI 781) and New Venture Development (ENTI 785); graduate	Ongoing

Type	Description	Expected Completion	Status	Progress Made in Last 12 Months	Revised Expected Completion Date
				certificates and micro credentials under development (Cumming, Nursing); Embedded Certificate in Entrepreneurial Thinking approved for launch at the UG level	
P3.4	Create unique experiential programming.	Ongoing	Ongoing	Curricular innovations emphasize experiential and project based learning at all levels and across campus; Co-curricular programs provide networking, mentoring and skill development in competitions, hackathons and other programs.; Launchpad pilot program continues as an interdisciplinary incubator and mentoring program for student startups; Hunter Hub for Entrepreneurial Thinking emerging as a support and instigator for initiatives with the faculties; HH plays a role for convening discussions and efforts	Ongoing
P3.5	Collaborate with innovation partners in and around Calgary.	Ongoing	Ongoing	FGS will grow the Summer Inc. program in collaboration with CTI's "The Platform Innovation Center"; The Hunter Hub for Entrepreneurial Thinking (HHET) has established a large informal network of mentors and	Ongoing

Type	Description	Expected Completion	Status	Progress Made in Last 12 Months	Revised Expected Completion Date
				support; Creative Destruction Lab – Rockies (CDL-R) is a network of financial and entrepreneurial leaders supporting science commercialization; Life Science Innovation Hub (LSIH) is rapidly developing traction in Calgary and the surrounding areas – building now close to capacity (2 years ahead of schedule);	
P3.6	Introduce the annual University of Calgary Innovation Prize.	June 2021	In Process	Planning work underway	June 2021
Goal 4: Develop Academic Platforms					
Priority Initiatives					
P4.1	Create the Office of Experiential Learning.	June 2019	Complete	Housed in the Taylor Institute	Complete
P4.2	Develop an undergraduate research platform including course credits for undergraduate research experience.	December 2019	In Process	Evolving with the development of the EL platform; PURE summer research opportunity enhanced	December 2020
P4.3	Expand programs offered by the College of Discovery, Creativity and Innovation.	Focused activity in first three years; full operation by June 2021	In Process	Short review of program; continued creation of cross-faculty collaborative initiatives and programs	June 2021
P4.4	Develop a physical learning spaces standard.	Platform developed June 2021 Full Implementation June 2023	In Process	Project planning pre-work underway	June 2023
P4.5	Develop a plan to renew key software systems.	June 2022	In Process	Draft plan developed; coordination required with IT	June 2022
Goal 5: Enable leadership and innovation in sustainability					
Priority Initiatives					
P5.1	Implement the Institutional Sustainability Strategy.	Ongoing, completed by June 2022	In Process	In January 2019, UCalgary received its third Gold STARS rating from AASHE / UCalgary ranked #2 among	June 2022

Type	Description	Expected Completion	Status	Progress Made in Last 12 Months	Revised Expected Completion Date
				U15 institutions and #12 in North America	
P5.2	Enhance the Campus as a Learning Lab (CLL) Initiative.	Ongoing, completed by June 2023	In Process	Implemented Stage 1 of the framework	June 2023
P5.3	Develop collaborative partnerships for sustainability.	Ongoing	Ongoing	Defining collaborative partnerships / Identifying processes / Formalized cooperative agreements between the Fort McKay First Nation and Suncor, the Kluane first nation (Yukon) and the Arctic Institute of North America	Ongoing

Expected Outcomes	
EO1	Graduates will possess strong problem-solving skills enabling them to address complex issues from multidisciplinary angles.
EO2	The University of Calgary demonstrates excellence and leadership in advancing the interdisciplinary pursuit of sustainability in teaching, research, campus operation, and community service.
EO3	We will increase our research capacity, and create a dynamic environment to promote research excellence, including interdisciplinarity, to ensure students graduate with cutting-edge knowledge in their fields.
EO4	The student experience is enhanced through experiential learning opportunities and programs that support student success and employability.
EO5	Teaching and learning are experientially based, of the highest quality, and is assessed according to best practices in the field.
EO6	The student experience is enhanced through entrepreneurial opportunities that support student success and employability.
Performance Measures	
PM1	Eyes High UG Research (# of opportunities, total funding) 145 PURE Awards 63 PURE-Mitacs \$800k
PM2	Sustainability, Tracking, Assessment and Rating System (18-19 = Gold rating; 19-20 Gold rating)
PM3	Undergraduate Student Engagement (NSSE 1st year, senior year) FY (16-17 = 78%; 19-20 = 78%) SY (16-17 = 75%; 19-20 = 75%)
PM4	Graduate Student Engagement (CGPSS) (15-16 = 83.7%; 18-19 = 84.7%)
PM5	Number of curriculum reviews per year 19-20 = 25
PM6	Faculty Survey on Student Engagement (FSSE) Under development
PM7	Students with international learning experience abroad 25.2%
PM8	University Employee Engagement Survey Survey not administered in 2019-20
PM9	Employment Rate (15-16 = 91.1%; 17-18 = 94.1%)
PM10	Entrepreneurial Thinking Dashboard Metric(s) Under development
PM11	N, % Students in experiential learning Under development

AFFORDABILITY

The Government of Alberta and the University of Calgary are committed to preserving affordability for all students who seek a post-secondary education. Affordability of education is a complex issue and relates to the costs associated with tuition and fees and the financial aid available from a variety of sources. The University of Calgary engages thoughtfully and meaningfully with our students around issues of tuition and fees to ensure accountability and transparency. We continue to work to increase financial support for students through scholarships and awards. In addition to our ongoing programs and services available to students, the university has established the following priorities that align with the Adult Learning Principle of Affordability.

Table 3 – Affordability

Type	Description	Expected Completion	Status	Progress Made in Last 12 Months	Revised Expected Completion Date
Goal 1: Provide Student Scholarships and Financial Support					
Priority Initiatives					
P1.1	Review and enhance scholarship and financial support for students.	Ongoing	Ongoing	Portion of international tuition increase(15%) set aside for students	Ongoing
P1.2	Develop an Eyes High awards program for undergraduate research.	March 2023	In Process	Launched two-year pilot for International Research Grant	March 2023
P1.3	Enhance Eyes High doctoral scholarships.	March 2023	In Process	Currently funding four years at \$25,000/year (domestic) & \$30,000/year (international)	March 2023
P1.4	Launch new funding competitions for Eyes High doctoral students and postdoctoral scholars.	March 2019	Complete	Competitions launched / funds awarded (28 doctoral students received \$527,083 in awards funding)	
P1.5	Leverage federal and provincial sources to support all students and those from diverse backgrounds.	Ongoing	Ongoing	Work with federal and provincial governments, agencies and organizations continues. UCalgary has been selected to take part in the Dimensions: EDI Canada awards pilot, a national project involving 17 post-	Ongoing

Type	Description	Expected Completion	Status	Progress Made in Last 12 Months	Revised Expected Completion Date
				secondary institutions	

Expected Outcomes	
EO1	Financial barriers to pursuing a post-secondary education are reduced.
EO2	The University is competitive in attracting and retaining top students and postdoctoral scholars using scholarships and awards.
Performance Measures	
PM1	Average Scholarships and bursaries per FLE (18-19 = \$3,357; 19-20 = \$3,601)
PM2	Eyes High doctoral (#, total amount) Scholarships (18-19 = 15; 19-20 = 28) Total (18-19 = \$418,000; 19-20 = \$527,083)
PM3	Eyes High UG research (# of opportunities, total funding) 145 PURE Awards 63 PURE-Mitacs \$800k

COORDINATION

Alberta has created a diverse and differentiated system of post-secondary education that responds to the needs of learners through a six-sector model. The University of Calgary is committed to fulfilling the responsibilities outlined in our mandate, approved by the Minister of Advanced Education in 2010. We will deliver educational programs of the highest quality through a “broad selection of programs of study including baccalaureate, graduate, professional, and research-based master’s and doctoral degrees.” We will be research leaders, helping to find solutions to the most important problems facing society. We are enthusiastic about partnering with other academic institutions and community organizations to allow the Alberta post-secondary system to serve all adult learners. As we look forward, our focus over the next year will be on the following strategic priorities that support the Adult Learning Principle of Coordination.

Table 4 – Coordination

Type	Description	Expected Completion	Status	Progress Made in Last 12 Months	Revised Expected Completion Date
Goal 1: Collaborate with Local, Regional, National and Global Communities					
Priority Initiatives					
P1.1	Promote new academic activity in the Downtown Campus and the City Building Design Lab.	June 2019	In Process	SAPL satellite location in downtown Calgary opened in April, 2019	June 2020
P1.2	Implement new learning pathways (Campus Alberta, Dual Credit).	Ongoing	Ongoing	The University had 11 dual credit opportunities available for high school students. UCalgary is a strong Transfer	Ongoing

Type	Description	Expected Completion	Status	Progress Made in Last 12 Months	Revised Expected Completion Date
				Alberta partner with ongoing approval of articulation agreements.	
P1.3	Work with various communities to support innovation in the Calgary region; develop work-integrated learning opportunities; and strengthen community-engaged scholarship and learning.	June 2021	In Process	Created Life Sciences Innovation Hub (4 life science fellowships awarded, 125 active companies, 134 jobs created, 2 clinical trials initiated)	June 2021
P1.4	Continue to implement the alumni strategy.	Ongoing	Ongoing	Will be refined as part of development of Advancement Portfolio	Ongoing
P1.5	Create collaborative partnerships with Campus Alberta institutions.	Ongoing	Ongoing	Partnering with all PSE's in Calgary on EL initiative. These are in addition to on-going academic and research partnerships with several other PSEs.	Ongoing
P1.6	Develop a new International Strategy for 2020-25.	Complete review Dec 2019; Develop strategy 2020	Complete	Review complete. New Global Engagement Plan approved.	
P1.7	Create research competitions for prizes that solve major community issues.	Ongoing	Ongoing	The 2019 Energy New Venture Competition is dedicated to the advancement of the energy sector. The 2019 Inaugural Research Slam shined a spotlight on postdoctoral research.	Ongoing

Type	Description	Expected Completion	Status	Progress Made in Last 12 Months	Revised Expected Completion Date
P1.8	Work in partnership with the provincial government on implementing new legislation.	Ongoing	Ongoing	Worked with GoA on An Act to Improve the Affordability and Accessibility of Post-Secondary Education and Bill 7: An Act to Enhance Post-Secondary Academic Bargaining	Ongoing
P1.9	Work with the federal and provincial governments to leverage and optimize resources.	Ongoing	Ongoing	\$6.8M in CFI funds obtained for numerous research facilities (e.g., CFI supports Arctic project to facilitate information sharing among scholars, Inuit, and others)	Ongoing
P1.10	Implement a communications strategy for different levels of government.	Ongoing	Ongoing	completed	Ongoing

Expected Outcomes		
EO1	The University of Calgary enhances our academic and research activities through strategic partnerships, provincially, nationally and internationally.	
EO2	The University of Calgary collaborates with post-secondary institutions across the province in a coordinated manner.	
EO3	The university works in partnership with municipal, provincial and federal governments.	
EO4	The university is a strong international partner.	
Performance Measures		
PM1	# of Students in Experiential Learning	Under development
PM2	# of Alumni Engaged	(18-19 = 10,728; 19-20 = 10,976)
PM3	Fundraising (Annual total)	(18-19 = \$202.4M; 19-20 = \$142M)
PM4	# of Donors who are alumni	(18-19 = 2,668; 19-20 = 3,187)
PM5	Likelihood to recommend UCalgary Affiliates (i.e., people / organizations associated with UCalgary)	Alberta Public (most current = 80%) Alberta Affiliates (most current = 91%)
PM6	Awareness of UCalgary	Not conducted in 19-20
PM7	# of dual credit courses with various school boards	11 courses delivered in partnership with five school boards
PM8	Students outside of City but in Alberta (UG/Grad)	UG 2,949 (10.7%) GR 690 (10.2%)
PM9	Students outside Province but in Canada (UG/Grad)	UG 2,750 (10.0%) GR 879 (12.9%)
PM10	International enrolment (UG/Grad FLEs)	UG 2,406 (9.8%) GR 1,967 (30.4%)

ACCOUNTABILITY

The University of Calgary is accountable to its many stakeholders: students, faculty, staff, parents, alumni, government, granting agencies, donors and the community. We engage with our stakeholders in a number of formal and informal ways, including a public Report to the Community, regular campus community updates and Town Halls. Most importantly, we submit planning documents that satisfy the legislated requirements described within the Post-Secondary Learning Act and the Fiscal Management Act, such as the Comprehensive Institutional Plan and this Annual Report. In addition to our ongoing accountability mechanisms, the University undertakes the following initiatives that support the Adult Learning Principle of Accountability.

Table 5 – Accountability

Type	Description	Expected Completion	Status	Progress Made in Last 12 Months	Revised Expected Completion Date
Goal 1: Comply with New Legislation					
Priority Initiatives					
P1.1	Identify and make necessary changes to comply with: the new PSLA and the requirements under the Labour Code; Tri-Council mandates related to Open Access; and Bill 19 – An Act to Improve the Affordability and Accessibility of Post-Secondary Education.	Ongoing	Ongoing	Completed changes triggered by Bills 7 and 19. Completing changes to address open access initiative	Ongoing
Goal 2: Streamline Processes while Ensuring Compliance					
Priority Initiatives					
P2.1	Implement a research management system for efficient processing of electronic documentation and approval for grants.	Ongoing	Ongoing	RMS to be rolled out across several releases by Sept 2020 (Built Institutional Research Information Services Solution (IRISS) interface, completed release 1)	Ongoing
Goal 3: Monitor and Report on our Progress towards Eyes High					
Priority Initiatives					
P3.1	Continue to track our progress towards <i>Eyes High</i> using our established performance measures	Ongoing	Ongoing	Metrics presented in 2019 Community Report	Ongoing
P3.2	Report annually on our progress towards <i>Eyes High</i> and on the value and impact of the University of Calgary to the Province of Alberta.	Ongoing	Ongoing	Annual Report submitted to GoA	Ongoing

Expected Outcomes		
EO1	The University of Calgary is a responsive, transparent and accountable institution	
Performance Measures		
PM1	Legislation compliance achieved.	Complete
PM2	Research management system implemented	Ongoing
PM3	Annual submission of the CIP and Annual Report	Complete
PM4	GFC approved primary and secondary metrics	Complete

7. Financial and Budget Information

MANAGEMENT DISCUSSION AND ANALYSIS OVERVIEW

This Management Discussion and Analysis (“MD&A”) should be read in conjunction with the University of Calgary’s (“the University”) consolidated financial statements and accompanying notes for the year ended March 31, 2020. The MD&A and consolidated financial statements are reviewed and approved by the University’s Board of Governors on the recommendation of the University’s Audit Committee. The University’s consolidated financial statements have been prepared in accordance with Canadian Public Sector Accounting Standards (“PSAS”).

The MD&A is an overview of the University’s financial results for the year ending March 31, 2020 and offers analysis of the University’s:

1. Operating Environment
2. Financial Results
3. Net Assets and Net Financial Assets
4. Capital Expansion and Renewal
5. Areas of Significant Financial Risk

OPERATING ENVIRONMENT

The University is on an ambitious journey to become one of Canada’s top research-intensive universities, making significant contributions to the local and provincial economies. The University’s main campus occupies a beautiful setting with a view of the Rocky Mountains, covering more than 200 hectares – an area larger than Calgary’s entire downtown.

The University is focused on fulfilling the three foundational commitments of our Eyes High 2017-22 strategy: sharpen focus on research and scholarship; enrich the quality and breadth of learning; and integrate the University with the community.

On March 17, 2020, the Government of Alberta declared a state of public health emergency over the COVID-19 global pandemic. To ensure the safety and health of the University’s students, faculty and staff, and members of the community, the University temporarily moved to a remote delivery model for classes, suspended activities at field research stations, and cancelled or postponed in-person events on campus. Staff and faculty whose roles supported them working remotely were asked to do so. The COVID-19 pandemic has had significant impacts on the lives of many individuals across our city, province, and around the globe. As the Government of Alberta lifts restrictions and restarts Alberta’s economy, the University remains a strong partner to help our students, community, province, and country as we continue our Eyes High journey together.

FINANCIAL RESULTS

For the year ended March 31, 2020, the University’s expenses exceeded revenues by \$29.8 million. This annual operating deficit decreased from the \$99.4 million surplus in 2019. The primary drivers of the decrease were current year impacts including a 6.9% reduction (\$32.9 million) to the Campus Alberta grant from the Government of Alberta, a Voluntary Retirement Incentive Program of \$12.8 million and

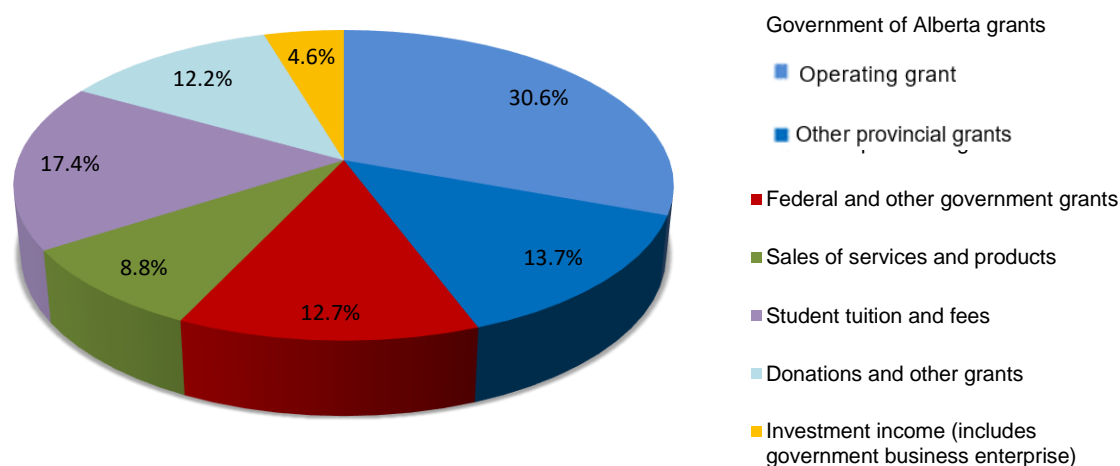
\$8.0 million in employee severance payouts. Additionally 2019 included one-time donations of \$42.6 million which were not repeated at that magnitude in 2020.

Total net assets have decreased by \$108.8 million from March 31, 2019 as the result of \$29.8 million of annual operating deficit and \$93.2 million of unrealized losses on portfolio investments as a result of financial market declines due to COVID-19, which are partially offset by endowment donations of \$14.2 million.

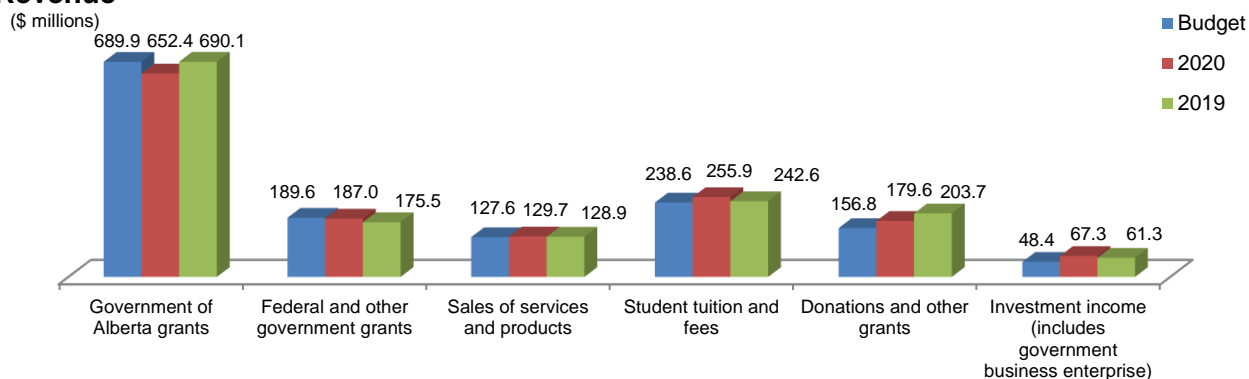
REVENUE

Total revenues for the year ended March 31, 2020 were \$1,471.9 million, a decrease of \$30.1 million (2.0%) compared to the prior year and \$20.9 million (1.4%) over budget. Revenue from the Government of Alberta represented the University's single largest source of income, at 44.3% of total University revenue, and played a key role in the ability to fund University activities. Major components of revenue are as follows:

Figure 1 – Revenue by source



Revenue



Government of Alberta grants

Government of Alberta grant revenue of \$652.4 million was \$37.7 million lower than prior year and \$37.5 million lower than budget. The decrease over prior year and budget is primarily the result of Government of Alberta 6.9% in year reduction to the Campus Alberta grant.

Federal and other government grants

Grant revenue from federal and other government sources of \$187.0 million was \$11.5 million higher than prior year and \$2.6 million lower than budget. The increase compared to prior year was a result of successfully obtaining additional research awards from Canadian Institutes of Health Research (CIHR) and Social Sciences and Humanities Research Council (SSHRC).

Sales of services and products

Sales of services and products revenue of \$129.7 million was \$0.8 million higher than the prior year and \$2.1 million higher than budget. Increase from prior year is a result of an increase in West Campus Development Trust lease revenue offset by a reduction in University events held on campus to meet the cost restraints of the in-year budget cuts and decreased sales in Ancillary due to the transition of Starbucks to a third party provider.

Student tuition and fees

Student tuition and fees of \$255.9 million were \$13.3 million higher than prior year and \$17.3 million higher than budget. The increase from prior year and budget is a result of increased enrolment of full-time students in addition to increased fees for both domestic and international students.

Donations and other grants

Donations and other grant revenue of \$179.6 million was \$24.1 million lower than prior year and \$22.8 million higher than budget. Donations and other grants were lower than prior year due to receiving a \$34.6 million donation of the W.A. Ranches and \$8.0 million donation of a building in 2019. The variance from budget is due to higher than expected donations and other grants related to research clinical trials.

Investment income – Including investment income in government business enterprise

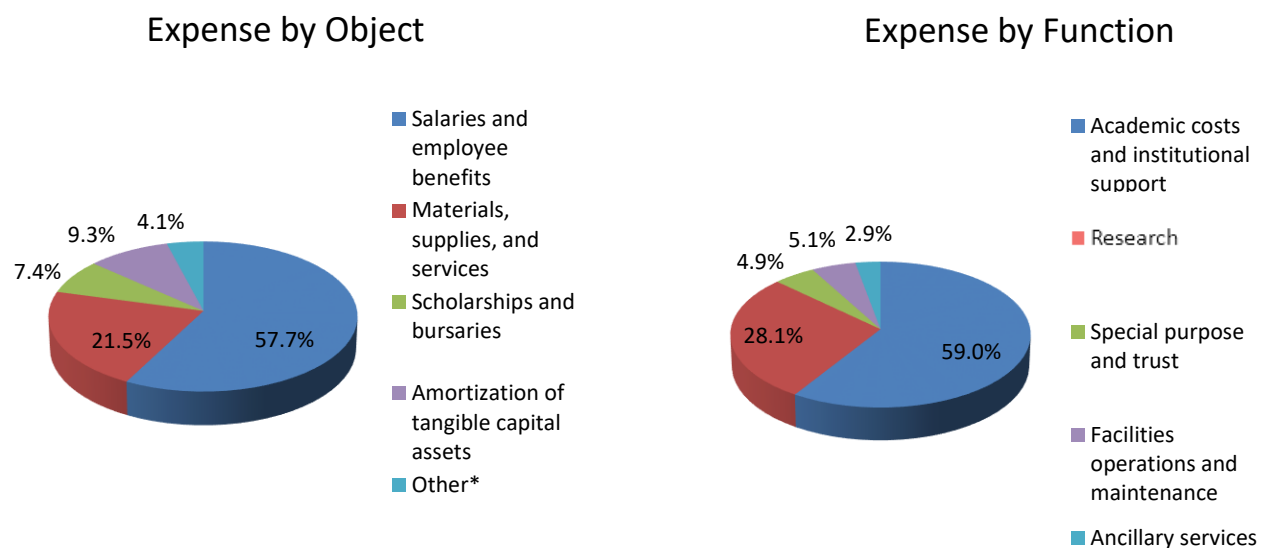
Investment income (including investment income in government business enterprise (“GBE”)) of \$67.3 million was \$6.0 million higher than prior year and \$18.9 million higher than budget. The variance is due to a \$3.6 million increase in income from the University’s investment in GBE, West Campus Development Corporation, \$15.3 million higher realized income earned on investments due to realized capital gains and higher than expected investment income.

EXPENSE

For the year ended March 31, 2020, the University recorded \$1,501.8 million in expenses representing an increase of \$99.0 million (7.1%) over the prior year and \$50.8 million (3.5%) higher than budget. Salaries and benefits are the largest expenditure component at the University, representing 57.7% of the University's expenses.

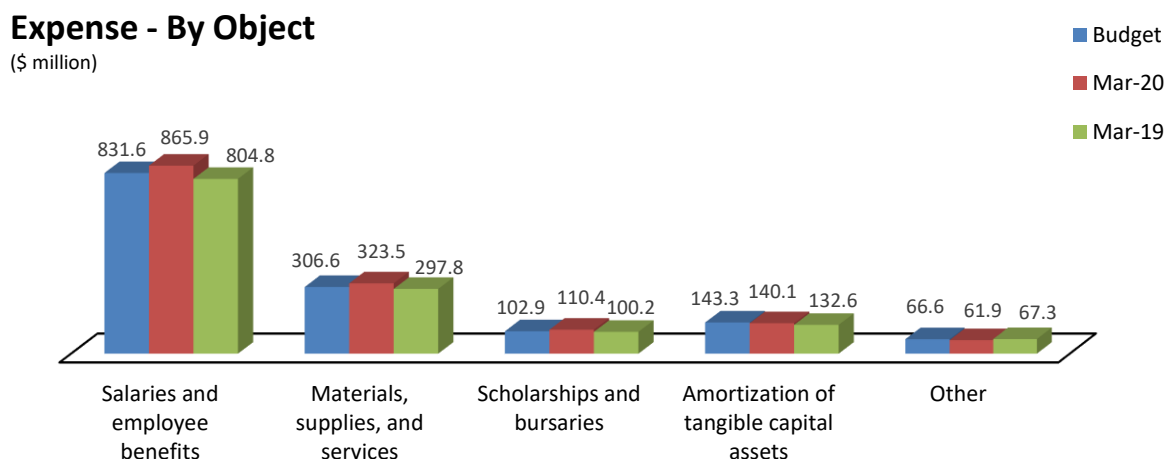
Academic costs and institutional support represents the single largest function at the University, with this function representing 59.0% of the University's expenses. This includes instruction, non-research academic and administrative support activities, effectively representing the operating activities of the University.

Figure 2 – Expense by object and function



*Other expenses include: Utilities, Maintenance and repairs, and Cost of goods sold.

Figure 3 – Expense by object and year



Salaries and employee benefits

Salaries and employee benefits of \$865.9 million have increased by \$61.1 million over the prior year and increased \$34.3 million from budgeted amounts. The increase is mainly due to \$19.5 million higher than budgeted Universities Academic Pension Plan (UAPP) pension costs as a result of changes in actuarial calculations completed for the pension plan, \$12.8 million related to the Voluntary Retirement Incentive Program and \$8.0 million in severance payouts, offset by \$6.0 million lower than expected salaries from delayed hires, unexpected leaves, and departures.

Materials, supplies and services

Materials, supplies and services of \$323.5 million represent the second largest expense component of the University with current year costs \$25.7 million higher than the prior year and \$16.9 million higher than budget. Materials, supplies and services are higher than prior year due to purchasing \$3.3 million of new security cameras and monitors to upgrade our building and physical security and increased spending on externally restricted projects relating to research and special purpose activities.

Scholarships and bursaries

Scholarships and bursaries of \$110.4 million were \$10.2 million higher than the prior year and \$7.5 million above budget. These higher expenses are in line with University goals for attracting and supporting students across various faculties.

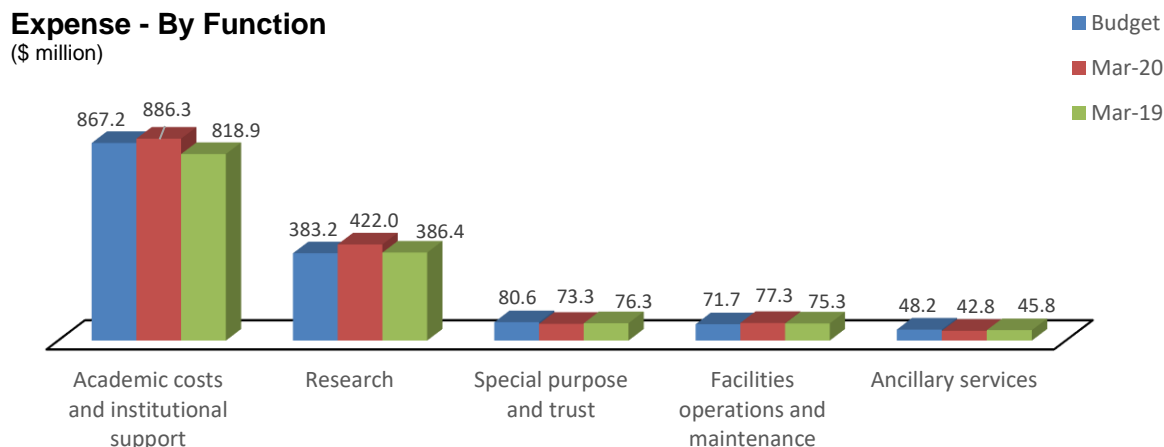
Amortization of tangible capital assets

Amortization of tangible capital assets expense of \$140.1 million increased by \$7.5 million from the prior year and decreased by \$3.2 million compared to budget. The increase from prior year is a result of new assets transferred into service during the year, primarily related to the completion of MacKimmie Tower in January 2020.

Other

Other expenses totaling \$61.9 million were \$5.4 million lower than prior year and \$4.7 million lower than budgeted amounts. The decrease is primarily due to the absence of Infrastructure Maintenance Program (IMP) funding which was suspended by the Government of Alberta for the 2020 fiscal year and additional budget constraints in the current year resulting in a reduction of related expenses.

Figure 4 – Expense by function and year



Academic costs and institutional support

Academic costs and institutional support expenses of \$886.3 million increased \$67.4 million over the prior year and increased by \$19.1 million compared to budget. The increase from prior year is primarily due to \$19.5 million of UAPP pension costs as a result of changes in actuarial calculations, \$16.2 million increase in academic and institutional support salaries with additional increases of \$12.8 million from the Voluntary Retirement Incentive Program and \$8.0 million in severance payouts. Further increases from prior year were due to \$6.4 million in increased materials and supplies primarily from research projects as well as \$4.5 million increase due to asset retirement of the MacKimmie Block.

Research and Special purpose and trust

Research costs of \$422.0 million were \$35.6 million higher than prior year and \$38.8 million higher than budget. This increase is due to the University's strategic focus on directing resources and activities towards research initiatives in support of *Eyes High* goals for increased research across many faculties of the University. Special purpose and trust costs of \$73.3 million were \$3.0 million lower than prior year and \$7.3 million lower than budgeted amounts primarily due to increase of materials and supplies in the prior year related to Postgraduate Medical Education projects.

Facilities operations and maintenance

Facilities operations and maintenance costs of \$77.3 million were \$2.0 million higher than prior year and \$5.6 million higher than budget. The increase from prior year is related to costs associated with the Life Sciences Innovation Hub. The budget variance is a result of operating and maintaining a growing and aging campus infrastructure resulting in higher than budgeted expenditures.

Ancillary services

Ancillary expenditures of \$42.8 million were \$3.0 million lower than prior year and \$5.4 million lower than budget primarily due to lower salaries and benefits from unfilled vacancies and fewer hourly employees and decreased costs as a result of the transition of Starbucks to a third party provider.

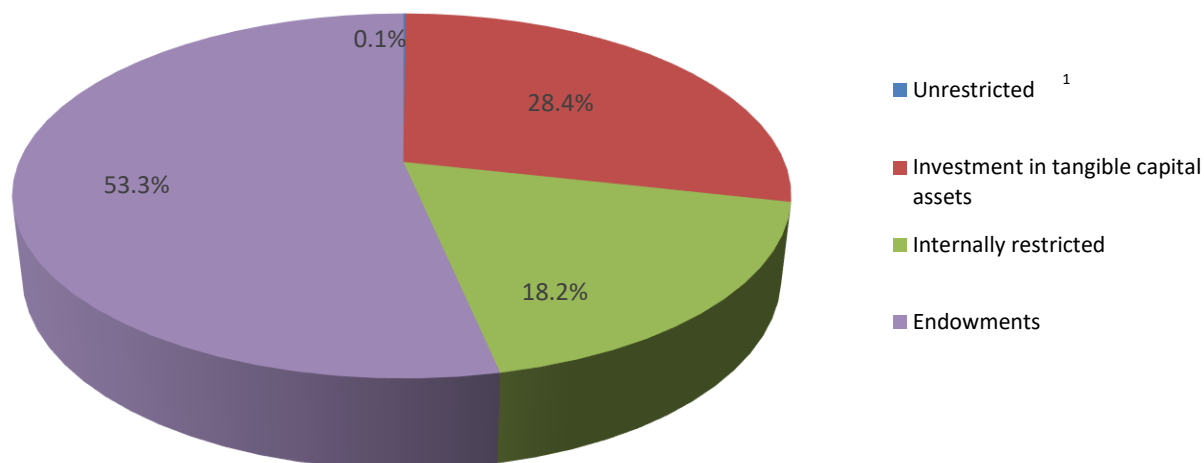
NET ASSETS AND NET FINANCIAL ASSETS

NET ASSETS

The University's net asset balance is an important indicator of financial health for the University. Prudent financial planning and strategic decision-making combined with increased endowment contributions from donors have contributed to the University's \$1,717.9 million in net assets. Endowments of \$915.9 million continue to represent the largest component of Net Assets. Endowments must be maintained in perpetuity. Investment income earned is used to fund specific research, scholarship, and donor supported initiatives.

Of the remaining \$802.0 million in net assets, \$487.5 million represents funds previously spent as a net investment in capital assets and \$312.7 million formally restricted by the University's Board of Governors for spending on strategic initiatives in support of student learning, research, capital projects, and community service. During the year, the Board of Governors approved \$65.2 million of transfers into internally restricted net assets for faculty and department strategic initiatives offset by \$63.4 million of non-capital expenditures for a net transfer of \$1.8 million. In addition, the University used unrestricted net assets to fund \$25.7 million of capital construction and capital purchases and \$5.9 million to repay University debt. After amounts spent on capital assets, Board of Governors restrictions, and debt repayment, \$1.8 million remains in unrestricted net assets. Net assets at March 31, 2020 are comprised of the following balances and related summarized transactions:

Figure 5 – Net assets



¹Unrestricted net assets of 0.1% are not visible in the chart due to the low percentage of total net assets.
Net Assets (*continued*)

Table 6 – Net assets

As at March 31, 2020 (\$ thousands)	Unrestricted	Investment in Capital Assets	Internally Restricted	Endowment	Total
Balance as at March 31, 2019	\$17,026	\$ 457,771	\$360,846	\$991,060	\$1,826,703
Annual deficit	(29,841)	-	-	-	(29,841)
Transfer to internally restricted net assets net of expenditures	(1,771)	-	1,771	-	-
Endowment					
New contributions	-	-	-	14,257	14,257
Transfer from endowment ⁽¹⁾	4,980	-	-	(4,980)	-
Tangible capital assets					
Acquisition of tangible capital assets	(25,653)	75,588	(49,935)	-	-
Amortization of tangible capital assets	50,465	(50,465)	-	-	-
Debt repayment	(5,854)	5,854	-	-	-
Debt new financing	1,214	(1,214)	-	-	-
Change in accumulated remeasurement losses	(8,811)	-	-	(84,380)	(93,191)
Balance as at March 31, 2020	\$1,755	\$ 487,534	\$312,682	\$915,957	\$1,717,928

- (1) Transfer from endowment has been recorded to cover the endowment spending in excess of the investment income earned on endowments. When endowment investment income is insufficient to cover endowment spending, amounts are transferred from the cumulative capitalized endowment investment income to cover the shortfall.

NET FINANCIAL ASSETS

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. The Net Financial Asset indicator is intended to identify the availability of net financial resources of an organization to fund future operations after considering liabilities owed to third parties. The University presents the Net Financial Asset indicator in a manner as directed by the Controller of the Province of Alberta. The presentation includes \$915.9 million of investments that are restricted for endowments. Portfolio investments – restricted for endowments must be maintained in perpetuity and are therefore not available to pay for University liabilities, nor can the University use the endowment portfolio investments to pay for future operating or capital purchases. As a result, net financial assets excluding portfolio investments restricted for endowments is presented on the Consolidated Statement of Financial Position.

At March 31, 2020 Net Financial Assets excluding portfolio investments restricted for endowments is \$146.2 million, representing a \$65.1 million decrease from the prior year figures. This decline is primarily due to the impact on the University's surplus from the in-year Campus Alberta Grant reduction of \$32.9M, the loss of the Infrastructure Maintenance Program (IMP) grant of \$22.5M and the accrual of \$12.8 million for the Voluntary Retirement Incentive Program.

CAPITAL EXPANSION AND RENEWAL

Continuation of capital expansion and renewal projects remains a critical priority for the University, contributing not only to the student learning experience and the quality of research activity, but also positively to the Calgary economy. In 2020, the University expended \$216.4 million (2019 - \$272.6 million) on construction and other capital asset acquisitions. This capital activity represents the continuation of the University's multi-year capital building program through construction of new buildings as well as redevelopment, renovation, and numerous instructional facility upgrade projects.

The following represents progress on the top six major construction projects on campus:

Table 7 – Major capital project costs

Major Capital Project Costs (\$ thousands)	2020	Expenditures to Date	Total Budget
MacKimmie Complex & Professional Faculties Bldg. Redevelopment	90,753	173,927	290,000
Schulich School of Engineering Block E Renovation Project	7,033	7,855	9,500
Veterinary Medicine Student Space Expansion Project	5,202	6,180	7,665
Mathison Hall	3,965	5,178	90,000
University Research Centre Labs	3,208	3,557	5,100
Life Sciences Innovation Hub	2,636	3,111	4,350

MacKimmie Complex and Professional Faculties Building Redevelopment

The project will completely renew and repurpose the MacKimmie Complex, including targeted renovations to the Professional Faculties Building (PFB), associated with the relocation of the Faculty of Social Work to the MacKimmie Tower and backfill of the space to accommodate Faculty of Nursing expansion. The project represents an opportunity to address many challenges, as part of one integrated project. Making the best use of two existing buildings will reduce operating costs, co-locate and centralize student and staff services in the heart of our campus, alleviate space pressures within the Social Work and Nursing Faculties and bring the Facility Condition Index (FCI) of the MacKimmie Tower and Block to near zero. The project necessitated the decanting of 600 existing MacKimmie Tower occupants (500 to offsite premises and 100 to main campus locations).

Schulich School of Engineering (SSE) Block E Renovation Project

This project is to renovate the first, second and third floors of Block E. The project consists of the redevelopment of over 6,000m² of space for functional and pedagogical reconfigurations, modernization of the spaces and improved Code compliance requirements while following University Design Guidelines. The project includes classrooms, wet and dry lab spaces, office space for Faculty and post-graduate residents, as well as spaces for students.

Veterinary Medicine Student Space Expansion Project

The project is comprised of a series of enhancements to existing teaching and learning facilities at the Clinical Skills Building located at the Spy Hill Campus. This includes an expanded surgery suite, new teaching areas and modifications to the existing bovine and equine facilities. In addition to the expansion scope, renovations to existing facilities will also be undertaken to provide additional student study space, teaching areas and expand locker/change rooms. These enhanced facilities will also allow the Veterinary Medicine program to accommodate increased student placements beginning in 2020, be used to provide continuing education to Alberta veterinarians and will provide a space for special interest groups from the public to hold conferences.

Mathison Hall

The project primarily consists of the development of a new, innovative building on campus with approximately 10,000 m² to meet modern expectations for technology-rich, flexible teaching and research space required for the Haskayne School of Business. The new building will share a new front door with Scurfield Hall and be connected to it by a four story atrium. The project scope will also include landscaping, IT and furnishings, fixtures, and equipment.

University Research Centre Labs

The project consists of the development of high-quality research and industrial lab space and support space. Renovations will address safety concerns, including the replacement of old fume hoods, improvement of the working environment through the replacement of aged flooring, paint and lab

benching, and improved functionality to meet specific user requirements through design modifications of larger labs and the relocation/upgrading of electrical services to accommodate new equipment. The project will significantly increase the university's research capacity to make a significant contribution toward Canada's leadership as a supplier of safe, secure, clean and reliable energy.

Life Sciences Innovation Hub

The project involves renovating the space within the Life Sciences Innovation Hub (the former Shell Technology Centre), located in University Research Park, to support its re-development and prepare the facility to be tenant-ready in the University's pursuit to create a space that drives life sciences innovation and supports start-up organizations.

AREAS OF SIGNIFICANT FINANCIAL RISK

DEFERRED MAINTENANCE

The University directs significant resources to ensure that University buildings are updated with relevant technology, operated efficiently, meet or exceed university and external regulatory standards. The University has an outstanding deferred maintenance balance of \$555.7 million (2019 - \$536.0 million). Due to budget constraints, the Government of Alberta suspended the Infrastructure Maintenance Program funding for the 2020 fiscal year (2019 - \$22.5 million).

UNFUNDED PENSION LIABILITY

The University participates, with other Alberta post-secondary institutions, in the UAPP to provide defined-benefit pensions for participating faculty and staff. The extrapolated actuarial deficiency for the pension plan at March 31, 2020 is \$1,304.2 million (2019 - \$996.5 million). The University's portion of the deficiency is \$187.7 million (2019 - \$133.9 million). This unfunded deficiency in the UAPP is currently being funded by the Government of Alberta, employee and employer contributions. The deficiency is expected to be eliminated by 2043.

BUDGETARY PRESSURE

In the 2020 fiscal year, the University received a 6.9 percent cut to its provincial grant. Subsequently, the University's grant was cut a further 6.0 percent for the 2021 fiscal year. Although the University has produced a balanced budget for 2021, provincial funding is expected to continue to decrease. Cost savings to address these cuts were achieved largely through workforce reductions, reductions in discretionary spending, and the cancellation or deferral of major projects. Impacts of the global COVID-19 pandemic may further impact provincial funding to the University. Plans to mitigate these risks include expenditure reductions in targeted areas, the achievement of greater efficiencies in our operations, and the identification of new sources of revenue. Through our prudent fiscal management and a willingness to partner with government, the University will continue to work toward mitigating risks to ensure we continue to deliver on *Eyes High* strategy and mandate while ensuring that budgets remain balanced.

8. Enrolment Plan and Program Changes

This section reports key variances between the enrolment plan presented in the 2019 Comprehensive Institutional Plan (CIP) and the actual results. Enrolment is presented using Full Load Equivalent (FLE). Detailed explanations for all variances between estimates and actuals have been included to provide a clear understanding of the issues that have affected enrolment over the course of the prior year. International student enrolment is reported as a percentage of total enrolment by program. This section also provides an update on progress towards the priorities and timelines identified in the 2019 CIP concerning the development and implementation of proposed new programs.

8.1 ENROLMENT PLAN

When the University of Calgary's 2019-20 enrolment plan was presented as part of the 2019 Comprehensive Institutional Plan, we estimated that 29,750 Full Load Equivalent (FLE) would register for the Fall term (Table 8). The Fall estimate does not account for new Winter and Summer term registrations. When we consider annual registrations (Fall, Winter and Summer terms), we estimated that 30,155 FLE would register, as indicated in our fall preliminary enrolment report. The actual number enrolled was 31,024 which is 869 (2.9 percent) more students than the annual estimate. The increase is due in large part to an increase in acceptances at the undergraduate level in the Faculties of Arts, Science, and the Schulich School of Engineering and increases at the graduate level in the Schulich School of Engineering, the Haskayne School of Business and the Faculties of Nursing and Social Work. The increase in the Schulich School of Engineering graduate program was due to a program expansion that was expected to continue for the 2019-20 academic year. Although enrolment management is an inexact science, an acceptable enrolment variance is typically acknowledged as being within five percent of the estimate, which is well within the range of our noted variance.

Table 8 – 2019-20 Enrolment by faculty (Full-Load Equivalent)

Faculty / School	Undergraduate			Graduate			Total		
	Fall Target	Annual Actual	Diff	Fall Target	Annual Actual	Diff	Fall Target	Annual Actual	Diff
Arts	6,131	6,333	202	657	643	(14)	6,788	6,976	188
Schulich Engineering	3,692	3,702	10	1,098	1,269	171	4,790	4,971	181
Architecture, Planning & Landscape	-	-	-	297	303	6	297	303	6
Haskayne Business	2,781	2,826	45	629	700	71	3,410	3,526	116
Kinesiology	923	944	21	92	109	17	1,015	1,053	38
Law	370	381	11	19	19	(0)	389	400	11
Cumming – MD	640	678	38	-	-	-	640	678	38
Cumming – Other	576	629	53	515	721	206	1,091	1,350	259
Nursing	901	908	7	140	239	99	1,041	1,147	106
Science	4,435	4,363	(72)	842	799	(43)	5,277	5,162	(115)
School of Public Policy	-	-	-	75	64	(11)	75	64	(11)
Social Work	501	546	45	319	339	20	820	885	65
Veterinary Medicine	138	144	6	77	88	11	215	232	17
Werklund Education	1,055	1,050	(5)	1,072	1,162	90	2,127	2,212	85
Open Studies	513	754	241	62	-	(62)	575	754	179
Cumming - PGME	881	945	64	-	-	-	881	945	64
Sub-total	23,537	24,203	666	5,894	6,455	561	29,431	30,658	1,227
Qatar	291	341	50	28	25	(3)	319	366	47
Total	23,828	24,544	716	5,922	6,480	558	29,750	31,024	1,274

*PGME – Post Graduate Medical Education

Note: Full-Load Equivalent (FLE) enrolment looks at the course load students are enrolled in, with one FLE representing the equivalent of what a student taking a full load would generate during an academic year. A FLE is measured by taking the load of the learner enrolled (total units) and dividing by the full load of that program/specialization in their year of study. A FLE value of 1.0 means that the student is taking the equivalent of a full course load for their program. A student taking a portion of the program would generate less than 1.0 FLE. Reporting enrolment data as FLEs helps to reflect system capacity and allows for enrolment comparisons across various programs and institutions within Alberta.

8.2 INTERNATIONAL ENROLMENT

Of the 31,024 FLE students registered in 2019-20, 4,373 were classified as “international” (Table 9). International students accounted for 14.1 percent (FLEs) of the total FLE student population (i.e., 9.8% at the undergraduate level and 30.4% at the graduate level).

Table 9 – 2019-20 Total actual and international enrolment (Full-Load Equivalent)

Faculty	Specialization	Total Actual FLEs	International FLEs	% Total
Arts	Ancient and Medieval History	24.050	0.900	3.7%
	Anthropology	177.850	6.000	3.4%
	Archaeology	69.575	3.300	4.7%
	Art History	33.383	2.800	8.4%
	Arts	513.350	119.550	23.3%
	Bachelor of Film Studies	19.000	1.500	7.9%
	Canadian Studies	13.550	0.900	6.6%
	Communication & Culture	3.400	-	0.0%
	Communication and Culture (Multidisciplinary)	107.350	2.800	2.6%
	Communication Studies	405.100	54.000	13.3%
	Composition	4.450	0.900	20.2%
	Dance	55.250	1.100	2.0%
	Drama	77.400	4.300	5.6%
	Drama Education	-	-	0.0%
	Earth Science	16.850	1.650	9.8%
	East Asia	28.150	1.100	3.9%
	East Asian Language Studies	50.100	3.700	7.4%
	Economics	624.780	153.900	24.6%
	English	283.200	6.500	2.3%
	Film Studies	30.200	6.900	22.8%
	French	38.250	0.500	1.3%
	General Humanities	-	-	0.0%
	Geography	99.133	7.100	7.2%
	German	6.950	0.500	7.2%
	Greek and Roman Studies	17.100	-	0.0%
	History	224.117	6.300	2.8%
	History and Philosophy of Science	-	-	0.0%
	Integrated Studies	27.600	1.650	6.0%
	International Development Studies	60.500	2.550	4.2%
	International Indigenous Studies	23.617	-	0.0%
	International Relations	309.733	48.150	15.5%
	Italian Studies	3.000	-	0.0%
	Latin American Studies	1.900	-	0.0%
	Law and Society	436.608	6.300	1.4%
	Linguistics	78.300	3.300	4.2%
	Linguistics and Language	32.100	2.200	6.9%
	Music	71.575	3.650	5.1%
	Music History and Theory	-	-	0.0%
	Performance	26.750	0.900	3.4%

Faculty	Specialization	Total Actual FLEs	International FLEs	% Total
	Philosophy	92.583	2.600	2.8%
	Political Science	468.283	14.800	3.2%
	Primatology	-	-	0.0%
	Psychology	803.182	34.550	4.3%
	Religious Studies	11.983	-	0.0%
	Religious Studies and Applied Ethics	0.300	-	0.0%
	Russian	1.700	0.700	41.2%
	Science Technology and Society	-	-	0.0%
	Social and Cultural Anthropology	70.650	3.500	5.0%
	Sociology	573.292	7.600	1.3%
	Spanish	23.050	1.150	5.0%
	Urban Studies	172.350	5.300	3.1%
	Visual Studies	100.375	9.450	9.4%
	Women's Studies	20.350	-	0.0%
Schulich School of Engineering	Biomedical Engineering	148.479	5.661	3.8%
	Chemical Engineering	441.280	67.267	15.2%
	Civil Engineering	399.710	32.641	8.2%
	Electrical Engineering	473.394	54.317	11.5%
	Energy Engineering	167.464	4.594	2.7%
	Engineering	852.982	176.445	20.7%
	Geomatics Engineering	123.970	13.422	10.8%
	Mechanical Engineering	761.137	89.627	11.8%
	Oil and Gas Engineering	36.919	14.409	39.0%
	Software Engineering	297.169	28.137	9.5%
Haskayne School of Business	Commerce	2,826.420	327.617	11.6%
	Hotel and Resort Management	-	-	0.0%
Kinesiology	Athletic Therapy	-	-	0.0%
	Biomechanics	57.025	1.000	1.8%
	Exercise and Health Physiology	179.950	8.500	4.7%
	Kinesiology	582.200	17.600	3.0%
	Leadership in Pedagogy and Coaching	33.000	-	0.0%
	Mind Sciences in Kinesiology	91.600	1.000	1.1%
Law	Law	381.769	9.389	2.5%
Cumming School of Medicine	Bioinformatics	44.300	-	0.0%
	Biomedical Sciences	305.300	38.600	12.6%
	Community Rehabilitation	219.250	3.700	1.7%
	Health and Society	59.700	0.200	0.3%
	Medicine, MD	677.747	19.268	2.8%
Nursing (Includes Qatar)	Nursing	349.114	255.927	73.3%
	Nursing- Degree Holder	369.900	7.500	2.0%
	Nursing- Direct Entry	443.000	14.700	3.3%
Science	Actuarial Science	177.775	38.550	21.7%
	Applied and Environmental Geology	-	-	0.0%
	Applied Chemistry	4.500	-	0.0%
	Applied Mathematics	52.850	14.050	26.6%
	Astrophysics	111.625	9.725	8.7%
	Biochemistry	79.633	3.900	4.9%
	Biological Sciences	891.933	25.900	2.9%
	Cellular Molecular and Microbial Biology	147.775	5.150	3.5%
	Chemical Physics	-	-	0.0%
	Chemistry	499.650	35.150	7.0%
	Computer Science	924.420	168.650	18.2%
	Ecology	26.600	0.450	1.7%
	Environmental Science	141.483	14.300	10.1%
	General Mathematics	107.697	11.550	10.7%
	Geology	130.600	10.300	7.9%
	Geophysics	31.776	5.600	17.6%

Faculty	Specialization	Total Actual FLEs	International FLEs	% Total
	Mathematics	161.450	36.400	22.5%
	Natural Sciences	474.000	45.750	9.7%
	Neuroscience	121.250	1.700	1.4%
	Physics	149.363	16.375	11.0%
	Plant Biology	37.200	2.700	7.3%
	Pure Mathematics	7.600	0.900	11.8%
	Statistics	26.350	10.400	39.5%
	Zoology	57.900	1.300	2.2%
Social Work	Social Work	545.800	3.400	0.6%
Vet. Medicine	Doctor of Veterinary Medicine	144.357	-	0.0%
Werklund School of Education	Education	55.900	-	0.0%
	Elementary Education	590.747	3.300	0.6%
	Secondary Education	402.992	2.200	0.5%
Certificate	Post-graduate Medical Education	945.000	68.500	7.2%
Open Studies	(Includes Qatar)	840.992	143.600	17.1%
Subtotal	Undergraduate	24,544.316	2,405.871	9.8%
Faculty	Specialization	Total FLEs	International FLEs	% Total
Graduate Studies - Doctoral	Anthropology	13.500	8.000	59.3%
	Archaeology	19.500	10.000	51.3%
	Biochemistry and Molecular Biology	58.000	35.500	61.2%
	Biological Sciences	86.000	37.500	43.6%
	Biomedical Engineering	51.167	29.000	56.7%
	Cardiovascular/Respiratory Sciences	15.000	6.000	40.0%
	Chemical and Petroleum Engineering	202.000	143.500	71.0%
	Chemistry	56.000	27.000	48.2%
	Civil Engineering	49.500	29.000	58.6%
	Clinical Psychology	28.500	1.000	3.5%
	Communication and Culture	11.500	3.500	30.4%
	Communication Studies	-	-	0.0%
	Community Health Sciences	77.500	11.000	14.2%
	Computational Media Design	10.500	1.000	9.5%
	Computer Science	63.334	32.500	51.3%
	Culture and Society	-	-	0.0%
	Economics	41.500	29.500	71.1%
	Education	156.000	4.500	2.9%
	Educational Psychology	50.000	1.500	3.0%
	Educational Research	78.000	19.000	24.4%
	Electrical and Computer Engineering	82.003	54.000	65.9%
	English	34.500	9.000	26.1%
	Environmental Design	37.000	9.000	24.3%
	Gastrointestinal Sciences	3.000	1.000	33.3%
	Geography	29.000	15.500	53.4%
	Geology and Geophysics	74.000	43.000	58.1%
	Geomatics Engineering	61.002	52.500	86.1%
	Greek and Roman Studies	10.000	4.000	40.0%
	History	18.000	9.500	52.8%
	Immunology	13.500	4.500	33.3%
	Interdisciplinary Studies	-	-	0.0%
	Kinesiology	38.500	21.500	55.8%
	Languages, Literatures and Cultures	19.500	11.500	59.0%
	Linguistics	12.000	7.500	62.5%
	Management	65.500	25.000	38.2%
	Mathematics and Statistics	43.000	33.000	76.7%
	Mechanical and Manufacturing Engineering	71.000	45.500	64.1%
	Mechanical Engineering	-	-	0.0%

Faculty	Specialization	Total Actual FLEs	International FLEs	% Total
	Medical Science	45.500	22.000	48.4%
	Microbiology and Infectious Diseases	13.000	5.500	42.3%
	Military and Strategic Studies	5.000	-	0.0%
	Music	8.000	4.000	50.0%
	Neuroscience	60.250	19.000	31.5%
	Nursing	37.500	1.000	2.7%
	Philosophy	16.000	9.000	56.3%
	Physics and Astronomy	53.500	28.500	53.3%
	Political Science	10.500	3.500	33.3%
	Psychology	26.000	5.500	21.2%
	Religious Studies	6.000	2.000	33.3%
	Social Work	24.000	4.000	16.7%
	Sociology	18.000	9.500	52.8%
Graduate Studies - Master	Veterinary Medical Sciences	53.500	30.500	57.0%
	Anthropology	17.500	10.500	60.0%
	Applied Psychology	-	-	0.0%
	Archaeology	8.167	2.000	24.5%
	Architecture	163.834	33.500	20.4%
	Art	13.500	4.500	33.3%
	Biochemistry and Molecular Biology	37.500	12.500	33.3%
	Biological Sciences	72.500	13.500	18.6%
	Biomedical Engineering	38.500	13.000	33.8%
	Biomedical Technology	17.125	1.500	8.8%
	Business Administration	436.746	45.500	10.4%
	Business-EMBA	142.168	3.000	2.1%
	Cardiovascular/Respiratory Sciences	14.000	3.500	25.0%
	Chemical and Petroleum Engineering	221.510	182.001	82.2%
	Chemical Engineering	101.000	70.000	69.3%
	Chemistry	55.000	9.500	17.3%
	Civil Engineering	137.184	102.500	74.7%
	Clinical Psychology	10.000	1.000	10.0%
	Communication and Culture	22.167	3.500	15.8%
	Communication Studies	-	-	0.0%
	Community Health Sciences	73.917	7.000	9.5%
	Computational Media Design	6.000	4.000	66.7%
	Computer Science	73.835	40.000	54.2%
	Culture and Society	-	-	0.0%
	Drama	17.667	4.000	22.6%
	Economics	18.834	12.000	63.7%
	Educational Psychology	178.507	4.000	2.2%
	Educational Research	343.342	12.500	3.6%
	Electrical and Computer Engineering	120.514	70.500	58.5%
	Electrical Engineering	67.670	38.500	56.9%
	English	14.000	2.000	14.3%
	Environmental Design	20.000	4.000	20.0%
	Environmental Science	-	-	0.0%
	French	2.000	-	0.0%
	Gastrointestinal Sciences	14.500	2.500	17.2%
	Geography	43.170	13.500	31.3%
	Geology and Geophysics	90.837	31.500	34.7%
	Geomatics Engineering	27.834	17.000	61.1%
	German	1.000	-	0.0%
	Greek and Roman Studies	5.334	-	0.0%
	History	20.167	2.000	9.9%
	Immunology	9.500	3.000	31.6%
	Industrial Design	-	-	0.0%
	Interdisciplinary Studies	-	-	0.0%
	Kinesiology	75.501	4.000	5.3%

Faculty	Specialization	Total Actual FLEs	International FLEs	% Total
	Landscape Architecture	29.500	14.000	47.5%
	Languages, Literatures, and Cultures	7.500	4.000	53.3%
	Law	17.670	8.000	45.3%
	Linguistics	5.000	1.500	30.0%
	Master of Disability and Community Studies	0.334	-	0.0%
	Master of Management	28.000	1.000	3.6%
	Master of Planning	50.502	18.000	35.6%
	Mathematics and Statistics	54.667	37.000	67.7%
	Mechanical and Manufacturing Engineering	60.180	42.000	69.8%
	Mechanical Engineering	53.000	23.000	43.4%
	Medical Science	38.750	3.500	9.0%
	Microbiology and Infectious Diseases	19.000	3.500	18.4%
	Music	15.500	1.000	6.5%
	Neuroscience	61.000	3.000	4.9%
	Nursing	109.106	24.834	22.8%
	Pathologists' Assistant	12.000	-	0.0%
	Philosophy	8.834	1.500	17.0%
	Physics and Astronomy	36.500	20.000	54.8%
	Political Science	17.000	1.500	8.8%
	Psychology	22.500	3.000	13.3%
	Public Policy	65.202	9.750	15.0%
	Religious Studies	2.500	-	0.0%
	Social Work	268.335	2.500	0.9%
	Sociology	20.000	3.000	15.0%
	Spanish	-	-	0.0%
	Strategic Studies	20.334	2.000	9.8%
	Sustainable Energy Development	39.504	8.500	21.5%
	Veterinary Medical Sciences	39.000	19.000	48.7%
Diploma	Built and Landscape Heritage	4.500	-	0.0%
	Radiation Oncology Physics	1.334	-	0.0%
	Chemical and Petroleum Engineering	-	-	0.0%
	Civil Engineering	-	-	0.0%
	Data Science and Analytics	57.500	7.000	12.2%
	Nurse Practitioner	6.750	-	0.0%
	Educational Research	156.170	-	0.0%
	Project Management	-	-	0.0%
Certificate	Advanced Nursing Practice I	22.516	-	0.0%
	Advanced Social Work Practice	42.500	-	0.0%
	Natural Resources, Energy and Environment Law	1.500	-	0.0%
	Clinical Social Work Practice	47.500	-	0.0%
	Educational Research	221.509	1.000	0.5%
	Fundamental Data Science and Analytics	14.000	1.000	7.1%
	Network Security	3.500	0.500	14.3%
	Bridge to Teaching	11.000	-	0.0%
Sub-total	Graduate	6,479.983	1,967.085	30.4%
Grand Total		31,024.299	4,372.956	14.1%

8.2 PROGRAM CHANGES

This section reports progress toward the achievement of priorities and timelines identified in the 2019 Comprehensive Institutional Plan with respect to the development and implementation of proposed new programs. New programs are developed by Faculties in response to student demand, new developments in academic disciplines, labour force demand, or in response to requests from government. All proposals go through a rigorous internal review as well as a system coordination review and review by the Campus Alberta Quality Council. We monitor enrolment in programs of study annually and terminate programs with persistently low enrolment, that are no longer sustainable, or are not aligned with student demand. The following programs have been approved by the Ministry and were implemented in the 2019-20 academic year:

- Doctor of Design
- Master of Management
- Graduate Certificate in Geospatial Information Technology
- Graduate Certificate Bridge to Teaching
- Graduate Certificate in Advanced Nursing Practice I
- Graduate Certificate in Advanced Nursing Practice II

9. Research, Applied Research, & Scholarly Activities

This section reports research and innovation accomplishments identified in the 2019 CIP and as they pertain to current provincial outcomes (i.e., economic diversification and job creation, environmental stewardship and climate leadership, effective resource management, and engaged individuals and communities for a healthy Alberta). These outcomes are reflective of new government direction, and have been updated in the Alberta Research and Innovation Action Plan 2017–2020.

INTRODUCTION

The University of Calgary plays an important role within Alberta's research and innovation system. It creates the talent and expertise that helps sustain the competitiveness of businesses, entrepreneurs, government and not for profits. It connects Alberta and its businesses to the global reservoir of leading-edge ideas and approaches in international jurisdictions. The University of Calgary also translates research, discovery and application to incent innovation and support community organizations and commercial opportunities for industry. Partners in Alberta's research and innovation system range from the government and its agencies, to the post-secondary sector and industry.

With over 31,000 students, 500 postdoctoral scholars, and 1,800 faculty actively engaged in discovery, creativity, and innovation supported by 3,200 staff, the University of Calgary (UCalgary) has impact across Alberta as a major driver for both economic prosperity and quality of life for Albertans. As a Comprehensive Academic and Research University, our responsibility is to produce the next generation of leaders who experience the best possible training in acquiring and creating new knowledge.

While our research has focal areas of priority, we strive for scholarly excellence in all of the disciplines that comprise our 14 Faculties and we create platforms to support our students and faculty to excel in their individual academic endeavours. Through our interlocked Academic and Research Plans, we have broken down several traditional barriers or trade-offs that are frequently viewed as impediments to national and international performance in research and scholarly activity (e.g., pure versus applied research, modes of collaboration, student engagement).

The scholarly environment at UCalgary encourages our students, faculty, and staff to take on the tough challenges facing our society and to draw expertise from across all of our domains to provide evidence-based solutions that will enhance Alberta's reputation on national and global stages. Going forward, UCalgary has identified and initiated a critical emphasis on the development of a sharp focus on innovation and application of discovery research, with the objective to impact the future of Alberta through expanded economy diversification, in alignment with the Alberta Research and Innovation Framework (ARIF 2018). ARIF 2018 identifies four interrelated provincial outcomes that empower government ministries and innovation system stakeholders to continue to work together to deliver results and benefits for Albertans. Aspirational innovation targets enable us to work towards achieving our outcomes, and evaluate our collective progress towards them. The current provincial outcomes are economic diversification and job creation, environmental stewardship and climate leadership, effective resource management, and engaged individuals and communities for a healthy Alberta.

The new knowledge created by our students and faculty through their research and supported by our systems for knowledge translation and innovation, is a major driver to achieve these provincial outcomes. We describe below how the research capacity in innovation strategies at UCalgary contributes to these desired outcomes, how we foster excellence in research and scholarly activity through our

Academic and Research Plans, and how we also contribute strategically to the research and innovation system in Alberta via collaborations with other institutions.

Economic Diversification and Job Creation

Economies grow when new ideas, new talent, and new capital come together to both create new opportunities as well as providing services valued by our societies. UCalgary impacts our province through its significant contributions in all of these components. Our recent data show that our University is among the top five in Canada in graduation rates, time to completion, and employment rate for our undergraduate students. We are producing the next generation of leaders who are equipped to prosper in innovation-based economies.

UCalgary has attracted some of the world's best faculty, postdoctoral scholars, and graduate students, driving us towards our goal of becoming a top five research university in Canada. These recruitments and the excellence of our existing scholars have resulted in significant external research revenue growth. This funding contributes significantly to creating jobs in the province for research assistants and technicians and training opportunities for undergraduate and graduate students.

We consistently rank in the top 4-7 in national grant competitions (i.e., Natural Sciences and Engineering Research Council of Canada (NSERC), and Canadian Institutes for Health Research (CIHR)) and competitions for operating and infrastructure funding from Canada Foundation for Innovation (CFI), and in the top 12 for corresponding Social Science and Humanities Research Council (SSHRC) opportunities. Since the implementation of our Academic and Research Plans in 2012, we have moved from ninth to sixth place in Canada, as ranked by ReSearch Infosource Inc. which includes ranking components of external research revenue, citation impact, and reputation. This leveraging of federal funds for both operations and personnel is important for Alberta to achieve both its Provincial Outcomes and Innovation Targets.

Based on the combined efforts of Innovate Calgary and our Research Services Office, UCalgary now ranks in the top five universities in Canada for three key metrics in commercialization and knowledge translation: disclosures, agreements and start-up companies. These are leading-edge metrics for inputs to economic growth. We are also starting to develop special programs to encourage social enterprise through our Knowledge Translation platform across our Faculties, resulting in early successes like MoveImprove (Werklund School of Education and Innovate Calgary) and CareFind (Haskayne School of Business).

UCalgary is actively engaged in discussions and preparations for proposals to advance the innovation and entrepreneurial ecosystem at the municipal, provincial, and national levels that will help to promote a strong economy in Alberta. We are assisting in the industry-led proposals for innovation in clean tech, agriculture, and health that are priority areas supported by the Province of Alberta. With our three entrepreneurially focused entities (Innovate Calgary, Hunter Hub for Entrepreneurial Thinking, and Creative Destruction Lab – Rockies), we continue to drive the growth of an innovation ecosystem in southern Alberta, thus contributing to the diversification of Alberta's economy.

We are also helping in the development of a national energy innovation network being championed by industry, UCalgary and the University of Alberta. In the past year, we have placed 31 graduate students in MITACs-administered research internships, working on topics ranging from wildlife conservation education to digital design and prefabrication processes. In addition, 63 graduate students have participated in skills-based internships through UCalgary's Transformative Talent Internship program. These internships have included opportunities in hydrogeology, data science (across multiple industries), evaluating federal relations with Northern and Indigenous Communities and energizing local start-ups in aerospace, capital project cost-control and innovative seniors housing. Further, our graduate students have access to a wide range of entrepreneurship training and professional skills development offerings,

equipping them to translate their research into a variety of practical applications. The rapid and effective development of the innovation ecosystem will ensure that the knowledge being generated by our students and faculty will be translated to the benefit of our society.

In partnership with the Province of Alberta, we officially announced that the University Innovation Quarter (UIQ) will be developed north of our main campus. As we moved through 2019 and beyond, we actively pursued the tremendous potential that this opportunity provides as a source of entrepreneurial and commercialization activities for our students and faculty. With additional investment at the municipal level from the Opportunity Calgary Investment Fund and from the federal level through Western Economic Development, the University's Life Sciences Innovation Hub (LSIH) launched in the UIQ in 2019, with significant increases in programming and activity in 2019-20.

In short, we are helping to create productive economic growth by attracting and producing new talent, by leveraging provincial funding with external funding sources (e.g., industry, municipal, federal, and international) to create new ideas, and working with our partners to create an environment where great ideas can attract the capital investments needed for them to grow and prosper.

Environmental Stewardship and Climate Leadership

Besides the tremendous advances we are making through our energy research initiatives to reduce the environmental footprint associated with energy extraction, we are also championing new approaches and technologies to monitor environmental impacts and to create the data inventories needed to assess Alberta's contribution to curtailing greenhouse gas emissions and reducing water usage.

Our New Earth-Space Technologies research theme brings together geographers, scientists, and engineers to create new data gathering technologies across all spatial scales for Alberta. Whether it is cutting edge technologies for detecting methane emissions or deploying satellite technologies to assess environmental changes over time and space scales, our students and faculty are providing expertise that enables the province to show environmental leadership on the national and international stage.

We have received significant funding to develop an open and unified framework to interconnect Internet of Things (IoT) sensing devices, data and applications over the Web, supporting research in climate change, air quality, ground water and ecology. This type of platform enables effective environmental monitoring that can both assess cumulative effects and suggest mitigation strategies to minimize environmental impacts. Our research on new approaches as well as the rapid diffusion of new technologies supports the provincial goal of being best in class in terms of environmental stewardship.

Building on previous investments from the Provincial and Federal governments, along with ongoing investments from UCalgary and The City of Calgary, Advancing Canadian Wastewater Assets (ACWA) is energizing its project work and broadening its outreach. The message is spreading that ACWA is here to support researchers from all institutions, as well as other municipalities, rural and Aboriginal communities, regulators and industry, in solving wastewater management challenges. ACWA's physical assets and intellectual capital are being made available to all these segments so that a range of challenges, from near-term issues to long-term emerging concerns can be addressed more effectively. With new agreements that came into effect in 2019, ACWA anticipates expanded use of our facilities by multi-institutional partners, including researchers based at the University of Alberta. ACWA's mission is to support R&D, piloting, demonstration, and knowledge transfer, and to assist communities in meeting their water-related health, environmental and social needs.

The provincial government is creating new research collaborations to focus on Environmental Monitoring. We are actively engaged with the Chief Scientist of Alberta charged with overseeing the province's Environmental Monitoring and Reporting Systems to co-locate one of these major research

collaborations at UCalgary. As part of this effort, we have recruited a new Campus Alberta Innovates Program (CAIP) Research Chair in Aquatic Ecosystem Health who will create an integrated monitoring framework. These initiatives will enable international-class research on cumulative effects assessment and how environmental monitoring can inform policy.

Effective Resource Management

Our province has major opportunities to unlock its vast renewable and non-renewable energy resources while simultaneously demonstrating the best environmental stewardship as we move to a low carbon future. Our research theme *Energy Innovations for Today and Tomorrow* directly addresses the goals of Effective Resource Management and Environmental Stewardship to reduce costs of resource development while simultaneously decreasing the environmental impacts. Our research creates new economic benefits, jobs, and opportunities to export value-added products and processes to the international market, and produces approaches that lead the world in stewardship of natural resources.

The Canada First Research Excellence Fund (CFREF) award for \$75 million funds the Global Research Initiative in Sustainable Low Carbon Unconventional Resources (referred to as the GRI). From these federal funds, we have hired six new faculty members (2 in chemistry and 4 in chemical and petroleum engineering), and we support over 80 graduate students, over 40 postdoctoral scholars, and more than 50 individual projects. The GRI program has a foundational partnership with the Southern Alberta Institute of Technology (SAIT) for prototyping and assisting the commercialization of energy technologies that significantly reduce environmental impact and includes \$6.5 million to promote and expand research collaborations with the University of Alberta. So far, there are eight joint research projects with the University of Alberta involving over 20 professors and over 30 HQP (graduate students and postdoctoral scholars). From GRI activities, seven spin-off companies have started, 131 inventions have been disclosed, and we have established 52 collaborations with partners, and supporting organizations spanning seven countries.

The interaction between our Academic Plan priority on Internationalization and our Research Plan has also yielded major leveraging on an international scale. Specifically, projects in our Mexico (\$46M total funding) partnership have started with HQPs being hires, data sharing and samples (oils and reservoir rocks) exchanged. The China collaboration (\$14M total funding) is in its final year with over 30 researchers (10 PIs and 20 HQP) involved from UCalgary through a \$1.35M MITACS grant. New collaborations have been established and over 20 peer-reviewed publications have resulted from joint research activities. Knowledge created through these collaborations ensures that best practices for environmental stewardship and regulation will be rapidly diffused in international energy markets.

Energy Innovations for Today and Tomorrow also integrates research across our campus on transitioning to a *Low Carbon Future* that dovetails with the provincial goal of enhancing Clean Energy. Our students and faculty are advancing new technologies on energy conversion using biological and chemical systems that will reduce greenhouse gas emissions, while creating new sources of energy and new energy storage systems. Our significant research capacity in Clean Energy will help the province achieve its carbon targets identified in the Climate Leadership Plan. Our Energy in Society Research Group entered into a research partnership with Germany's Max Planck Society (Institute for the History of Science), to facilitate joint work based in the humanities and social sciences, focused on the transition to a low-carbon economy.

Engaged Individuals and Communities for a Healthy Alberta

Health research conducted at our University encompasses important contributions from all relevant disciplines spanning virtually all of our 14 Faculties. We pride ourselves on having excellent disciplinary strength in areas typically associated with health such as medicine, nursing, and social work. Research advances by students and faculty in these areas are extremely important, and the future bodes well based on the results of stiff competition for federal research funding. This includes funding from the Canadian Institute for Health Research – where we ranked second in the country in the Project Grant Scheme just behind UBC. In addition, a new SSHRC Partnership Grant (\$2M; the second such grant ever received at UCalgary) lead by researchers in our Faculty of Social Work will investigate ways to optimize training for Canadian social workers.

However, it is well recognized that solutions for major health problems, issues, and implementation require inputs and knowledge translation from many disciplines beyond the typical disciplines, and UCalgary is championing the exciting integration of this evidence across our campuses. The following are three (3) simple examples that highlight the breadth of health research:

1. The Integrated Concussion Research Program (ICRP) is a university-wide initiative to address the growing concerns about concussions, better the lives of those whom have experienced these injuries and prevent concussion. The ICRP brings together faculty and trainees from the faculties of Arts and Kinesiology and the Cumming School of Medicine, along with the Schulich School of Engineering and faculties of Nursing and Science.
2. Veterinary Medicine is playing an important role in promoting the concept of *One Health*, where research advances in areas such as anti-microbial resistance, zoonosis, and nutrition require extensive collaborative research with colleagues in Science, Engineering, Kinesiology, Arts, and Medicine. This focus will be further enhanced in the coming year with the launch of *One Health* as a new priority, crosscutting theme within UCalgary's Research Plan.
3. The Cumming School of Medicine is advancing a state-of-the-art program in precision medicine and co-leading a pan-Alberta effort in this important area. Leveraging investments in the Centre for Health Informatics that will unlock the power of Alberta's internationally recognized data, the Cumming School of Medicine is poised to improve health outcomes for all Albertans. The knowledge translation from these collaborations impact human health, agricultural production, environmental sustainability, as well as quality of life for rural communities. In short, we have managed to combine our emphasis on excellence in individual scholarship with the ability to bring together students and faculty from many disciplines to create a powerful research enterprise that is solving important problems.

To coordinate our health research initiatives, we have created a confederation of scholars in four areas where we have recognized national and international excellence. The three health-relevant research themes – *Brain and Mental Health; Infections, Inflammation and Chronic Diseases; and Engineering Solutions for Health: Biomedical Engineering* – move discoveries rapidly from the bench to the bedside to improve the health and well-being of Albertans. The fourth theme, *Human Dynamics in a Changing World*, investigates grand challenges associated with cultural understanding and the development of smart and secure cities, while protecting the rights of individuals.

Our research is yielding progressive and novel facets for urban design that will help to build healthy communities across Alberta and beyond. Newly-funded SSHRC research projects lead by our scholars will address pressing social problems, including access to municipal services for individuals with disabilities, and the impact of open data in smart (wired, digital) cities.

UCalgary researchers have responded rapidly to COVID-19, pivoting their research programs to address the unprecedented challenges of the pandemic. Across our institution, 116 COVID-19-related projects have been funded by external funders, to a total of over \$13M. We are well-positioned to help mitigate the spread of SARS-CoV-2, while learning how we can effectively prepare for and respond to future outbreaks.

Looking forward, we are excited to undertake leadership or active engagement on a number of provincial and federal opportunities in Quantum Science and Technologies, a key component of our *Human Dynamics* theme. These opportunities include continuing to play a leadership role in the developing *Quantum Alberta* pan-provincial organization, leading Alberta's Major Innovation Fund investment in *Quantum Technologies* to the benefit of all Alberta researchers in the field, and positioning Alberta within the rapidly developing Quantum Canada landscape.

We have also developed new strategies to promote clinical trials and translation of health research to improve treatments and reduce health care costs. Through partnerships with our generous community, we have created a unique International Microbiome Centre and new imaging facilities, such as the Magnetic Resonance (MR) guided Focused Ultrasound Platform, which enables neurosurgery and neuromodulation to areas of the brain as small as a grain of rice, all without any incisions. We are nearing completion of the recommissioning and certification processes for our Biosafety Level 3 Lab, which will be complete in September 2020. This will allow us to research deadly pathogens and infectious diseases, including SARS-CoV-2. Our health researchers are drawn from almost every Faculty at UCalgary and they have joined forces through our research themes to tackle global challenges, to develop new technologies that open up potential markets, and to translate knowledge that creates new health policies and procedures. Exciting collaborations relating to health research are emerging from the implementation of the Indigenous Strategy for UCalgary. Our research improves the health of all Albertans, reduces the cost of service delivery, and helps to create a resilient society that respects cultural diversity.

Our Clinical, Health Services and Population Health platform strategy supports research to improve the health of Albertans via clinical research, research on health services and systems, and research on social, cultural, and environmental factors that affect the health of populations. This platform supports the knowledge translation of our four health-relevant Strategic Research Themes, as well as advances in health research from scholars across all Faculties. For example, the Participate in Research at UCalgary initiative enhances access to opportunities for Albertans to participate in clinical trials, health services research, and epidemiological studies, while increasing community awareness regarding the value of local research.

This platform strategy also enables collaboration on clinical research initiatives with Alberta Health Services. For example, the Non-invasive Neurostimulation Network is informing provincial implementation of Transcranial Magnetic Stimulation therapy for treatment-resistant depression in adults, and several Brain and Mental Health researchers lead AHS Strategic Clinical Networks to ensure clinical care of Albertans is informed by the latest research. Key initiatives also include enhanced services to UCalgary investigators through the Clinical Research Unit, Clinical Research Fund funding support for UCalgary-led clinical trials, renovations to the Heritage Medical Research Clinic (supported in part by a \$650K grant from Alberta EDT), and a refreshed certification and quality assurance program serving clinical trials from across campus. The platform strategy supports and is supported by the complementary Integrated Management Plan to Accelerate Clinical Trials (IMPACT) initiative. IMPACT is a full-service program which gives inventors and biomedical scientists access to the expertise, advice, infrastructure and opportunities needed to translate their inventions into commercial products – including the design and execution of early phase clinical trials to demonstrate efficacy and safety.

INNOVATION@UCALGARY: CULTURE CHANGE TO DRIVE IMPACT

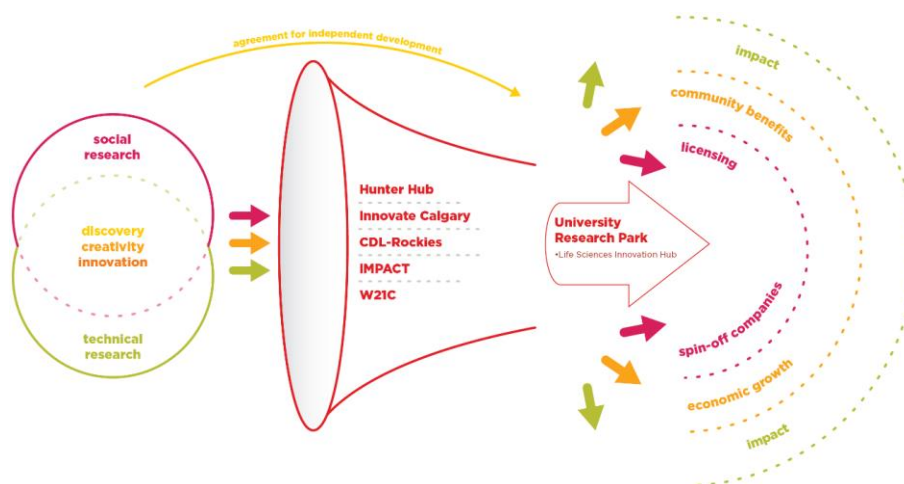
Canadian universities play an instrumental role in developing innovation and research systems to support Canada's social, economic and cultural development. UCalgary is building a renewed innovation strategy, (Innovation@UCalgary) that links discovery, creativity, invention and entrepreneurship to solve local, national and global economic and social challenges. We are working with communities, government, industry and other post-secondary institutions to accelerate how we bridge the gap between discovery and innovation at our university. The direct impacts associated with university innovation, knowledge engagement, translation and commercialization through various partnerships include job creation, company creation, and research opportunities for faculty and technicians. Research activity also creates indirect economic impact through social and technical innovations that lead to new technologies, policy and industry sectors, and healthier societies. This recharges resources for future research and discovery. Innovation@UCalgary will help our university become a leader in innovation. Research and innovation are part of the same organism, leading research universities lead the way in innovation and Innovation@UCalgary aims to place UCalgary in this select group of global institutions.

CULTURAL CHANGE

UCalgary has supported innovation for several decades, but in the last five years – and especially in the last two years – we have prioritized innovation and impact. We have dramatically improved links to the local innovation community and focused on resourcing via major philanthropic donations. Most Faculties now have active innovation programs, and the university has deployed several programs to increase innovation and entrepreneurial activity more broadly and in step with development of its research base. The structure is in place, but to make significant increases, our university must make a cultural shift, which will be enabled through our expanding innovation infrastructure (e.g., LSIH, W21C) and encouraged through new programs and innovation units (e.g., Hunter Hub, CDL-Rockies).

We are setting goals to transform our innovation levels by 2030. To achieve this, we are building on the developments of the last decade, deploying a multi-path innovation model supported by the University Innovation Quarter and a wide variety of targeted support nodes and activities.

Innovation does not map well on to traditional structures such as faculties, but three broad domains of activity (Life, Biological, and Health Science; Science and Engineering; Arts, Social Science and Humanities) can be defined, with most innovation happening at the intersections, including cross-cutting activities covering aspects of Business, Law, and Policy. Our experience is that technical and social innovations can happen from any of the domains – data science innovation, for example, happening in the Arts faculty, and social innovations coming from science, medicine and engineering innovators.



The key components of our Innovation@UCalgary ecosystem are illustrated above and described in detail below, working from left to right in the figure:

Disciplinary domains: Discovery, creativity, and innovation are derived from intersections of individual, research group and Faculty interests. Faculty members lead **technical or social research** and educational programs and host the inventive and enterprising students and staff who drive our innovation enterprise. When a great idea emerges, the student or staff can pursue the path that makes the most sense to develop their idea beyond traditional structures, which leads into the innovation funnel at the core of the figure:

The Hunter Hub for Entrepreneurial Thinking (HH): HH is an interdisciplinary nucleus for activities that support student, postdoc and faculty innovation experiences, and expands a growing community of entrepreneurs and innovators. It is a fundamental link for our campuses that enriches the student experience and empowers innovation and entrepreneurial thinking across our institution. The Hunter hub is the front end of the innovation funnel that will ultimately attract, support and educate thousands of future innovators and entrepreneurs. The Hunter Hub generates hundreds of venture projects and teams that move naturally into the development environment of Innovate Calgary.

Innovate Calgary (IC): IC has operated as UCalgary's knowledge transfer and business incubation centre for 32 years, but has been re-invigorated in the last five years to become a transfer office fit for the 21st century, as reflected by the 75% increase in the number of UCalgary-created start-ups last year. It has new leadership, increased staff, and new approaches to flexible engagement and support of faculty and student technology assessment and commercialization. Since its inception, over 2,200 disclosures have been submitted resulting in 901 patents secured, 549 revenue bearing agreements and 92 UCalgary-based startup companies created. Examples of companies created based on UCalgary research include: LivingWorks, Circle Cardiovascular, Trusted Positioning, Parvus Therapeutics, Epimeron, and Neuraura. Innovate Calgary currently works with nearly 300 researchers and targets an annual growth of 20%. In addition to traditional industry liaison and technology transfer functions, two (2) key program areas have been put in place:

1. **Talent development:** By the end of 2019, 25 former UCalgary postdocs and graduate students will be actively involved in a new talent/fellowship program. Each fellow has graduated from UCalgary and has formed their own company, based on a discovery from their research lab. Being an entrepreneur is now a career path for some of our brightest young people. Some of these companies will go on to become part of the broader CDL.

2. Acceleration and incubation: Place and space are important. In November 2018, the province announced it was transferring the Research Park land, north of 32nd Avenue, to the University. Innovate Calgary is helping UCalgary develop and manage the innovation program in the URP. Starting with the Life Sciences Innovation Hub, we are building places where young and growing companies can benefit from a sense of community.

In 2020 we launched UCeed, a pre-seed and seed funding program, managed by Innovate Calgary. UCeed helps commercialize new technologies, and accelerate UCalgary startup companies. UCeed is currently funding ventures in child and general health, made possible by the generosity of the Alberta Children's Hospital Foundation and the River Fund at Calgary Foundation.

Innovate Calgary has also established an Industry Liason Office to help enable and facilitate research and innovation partnerships with industry, government, and non-governmental organizations.

CDL-Rockies: Since 2017, facilitated by Haskayne Business School, the University of Calgary hosts a franchise of the successful Creative Destruction Lab (CDL). In its first two years of operation, over 300 predominantly university grown tech ventures were assessed and 50 of them put to the CDL program for development. CDL-Rockies is a pillar in the commercialization of technology developed within universities. There are only seven CDL locations – five in Canada, one in New York, and one at Oxford, with Calgary acting as the sole host of the CDL Energy stream. UCalgary is proud to boast this innovative program made possible due to the enterprising community of supporters and mentors in Calgary. It taps into the experience of entrepreneurs who have founded, scaled and executed high-growth ventures by creating mentorship partnerships with select start-ups. In 2017, CDL-Rockies raised approximately \$14 million for the ventures in the program and 13 of the 26 companies graduated. Even greater levels of investment are expected in the current cohort. Students and faculty, seeing opportunities to be mentored by leading technology developers and investors, increased their innovation activities at the University of Calgary.

IMPACT and W21C: Innovation in health research requires deep connection with the health care system and ventures outside of the university. IMPACT and W21C are but two examples of this type of activity. IMPACT (Integrated Management Platform to Accelerate Clinical Trials) is a unique approach to facilitate the planning, conduct and dissemination of clinical trials, helping external ventures to navigate the clinical trial and regulatory process, and minimizing common hurdles and barriers to success. IMPACT leverages the relationship between CDL and UCalgary, and draws upon existing infrastructure and units, such as W21C. W21C (Ward of the 21st Century) is a research and innovation initiative co-hosted by UCalgary and Alberta Health Services. With a mission to innovate, create, educate, and evolve to build new paradigms of health care delivery, W21C plays a major role in our innovation efforts in the health care sector. Projects and companies emerging from the central part of the Innovation@UCalgary funnel can flow into the broader Calgary corporate environment, or move to one of the accelerator spaces in our University Research Park (URP).

University Research Park (URP): The revitalization of the University Research Park supports creation of a new innovation and research cluster at the University of Calgary to help drive innovation in the Calgary region. The URP will provide the necessary resources to incubate innovations, cultivate talent, and apply academic learnings to create beneficial solutions for our community. The URP will be a catalyst to grow employment opportunities. Over a 20-year period, it will support the creation of 6,300 direct new jobs, including 4,500 private sector jobs with the remaining comprised of technical staff for sponsored UCalgary research. Indirect employment impacts will generate an additional 5,700 jobs for a total of 12,000 jobs in Calgary by 2038. This space for companies and start-ups to interact and work alongside UCalgary students and researchers will cultivate high-quality talent, bring innovation to the forefront,

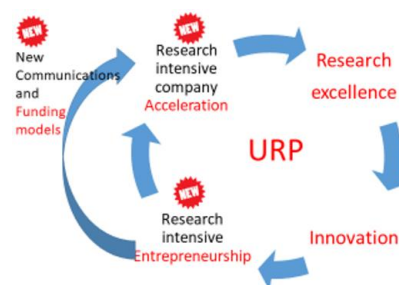
and result in lasting impacts for our communities. In addition to the existing Life Sciences Innovation Hub (LSIH), hubs for science/engineering/energy and social innovation are in the design phase.

Outputs: UCalgary contributes to our country's global competitive advantage, driving socio-economic change and making the world a better place. Great ideas enter the Innovation@UCalgary ecosystem, and outputs emerge in the form of knowledge transfer, newly created ventures, technology licensing, direct community benefits, job creation, and economic growth. Our performance in innovation has been recognized through external awards such as the ASTech Awards, where in 2019 we received 7 of the total 8 awards of the competition going to UCalgary faculty, staff, students, or alumni.

VIRTUOUS CYCLE

Research excellence is important beyond the university – excellence attracts top faculty and students, which in turn creates impactful programs and companies, which contribute to the economic development of our city.

Innovation is part of the broad, inclusive spectrum of research at UCalgary that links discovery, invention, applied research and impactful creation and delivery of a solution or application to society. Solutions encompass a wide variety of forms, including but not limited to commercial applications. Entrepreneurship is crucial. Technology transfer bridges the difficult transition from discovery through to deployed solutions in society. In recent years, we have dedicated much effort to stimulate the virtuous cycle. **Research-intensive entrepreneurship** programs are an important new component to this system. By the end of 2019, we mentored approximately 25 of our best young researchers and their teams, each seeking to translate an important technology or social innovation. Programs like this give researchers the time to develop their technology or social innovation, and to build a new, sustainable company.



Today the world of business is a world of ideas and innovation – and our universities are places full of ideas and innovation. Fifty years ago, 80 percent of the value of the S&P500 was accounted for by tangible assets while today only 20 percent of the value is accounted for by tangible assets. Alphabet, Apple, and Amazon are household names, but high-growth companies are starting every day – and many of these have their beginnings in a university. Calgary and UCalgary need to be leaders in this new world of business, creating **new funding models** and paradigms through which we can share knowledge with our communities.

Company acceleration is the final piece in the cycle – UCalgary has built and continues to build the infrastructure and supports to enable new ventures to scale up and succeed.

Innovation@UCalgary will provide the framework for UCalgary to grow into a globally leading research and innovation university. We are enabling the components necessary to guide and support students, faculty, postdocs, staff and alumni through discovery, invention and venture development. To achieve this, we are:

- developing and promoting an innovation culture together with our community;
- transforming cultural models for research and teaching to enable innovation;
- developing an ethos of assessment, ambition and continuous development;
- actively developing innovative programs for women and minorities;
- embedding innovation support functions within research teams and across the campuses;
- building on-campus innovation spaces for students, postdocs and staff;

- organizing, resourcing and promoting major campus-wide innovation events;
- creating and supporting student innovation groups and student/postdoc pitch competitions;
- developing a cohort of entrepreneurial role models;
- integrating UCalgary innovation ecosystem into the Alberta Rainforest;
- delivering actual solutions and jobs through leadership and cultural change;
- leveraging Government support and creating UCalgary Innovation support fellowships and programs for faculty, postdocs, and graduate students; and
- not being afraid to change our culture and processes to succeed.

In 2017, UCalgary put entrepreneurial thinking at the core of *Eyes High*, our strategic vision. The Hunter Hub for Entrepreneurial Thinking opened its doors in December 2017, catalyzing the effort to embed entrepreneurial thinking into our institution's DNA.

Entrepreneurship is about actions and intentions, while entrepreneurial thinking is about attitude and beliefs to navigate personal and professional endeavours. Entrepreneurial thinking is not a skill that people inherently possess, but a mindset that requires consistent practice to build a system of thinking that will help individuals navigate our increasingly complex world. We assist in developing that mindset through programming on campus that encourages our community to think experientially and interact with researchers, like-minded innovators and entrepreneurial thinkers.

Disruptive technologies such as AI and blockchain are entering society resulting in occupations and industries needing to adapt and evolve alongside a constantly shifting technological and social fabric disruption process. As a result, it is imperative to prepare students with relevant training to successfully adapt to a somewhat unpredictable global socio-economic and technological reality and provide us with the inventive steps and innovative solutions for what will be a very different world.

UCalgary is committed to driving innovation that has social impact and value. In 2019, we established the Knowledge Engagement Team, who build and maintain meaningful partnerships for research between UCalgary and community organizations. Their goal is to support these collaborative efforts to create knowledge with impact for the benefit of the community at large. In 2018, UCalgary became a founding member of the first Canadian Cohort of the Carnegie Classification on Community Engagement. The Carnegie Foundation Carnegie defines Community Engagement as the collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. To this end, we will be engaged over the next two years in a process of highlighting, supporting, and evaluating the many partnerships that are essential to our social innovation and impact.

The Alberta economy is changing and diversifying. Calgary is on its way to becoming a truly entrepreneurial city. Peter Cohan, the author of *Startup Cities*, indicates there are six factors that are needed to support innovative and start-up communities: pillar companies, universities, human capital, investment capital, mentor networks and values. We possess all of these traits, and we now need to continuously advocate for an innovative culture and create strategic collaborative efforts throughout and beyond the university.

IDENTIFYING AND IMPLEMENTING PRIORITIES, AND SYSTEM LINKAGES:

Based on national and international rankings of scholarship, faculty, students and staff, we identified six strategic research themes where we have significant capacity across our 14 Faculties and where we have the ability to solve some of society's most demanding challenges.

Each theme identified grand challenges that our scholars wanted to solve through active collaborations. Solving these challenges typically involves contributions from highly diverse disciplines. Once the strategies were produced and presented to our General Faculties Council and Board of Governors, we invested \$1 million for each of the groups to build new collaborations, and to investigate opportunities with partners from other institutions and organizations in Alberta and abroad. Each area has established a confederation of scholars to mobilize and integrate our research capacity, share facilities and equipment, and identify new scholars (students, trainees, and faculty) needed to build capacity. Five of the six themes each involve over 200 faculty members from multiple Faculties. The sixth theme (New Earth-Space Technologies) is slightly more focused, but it still engages more than 100 faculty from five Faculties.

In addition to these six strategic priority themes, early in 2019 we added two new emerging Research Themes: Child Health and Wellness and One Health. With investment from the University in 2019 and collaboration across multiple Faculties, we launched these crosscutting emerging themes as exploratory initiatives, and have been submitted for approval to University leadership. We have high hopes for their eventual growth to the levels of success and benefits to Alberta achieved by our existing themes.

We have also increased our research capacity through partnerships with local institutions, provincial and national programs, and international entities. There are too many of these partnerships to list here, so we provide a few examples that highlight our collaborations, leveraging, and anticipated impact.

In 2019, we were heavily engaged with researchers at our partner Alberta universities in strategic research areas made possible by the Provincial Major Innovation Fund initiative. This includes leading both the further development of Quantum Alberta through the *Quantum Technologies* grant and the *Antimicrobial Resistance – One Health Consortium* launch. UCalgary researchers will also participate in the *Centre for autonomous systems in strengthening future communities* initiative, lead out of our partner institution, the University of Alberta. The LSIH, located in our URP, will form a cornerstone of our Innovation ecosystem. Launched in 2019, and enabled by funds from both Western Economic Development (\$3.125M) and the Opportunity Calgary Investment Fund (\$8.5M), the LSIH will provide programs to facilitate the flow from discovery to the marketplace in the Life Sciences sector.

UCalgary researchers are national leaders in understanding the avoidance, detection, and effects of youth concussion. Funded through a \$9,438,473 (USD) grant from the National Football League, UCalgary will lead a nationwide study entitled “Surveillance in High Schools to Reduce Concussions in Youth.” This consortium brings together hospital and university expertise in the pursuit of making sports safer for our youth.

More than 10 years ago, we partnered with The City of Calgary to create the Urban Alliance, a strategic relationship which matches research needs identified by the City with our scholars (faculty and students) to engage in collaborative projects, for the benefit of all Calgarians. There are many research projects currently underway that span the full range of questions faced by a major, rapidly growing urban centre. For example, we are working with the City to advance cutting-edge wastewater treatment technology to protect human and environmental health, to develop innovative ways to use City fibre infrastructure to detect real-time traffic movement, and to design new partnerships to effectively address the need for affordable housing. We have major initiatives underway to tackle the diverse challenges and opportunities of Calgary as a smart city, and more broadly drive forward the Digital Innovations landscape in Alberta.

UCalgary is partnering with the Government of Alberta, Alberta Health Services, Alberta Innovates UAlberta and ULeithbridge on the Alberta Precision Health Strategy. The strategy will position Alberta as

a leader in precision health, including better prediction and early diagnosis of disease, advanced diagnostic testing and discovery of new treatments for disease that enable individualized therapy.

UCalgary, the University of Alberta, and Alberta Health Services-CancerControl are collaborating on a major initiative to jointly select and implement a clinical trial management system (CTMS). The CTMS platform will significantly enhance the clinical trial infrastructure in Alberta, allowing for the optimized management of the 1,800 clinical trials that are being conducted in the province. The CTMS will reduce the administrative burden for researchers, improve budgeting and financial management, and enable central reporting of clinical trial activity. Ensuring that the CTMS is integrated with the future provincial electronic medical record system (ConnectCare) will provide greater patient safety and improve subject recruitment.

At the national level, we have helped to transition Carbon Management Canada from a Network Centre of Excellence (NCE) to Carbon Management Research Institutes – a small number of national research institutes focused on reducing greenhouse gas emissions and building a low carbon economy. UCalgary hosts the first of these institutes, the Containment and Monitoring Institute (CaMI). CaMI is located in southeastern Alberta, near Brooks, and is led by UCalgary researchers, but draws together academic and industrial researchers and entrepreneurs from across Canada and internationally. It is a major field site where new technologies can be explored for carbon sequestration and the efficient monitoring and auditing of injected CO₂, as well as fugitive methane emissions and control. It will help the Province of Alberta deliver on its goal of being a leader in environmental stewardship for the natural resource sector. CaMI is funded by generous grants from the Government of Canada and industry, with new research funds coming from Norway, the United Kingdom, and the United States.

10. Regional Stewardship, Foundational Learning, Underrepresented Learners

This section presents the University of Calgary's results related to regional stewardship, foundational learning, underrepresented learners. Highlighted within this section are activities supporting foundational learners, Indigenous learners, learners with disabilities, rural learners, and learners from low-income backgrounds. Additionally, progress is being reported towards specific initiatives that supported collaboration and the creation of strong networks with community partners to enhance access and pathways for learning.

REACHING OUT TO UNDERREPRESENTED LEARNERS

The University of Calgary's Eyes High Strategy 2017-22 extends its commitment to fully integrating the university with the community. An important element of this commitment is ensuring that qualified students from all groups in our diverse community find an intellectual home at the University of Calgary. We have turned this commitment into action, focusing our efforts related to accessibility on attracting, preparing and retaining students from underrepresented populations throughout Alberta. The 2018-23 Academic Plan sets as its first priority *Prioritizing People* and commits to recruiting and retaining talented people from a diversity of backgrounds. We recognize the need to monitor the composition of the student body to ensure diversity, but also to put in place the appropriate support services to allow the students who come to our campus to succeed. The university is investing significant resources in turning these commitments into reality. The following sections will highlight key programs that are in place to serve underrepresented learners across Alberta.

Underrepresented learner recruitment

The University of Calgary has expanded its recruitment initiatives to attract students from a variety of backgrounds into programs where they have been under-represented and to support students that, in the past, have been less likely to attend university. This includes first generation students, newcomers to Canada, refugees and rural and remote students. Our recruitment initiatives include events to connect to groups that may have less knowledge of the opportunities for study at the University of Calgary through school and community organizations. The University of Calgary's Community Liaison Advisor position connects directly with local community associations, cultural organizations and social support service agencies to assist newcomers and students from lower socio-economic backgrounds who want to attend the University of Calgary. This position assists students from pre-application through to the first day of classes. For learners seeking upgrading or ESL support, our Continuing Education division provides language training and programming directed towards newcomers to support a successful transition to life in Canada.

In an effort to increase access to underrepresented learners, the University of Calgary has also developed pathways programs for students with non-traditional backgrounds. The Cumming School of Medicine's *Pathways to Medicine* program supports and mentors students from low-income families, rural areas, non-traditional backgrounds and Indigenous communities to consider a career in medicine. In the Werklund School of Education, the Bridge to Teaching program provides students from rural and remote communities as well as Indigenous learners with a pathway to enter the Bachelor of Education degree. In the Schulich School of Engineering, the Biology pathway to Engineering is designed to increase access for women and other underrepresented learners who are more likely to have taken Biology 30 in high school rather than the standard Physics 30 requirement. Across the University of Calgary, there is an

awareness of the importance of extensive outreach campaigns with the goal of diversifying our student population.

Increased support for Indigenous students

The University of Calgary launched its Indigenous Strategy, *ii' taa' poh' to' p*, in November 2017. This strategy commits to “establishing a welcoming, inclusive, and culturally competent campus community that respects, includes, and promotes Indigenous ways of knowing, teaching, learning, and research. In fulfilling this commitment, the university is looking at ways to improve our outreach and support for Indigenous learners.” The university has established recruitment initiatives to attract more Indigenous students to campus. This includes a dedicated Indigenous recruitment officer whose focus is to build relationships and support students in the Treaty 7 region and across the province, and establish more personal connections with Indigenous students and their communities. In addition, the Cumming School of Medicine offers the Aboriginal Health Program (AHP) to encourage, advocate and enhance Indigenous programming, specifically recruitment, retention, community involvement as well as curricular activities. Faculties at the University of Calgary are in the process of developing their own Indigenous strategies and there are many faculty-level initiatives aimed at recruiting and supporting Indigenous learners. Funding from the Province of Alberta has also assisted Indigenous students in reducing financial barriers to pursuing undergraduate or graduate education.

At the graduate level, SAGE UCalgary (Supporting Aboriginal Graduate Enhancement) strives to support and nurture the recruitment, retention and completion of Indigenous graduate students. This program aims to ensure graduates students have safe spaces to share their experiences with their peers, mentors, and campus community and to develop their professional, academic, and personal skills. The group organizes events such as the Indigenous Students Writing Café designed to support Indigenous students’ success with grants and awards.

Expanded pathways for students – dual credit

The University of Calgary is a partner in Alberta Education’s dual-credit program, which provides an additional learner pathway to post-secondary studies for high school students, allowing them to earn high school and university credits simultaneously. The dual-credit program serves both high achieving high school students, but also under represented learners who may otherwise be unlikely to apply to the University of Calgary. Dual credit courses provide a supportive environment for students to take a university-level course alongside their peers and explore a learning pathway prior to graduation. The University of Calgary tracks dual-credit participants upon program completion to identify those who attend the University of Calgary. The University of Calgary offers three long-standing dual-credit courses in collaboration with the Calgary Board of Education (CBE), Rocky View School Division, Foundations for the Future Charter School, and Westmount Charter School in the areas of Psychology, Mathematics, and Physics. A fourth dual-credit program in Kinesiology was launched during the 2018-19 academic year in partnership with the CBE’s High-Performance Athlete Development program. In summer 2019, additional dual credit courses in Computer Science and English were offered. Dual credit opportunities benefit students wanting to pursue studies across a wide range of disciplines and programs.

Continuing Education Focus on Underrepresented Learners

To address research needs within the healthcare sector, Continuing Education’s collaboration with Patient and Community Engagement Research Innovates (PaCER), within the O’Brien Institute for Public Health, explores innovative ways to engage patients and communities in healthcare, planning and research. In this program, participatory-grounded theory (PGT) research methods are taught to patients and community members in remote communities, which enable them to conduct peer research with

groups of patients under the guidance of a PaCER mentor. The audiences served by this program include non-traditional, Indigenous and marginalized learners.

Given the low representation of Indigenous peoples in STEM faculties and professions, Continuing Education is delivering a Power to Choose program, currently in its eighth year. By collaborating with University of Calgary faculties up to 60 Indigenous children and youth participate in a week-long camp (youth stay overnight on campus) exploring Science, Technology, Engineering and Math (STEM) disciplines that are often not available in their home communities. The mission of the Power to Choose summer camp program is to empower Indigenous youth with the power of choice in their jobs and life by engaging Indigenous children and youth in STEM disciplines from a young age.

STUDENT SUPPORT FOR UNDERREPRESENTED LEARNERS

Student Success Centre

As important as attracting students from all backgrounds to our campus are, our efforts to ensure their success is our utmost priority. Through the Student Success Centre, learning support is provided in a variety of areas, including writing, academic integrity, exam preparation, and study skills to help students achieve their academic goals. The Student Success Centre fosters a culture of success that enables students to realize their full potential. While the university has many supports that are offered to students who reach out for help, we also take a pro-active approach to identifying and supporting students who are academically at risk through our Thrive Priority Support Network. The Thrive program aims to connect undergraduate students in need of support to the right campus resources at the earliest possible moment.

The Academic Turnaround Program (ATP) is a program of dedicated support that allows students who have been required to withdraw for failure to progress academically to remain in the university under special academic probation. Each year 450-500 students participate in the program, which represents approximately 51 percent (average over the last three years) of students required to withdraw. Of those participating in the program, the average success rates are around 63 percent after one year, and of those 84 percent will typically go on to graduate. The program is an important retention strategy and provides additional supports to those who struggle in their first year of university.

Student Supports and Inclusive Post-secondary Education

Student Accessibility Services facilitates an accessible learning environment for students with disabilities including temporary impairments and permanent disabilities. Students are supported in order to identify reasonable academic accommodations for their academic pursuits. Supports include access to an accommodated Exam Centre (one of the largest exam centres for students with disabilities in Canada), a dedicated access advisor and learning strategist. In addition, the Nat Christie Adaptive Technology Centre is available where students can be trained on, and make use of, a range of assistive and adaptive hardware and software options – and a quiet study area.

The Inclusive Post-Secondary Education (IPSE) program at the University of Calgary supports individuals who have developmental disabilities access an authentic university experience. Students are included in both the academic and social life at the University of Calgary and St Mary's University in Calgary. During the spring and summer months, IPSE supports students in building their resumes through meaningful volunteer work, competitive paid employment opportunities and personal development activities. The program is funded, in part, by the Government of Alberta.

The University of Calgary strives to be a welcoming community where all people live, learn, work, and thrive, including inclusivity for neuro-diverse people. The University is working on initiatives including

becoming a neurodiverse-supportive post-secondary education campus; building employment capacity on and off-campus; and nurturing independent living and quality of life.

Indigenous Student Access Program

Each year, around 30 Indigenous students participate in this cohort-based, transition-year access program that provides an opportunity for Indigenous students who are not yet fully admissible to faculties to take university-level credit courses designed to improve academic success and gain access to faculty-based programs. The program consists of first-year university classes, as well as supports such as advising, cultural support, peer support, and tutorials.

Indigenous Careers Advisor

Careers Services has created a dedicated career advisor for Indigenous students who assists students with their successful transition into the workplace and provides advice to employers on hiring and supporting Indigenous students in employment.

Ótáp ímisskaan

The Ótáp ímisskaan program (formerly the Native Ambassador Post-secondary Initiative or NAPI) is designed for Indigenous youth, ages 13-24. It consists of two main streams: Educational Outreach and Youth Leadership Training. Both avenues provide educational information, motivation and inspiration that will encourage youth to make informed decisions, develop a vision for their future, and contribute positively to their community. The goal is to develop leadership skills, build self-awareness, offer knowledge, and encourage Indigenous youth to pursue post-secondary education.

Writing Symbols Lodge

The University of Calgary's Writing Symbols Lodge (formerly The Native Centre) welcomes, respects, and supports the rich diversity of Indigenous learners, their communities, cultural traditions, and aspirations in post-secondary education. It provides a culturally appropriate environment that encourages and supports the success of Indigenous students in their studies through academic, personal and cultural support services and programs. The Writing Symbols Lodge assists Indigenous students with program advising, registration, post-secondary sponsorship information, volunteerism, employment, and personalized support and referrals. It also offers community-based programs and cultural events that engage the campus and the greater Indigenous community.

Q Centre

The Students' Union's Centre for Sexual & Gender Diversity (Q Centre) is a safe, comfortable and inviting space for the LGBTQA+ community at the University of Calgary. Featuring a library and peer support services, the program coordinators and volunteers plan events and direct clients to relevant resources. The Q Centre's Queer Mentoring initiative strives to provide sexual and gender minority undergraduate students with opportunities to empower themselves by pairing them with established, queer-identified role models.

Faith and Spirituality

The University of Calgary embraces the growing diversity in its faculty, students and staff and is committed to creating a safe, inclusive, healthy and respectful campus culture — one that values diversity and the dignity of every person and is grounded in equity and inclusivity. The Faith & Spirituality Centre seeks to cultivate a pluralistic community by encouraging cultural and religious literacy, community building, and social change as an integral part of the student experience. It continues to expand faith-based supports with chaplains representing Muslim (Shi'a, Sunni, Ahmadiyya), Buddhist (Pureland) Christian (Anglican, Baptist, Catholic, Christian Reformed, Lutheran, Orthodox, Pentecostal,

United/Presbyterian), Hindu, Jewish (Chabad), Sikh and Baha'i faiths. The Vitruvian Space provides dedicated space to our community for religious observance and spiritual well-being. Ablution stations are integrated in the space as well as specialized venting mechanisms to allow for sacred practices such as smudging. The Kaleidoscope Project, a week-long immersive program, promotes spiritual and religious growth and learning among students through exploring religious and cultural diversity in Calgary. A related continuing education course entitled "Building Religious & Cultural Inclusion in the Workplace" was developed and has begun to attract a diverse group of campus professionals and members of the Calgary community. A new program for students, *Intersections in Diversity*, focuses on intersectionality and anti-oppression by immersion in the history and experiences of marginalized groups in Canada through meaningful dialogue and collaboration.

COMMUNITY INITIATIVES AND REGIONAL STEWARDSHIP

The University of Calgary's *Eyes High* Strategy 2017-22 extends its commitment to fully integrating the university with the community. Important elements of this commitment include offerings that enable knowledge exchange and foster skill development, collaborations with community organizations, and program and research partnerships across Alberta. We will grow our partnerships with industry, government, non-profit organizations, local Indigenous communities and alumni. The 2018-23 Academic Plan set as its second priority *Connecting Communities*, leveraging the university's geographical location to foster relationships with the city and the region to explore new ideas and new collaborative partnerships. Our 2018-23 Research Plan aims to create a culture where innovative, entrepreneurial, creative, and critical thinking thrive and will result in measurable impacts to our city, communities and to society. We will nurture collaborations with local Indigenous communities; strengthening community-engaged scholarship and learning approaches; and developing new learning pathways by creating collaborative partnerships with other post-secondary institutions to optimize resources. The university is investing significant resources in turning these commitments into reality. The following sections will highlight illustrative examples of key programs and initiatives that connect us with our community.

ACADEMIC PROGRAMS IN THE COMMUNITY AND REGION

The University of Calgary has always been a strong Campus Alberta partner and we pride ourselves on strong relationships with our post-secondary colleagues across the province. We provide some illustrative examples of various types of partnerships below.

The University of Calgary's Faculty of Social Work has served students across the province for many years. From campuses in Calgary, Edmonton and Lethbridge, the faculty has been a leader through delivery of its innovative Learning Circles program on-site in rural and remote Alberta communities. Increasingly, through its online Virtual Learning Circles program, additional learners remain in their home communities to complete their degree.

In partnership with the University of Alberta, the University of Calgary has a reciprocal space exchange on each campus. The Faculty of Social Work offers its program in Edmonton on the University of Alberta campus, while our Downtown Campus in Calgary hosts the University of Alberta's programs in Rehabilitation Medicine. This allows students in the two cities access to specialized programs in their home communities and eliminates potential duplication while also reducing costs to both institutions.

In fall 2015, the Werklund School of Education, with support from the Ministry of Advanced Education, introduced a new Bachelor of Education stream designed for Albertans in rural and remote areas. This innovative program allows students to remain in their communities for the majority of the program while taking advantage of strong transfer agreements that the University of Calgary has with its Campus Alberta partners. The program not only allows students outside major urban centers to obtain an

education degree but also greatly increases the odds that these students will become the teachers of tomorrow in rural and remote communities across Alberta. A newly approved bridging program to this community-based 4-year Bachelor of Education program will provide students who do not meet the subject requirement for English 30-1 or do not have a competitive average for admission the opportunity to upgrade. This new initiative was designed to assist Indigenous learners whose rural high schools do not offer English 30-1.

The University of Calgary's Energy Engineering program is designed as a pathway for graduates of approved energy technology diploma programs such as the program offered at SAIT. It provides a seamless transition to a University of Calgary engineering degree that can be completed with an additional two years of study. Graduates hold both an engineering technology diploma and an engineering degree. The Energy Engineering pathway addresses the energy industry's need for engineering graduates who bring a unique mix of technology and engineering science skills and knowledge to the workplace.

The University of Calgary has a strong partnership with Medicine Hat College to deliver a four-year Bachelor of Nursing program on site at Medicine Hat College, providing students with access to a baccalaureate nursing program in their home community. By opening the doors to degree programs across Alberta, the University of Calgary is serving labour market needs across the province by increasing the likelihood of learners remaining in their home communities following graduation.

The University of Calgary is a champion of co-curricular service learning involving mutually beneficial collaborations between students and community organizations to determine and meet real, defined community needs. Our ucalgarycares program consists of a series of co-curricular service-learning programs for University of Calgary students who seek to get involved with communities at the local, national or international levels. One of the aims is to enhance civic consciousness and provide help to community organizations that need support, such as the Calgary Food Bank, Alpha House, and The Mustard Seed. The ucalgarycares Indigenous Leadership and Engagement program is a collaborative service-learning program that takes place at the Kluane First Nations community in southern Yukon. The program engages both Indigenous and non-Indigenous students in learning that focuses on social justice, reciprocity, Indigenous ways of knowing, and cross-cultural awareness. Volunteer activities in the community include building sustainable greenhouses, a local fishing derby, working at a build site for a local housing complex, and assisting researchers at the Arctic Institute of North America.

CONTINUING EDUCATION AND COMMUNITY NEEDS

University of Calgary Continuing Education is actively engaged in serving and collaborating with local communities to address mutually identified learning needs to address the upskilling and reskilling needs of Calgarians. University of Calgary Continuing Education and Calgary-based RoboGarden Inc. have partnered to address identified skills shortages both locally and beyond by developing short-cycle, technical skills development programming for adult learners through a unique cloud-hosted, gamified, Artificial Intelligence e-Learning platform.

University of Calgary Continuing Education collaborated with Calgary Economic Development, SAIT, Bow Valley College, ICTC Canada, and Riipen to create the EDGE UP (Energy to Digital Growth Education and Upskilling Project). Funded by Future Skills Centre, EDGE UP is a short-term skills development program for mid-career Oil and Gas professionals who have been displaced from the Oil and Gas sector in Calgary. The project aims to help former employees of the Oil and Gas sector gain employment in Calgary's high-demand, high-growth digital technology opportunities across all industries.

For the past two years, Continuing Education and University of Calgary Career Services are collaborating to deliver a federally funded program called Digital Skills for Youth (DS4Y) in Calgary and across the Prairie Provinces. Recent graduates who are unemployed or underemployed are eligible to enrol in fully funded Continuing Education courses, choosing from nine different pathways to fulfil any gaps in their digital skillset, thus putting them on the road to a robust career. Employers post a job through Career Services, in a field that requires digital skills and provide a six-month internship to the employee. This initiative is part of the Government of Canada's Youth Employment Strategy.

Continuing Education houses a well developed Corporate Training team. Corporate Training partners with businesses, not-for-profit organizations, and municipal, provincial and federal government agencies to identify organizational learning needs, design learning plans and deliver training – tailored for their unique organizational requirements.

Continuing Education offers members of the public the opportunity to connect and engage with University of Calgary researchers through OneDay@UCalgary. In these unique and affordable one-day classes, University of Calgary academics bring compelling and timely topics to life. Sample topics include The Great Melt: Geopolitics and the Changing Arctic, Everything you need to know about Canadian Politics, Philosophy of Money, and the Art of the Northern Renaissance and the Dutch Golden Age. In 2019-20, individual course enrolments in our continuing education programs totaled 22,101.

KNOWLEDGE ENGAGEMENT

The University of Calgary emphasizes community connection and enhanced learner outcomes through our research activities. As a research-intensive university, the University of Calgary is committed to knowledge engagement, a term used to encompass knowledge translation, knowledge mobilization and community-engaged scholarship. Knowledge engagement is a process that brings together diverse groups—post-secondary institutions, corporations, community organizations, health and social service providers, academics, policy and decision makers, government and the public—to address mutually identified problems. It is a dynamic and reciprocal process that creates, synthesizes and applies knowledge and evidence to benefit our communities. Our extensive research community collaborates with local, provincial, national, and global stakeholders, enabling knowledge exchange and the co-creation of new knowledge. Some university-community knowledge engagement projects are designed to enable students to contribute to developing solutions to identified problems in the community and thus enhance their experience as students and future leaders in our communities.

For example, the Urban Alliance is a community-based research platform and research partnership between the City of Calgary and the University of Calgary. This partnership has led to the establishment of research chairs, attracted significant new research funding, and facilitated more than 120 research projects involving over 100 researchers, students and practitioners.

A long-standing research partnership is ACWA (Advancing Canadian Wastewater Assets) that involves scientists and students working side-by-side with municipal wastewater operators to solve environmental water problems within a full-scale municipal wastewater treatment plant. With 3.8 kilometers of naturalized streams, scientific experts in ecology, biology, toxicology, microbiology, process engineering, medicine and public health – along with municipalities and industrial partners – are working to ensure clean and affordable drinking water for the planet.

makeCalgary is a community-based research platform led by the School of Architecture, Planning and Landscape. Each academic year, makeCalgary identifies a research challenge for collaborative exploration to design elements of a resilient, healthy, vibrant, and equitable city. This initiative provides

our students with practical, hands-on experience dealing with real community issues and provides valuable resources and support to the community.

The University's Knowledge Engagement Implementation Committee (KEIC) has put forward a set of concrete recommendations that will support current knowledge engagement initiatives, inspire future initiatives and provide the University of Calgary with strategies for coordinating knowledge engagement work across campus and in our communities. More specifically, the recommended actions aim to increase opportunities for networking and collaboration among researchers, students and members of the community and provide supports for identifying problems, prioritizing them, assessing solutions, articulating the results in ways that ensure that they can affect change in the communities we serve. KEIC recommendations also support priority aims of developing ways to measure the impact of knowledge engagement and enhancing recognition of knowledge engagement work. KEIC sees value in communicating to the University and the broader community how knowledge engagement work enhances the academic enterprise. Ultimately, knowledge engagement is aimed at creating impact – one of the central value propositions that guides our current academic and research plans.

COMMUNITY PARTNERSHIPS

Universities help build and support the environment that leads to socio-economic and cultural development. Community engagement is at the heart of the *University Relations Strategy 2018-22* and supporting unit plans like the *Community Engagement Plan 2018-22*. Our *Community Engagement Plan* includes five key objectives: position the University of Calgary as a city builder through strategic partnerships with other community anchor institutions; position the university as a thought leader in the community by sharing and translating knowledge while enabling public discourse; amplify University of Calgary community engagement activities and celebrate their impact; lead and support service activities across the campus; and develop the University of Calgary as a center of excellence for community engagement.

The university actively engages with community anchor organizations, including cultural and civic partners like Calgary Economic Development (CED), Calgary Stampede, Calgary Pride and Calgary Public Library (CPL). We also actively engage with our neighbours through the South Shaganappi Area Strategic Planning Group (SSASPG), a committee of communities surrounding both the university's Main Campus and Foothills Medical Campus. Our faculties and other units also lead a tremendous amount of community engagement activity with key partners.

The University of Calgary collaborates with partners on key community events and initiatives. For example, our relationship with the Calgary Stampede has matured into a mutually beneficial partnership in recent years. In addition to hosting Stampede events on campus and participating in Stampede events in the community, our animal science specialists at the Faculty of Veterinary Medicine provide critical advice and innovative research to support advanced animal care practices at the Stampede. Our historians and experts in the Faculty of Arts have literally written a book on the Calgary Stampede and offer an interdisciplinary course on the culture of the Calgary Stampede. Together with the Calgary Stampede, the university hosts the award-winning Campfire Chats on National Indigenous Peoples Day, featuring, dancing, drumming and storytelling from community leaders and Traditional Knowledge Keepers from the Treaty 7 region of southern Alberta.

Libraries and Cultural Resources (LCR) has a longstanding tradition of making our library and archival collections open to the community for research and study as well as in partnering with community organizations to share archival collections. Recently, the University and the Glenbow Museum announced the creation of the *Glenbow Western Research Centre* (GWRC) and the move of the Glenbow

library and archives collections to LCR. This initiative not only aligns Glenbow's collections with teaching, learning and research at the university but it means that the Glenbow collections will continue to flourish and grow over time and that students, researchers, and the entire community will have improved access to these important collections. In addition, LCR partners with The Military Museums (TMM), by providing library and archive services as well as rotating art exhibits in the *Founders Gallery* to complement the archives, galleries and activities at the TMM. The University of Calgary Press engages the Calgary community when it publishes scholarly monographs and edited collections, as well as works of original poetry and fiction. Because the Press is a leading Open Access publisher, it has more than 100 titles available for free download by the community.

We are a Connector level partner of CED's Team Calgary, a corporate partnership program that engages Calgary's visionary thought leaders to help the city build on its energy and shape tomorrow's Calgary. In addition to senior leadership engagement with CED, the university was actively engaged in the development of CED's strategy titled *Calgary in the New Economy*. CED has also invested in the relationship with the university and is a key player on community-wide initiatives. Their growing support facilitates the university's strategic engagement with Calgary's business and civic leaders.

Community partnerships are a key element embedded into many of academic programs. The programs and opportunities within faculties are numerous, for example, in our Haskayne School of Business, students enrolled in MGST 715 – Strategic Business Analysis undertake projects for small and large businesses, start-ups, not-for-profit, government and other organizations as part of a field experience. In the Faculty of Law, students are given the opportunity to practice their legal skills for the benefit of the community. Through a partnership with Innovate Calgary, free legal services are provided to entrepreneurs. The Faculty also has a public interest law clinic, a Student Legal Assistance clinic, a Taxpayer Assistance Program and an environmental law clinical program where experiential learning opportunities supplement what is happening in the classroom.

Our students are also actively involved in service projects in the community, some of which involve both research and help for those in need. The Scholars Academy has a very active Cohort Service Project that gives each member the chance to be part of a community-based project. Recent collaborations include work with the Kids Cancer Care Foundation, Calgary Reads, and the Office of Sustainability. The Graduate College, with its 60 Graduate Scholars, has engaged in outreach activities with a number of community organizations, working with youth in the Syrian refugee community to give them a connection to the University, and engaging with Beakerhead, a community organization that promotes creativity and science. They also reached out to the community to host conversations about a range of issues, including the merits of an Olympic bid, the impact of screens on children's development, and low carbon futures. These conversations included almost 2,000 community members.

The University of Calgary supports community agencies like the United Way of Calgary and Area – raising \$724,923 for the 2019 United Way campaign, a new record for the university. Since 2011, the university community has raised more than \$5.2 million for the United Way. The benefit of this investment is that every dollar stays in the local area, providing funds for programs that have profound impact on people's lives.

University of Calgary Senators are connectors between the university and our community in part through initiatives such as Lecture of a Lifetime and Chancellor's Club that highlight our faculty, researchers and students to the community. We also have an active connection to our community through our network of nearly 180,000 alumni. One of our unique advantages is that approximately two-thirds of our alumni live and work in the Calgary area. Lifelong learners, seekers of new knowledge and innovation, and thought leaders in their respective disciplines, they have become meaningful contributors and active citizens, locally and globally. We continue to strengthen our connection to this important part of our

community to achieve our vision and create mutual benefit. We are growing and maintaining an active alumni network, and establishing a stronger and more recognizable alumni profile in order to build our community together.

The University of Calgary has been building its presence in the community over the past years, making it easier for members of the public and interest groups to connect, to experience and learn about the broad spectrum of initiatives and events that the University of Calgary has to offer. The downtown campus offers meeting and conference space and attracts corporate and business leaders as well as providing governmental and post-secondary venues. The School of Public Policy is located in the downtown campus, as is the Haskayne School of Business executive MBA program, and our alumni engagement team. The University of Calgary's newly established City Building Design Lab (CB Design Lab) is located in the former downtown Central Library Building. CB Design Lab is a first-of-its-kind-in-Canada research initiative that employs entrepreneurial and design thinking to help redefine the future of city building. CB Design Lab brings together major players within the construction industry (consultants, contractors, owners, developers, municipal and provincial government, and civil society) to work with academic researchers and students to develop practical innovations in planning, design, construction, and operational management that will make cities more resilient, equitable, vibrant, prosperous, and healthy. In 2017, the University of Calgary's Haskayne School of Business became a new site for the Creative Destruction Lab (CDL), called the CDL-Rockies. The CDL is a unique milestone-based mentoring and financing program for science-based companies that helps commercialize early stage technology ventures. In 2018, a new CDL-Rockies cohort was launched focusing on startups in areas such as energy, infrastructure, digital oil and gas, power generation, bioenergy and energy efficiency. By 2019, 16 graduates in the Prime and Energy streams raised \$23 million for their companies. Additionally, new corporate partners such as Canadian Natural Resources Limited and Suncor came on board in November 2019 as the next cohort of ventures began their journey through the program.

Over the next years, we will become increasingly connected to industry and non-profit partners with our focus on work-integrated learning. Work-integrated learning is the process through which students come to learn from experiences in educational and practice settings. It includes the kinds of curriculum and pedagogical practices that can assist, provide, and effectively integrate learning experiences in both settings. Our goal is that by 2024-25, 100 percent of University of Calgary students will graduate with two experiential experiences. This goal will require increased connectivity with our community partners.

MEASURING IMPACT

The University of Calgary is committed to maximizing, evaluating and measuring its community impact. Since 2014, Community Engagement has utilized an evaluation matrix based on the REAP (Reciprocity, Externalities, Access and Partnership) self-assessment model founded at University of Bradford in England. The model was extensively studied and it is based on four key principles of community engagement activity:

- Principle of reciprocity: There is a two-way flow of knowledge, information and benefits between the university and its partners in community engagement activities;
- Principle of externalities: There are benefits created by community engagement activities that extend beyond benefits created specifically for the partners. These contribute to building social trust and networks that both contribute to building a learning and knowledge-based society and create social and cultural value for broader society;
- Principle of access: Community partners have a right to use university facilities and resources, as opposed to receiving a one-off provision of goods or services; and

- Principle of partnership: Partnerships deepen and develop through the extended reciprocity and improved access. They are an output and outcome of CE activities, which should eventually also become key inputs to improving and enhancing those activities.

These principles provided a foundation for a decision and evaluation matrix that reflects the University of Calgary's strategic focus on community engagement. The matrix incorporates a series of qualitative metrics in order to assess community engagement activities against the *Eyes High* Strategy 2017-22 and the goals defined in our 2018-23 Academic Plan and 2018-23 Research Plan, and other institutional strategic priorities. Each qualitative impact indicator is assessed on a scale of one to five, where one represents low impact, three is moderate impact, and five is high impact. A weighted average formula calculates a total score that indicates measurable impact for each community engagement activity. This measure is complemented with quantitative metrics such as attendance and social media impact to derive a broad assessment of the impact of our community engagement activities. The matrix serves as both a decision making and evaluation tool to identify and measure community engagement activities.

NATIONAL AND INTERNATIONAL NETWORKS

The University of Calgary is a founding member of Community First: Impacts of Community Engagement (CFICE) and Community-Campus Engage Canada (CCEC), emerging national networks and communities of practice focused on strengthening Canadian communities by increasing the capacity, infrastructure and impact of equitable community-campus partnerships of all types, including student experiential learning, community-engaged research, and social innovation.

The University of Calgary is also a founding member of the Carnegie Community Engagement Classification Canadian Pilot Cohort. The Carnegie Foundation's Classification for Community Engagement is an elective classification and has been the leading framework for institutional assessment and recognition of community engagement in US higher education for the past 13 years. Carnegie defines Community Engagement as the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. The goals of community engagement are built on this definition; they include strong partnerships between post-secondary institutions and the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

The elective classification involves data collection and documentation of important aspects of institutional mission, identity and commitments in the areas of community engaged scholarship and learning and requires substantial effort invested by participating institutions. A Canadian Pilot Cohort has been convened to explore the Classification and consider how it might support community engagement in the Canadian context. Like other founding members of this cohort, the University of Calgary is committed to co-creating and sustaining our campus as a hub for our communities—contributing to educational achievement, community engagement, and economic activity. Our institution sees value in strengthening inter-organizational relationships and participating in a learning community of like-minded institutions to share successful practices and approaches to civic and community engagement and in implementing institution-wide measurements and evaluation methods of community engagement.

11. Internationalization

This section reports the outcomes of our international engagement activity. This included international off-shore or cross border initiatives involving the delivery of Alberta credentials, and activities involving development of collaborative, joint or dual credentials with non-Alberta based institutions.

11.1 INTERNATIONAL OUTCOMES

Implementation of our International Strategy is a continued priority for the University of Calgary and it is critical to achieving our *Eyes High* Strategy 2017-22. We are committed to achieving the four strategic goals identified in the International Strategy and we work closely with local, provincial, national and international partners to realize its vision. We are pleased to report significant progress toward the achievement of these goals during 2019-20. Table 10 provides a brief description of the priority initiative undertaken to advance internationalization at the University of Calgary along with an indication of the progress made in the last 12 months.

Table 10 – Internationalization

Type	Description	Expected Completion	Status	Progress Made in Last 12 Months	Revised Expected Completion Date
Goal 1: Diversity					
Priority Initiatives					
P1	Increase the diversity of our campus communities in terms of students, faculty and staff represented from a variety of countries. (10% of the undergraduate population and 25% of the graduate population will be international).	Ongoing	Targets reached	UG = 10.3% GR = 29.4%	Fall 2019
Goal 2: Cross-Cultural Competencies					
Priority Initiatives					
P2	Improve the global and cross-cultural competencies within our campus communities. (Target: 50% of our students will have an international experience before they graduate)	Ongoing	Interim target of 30% by 2020	24.05%	TBD (COVID related)
Goal 3: Partnerships					
Priority Initiatives					
P3	Enhance opportunities for international collaborations and partnerships in research and education	Ongoing	Ongoing	234 partnerships in 55 countries	TBD (COVID related)
Goal 4: International Development					
Priority Initiatives					
P4	Leverage our areas of expertise to collaborate with international partners on development needs.	Ongoing	Ongoing	Global Affairs Canada funded projects in Medicine in East Africa (\$17.1M) aimed at impacting 900,000 beneficiaries.	Ongoing (may be delayed due to COVID)

In addition to the goals above, a review of the International Strategy was completed in the fall of 2020. The review was very positive, and the results were used to develop a new strategy entitled the Global Engagement Plan. This Plan will guide international activities over the period 2020-2025.

UCI's International Partnership Assessment Rating Index (IPARI)

A novel ranking system was developed by the University of Calgary International to assess and evaluate existing university partnerships. Creating a more strategic approach to managing and evaluating agreements was required to ensure the effectiveness and efficiency of the investment of people, time, and funding to support the vision of the internationalization of the institute. UCalgary International was awarded the Canadian Bureau of International Education Catalyst Award in 2019 and the Association of International Education Administrators Innovation Award for Internationalization in 2020 for our contributions to developing UCI's International Partnership Assessment and Rating Index (IPARI).

11.2 TRANSNATIONAL EDUCATION

At the University of Calgary, we offer credit programs in off-shore locations as part of our international strategy. This activity promotes capacity building, fosters mobility and the international experience of students and staff, generates revenue, extends educational access, and extends our research collaborations. Our off-shore program activity is also aligned with the objectives of Alberta's International Strategy 2013, which are to diversify markets to expand the economy, build Alberta's reputation as a global citizen, prepare Albertans for success in the global community, and prioritize and integrate government action to take advantage of international opportunities. Off-shore activity also encourages collaborations as a means of promoting Alberta economic and social development and international co-operation. Shown in the following table is a summary of our transnational education activity in 2019-20 followed by a brief description of our transnational programs.

Table 11 – 2019-20 Transnational Education

Name of Program	Type of Credential	Program Mode of Delivery	Name of Partner Institution	Country	Number of Students Participants (2019-20)	Number of Graduates / Completers
International Energy Lawyer's Program	JD	In person; International Campus	University of Houston	United States	2	1
Qatar Nursing Program	Bachelor and Master of Nursing	In person; International Campus	State of Qatar	Qatar	547	73
Public Health	PhD	In person; International Campus	Catholic University of Health and Allied Sciences	Tanzania	4 PhD	
Global Research Initiative in Energy	Various	In person; International Campus	Various (see narrative)	China Mexico Middle East	Various	

International Energy Lawyer's Program (IELP) partnership

Established in 2012, the IELP is a joint Juris Doctor (JD) program with the University of Houston that allows students to earn both Canadian and American law degrees in four years. Upon program completion, students may apply for admission to the bar in both Canada and the US, and, with skills and knowledge in energy law, are highly employable across North America. In addition to the regular degree

studies, the IELP is structured to facilitate internships in the energy industry. In 2019-20, one University of Calgary student was studying in Houston, and one University of Houston student was in Calgary.

Qatar Nursing program

In 2007, the University of Calgary entered into an agreement with the State of Qatar to establish a nursing school in Qatar (UCQ). In January 2018, the university and the State renewed the agreement for five more years. UCQ offers both Bachelor of Nursing and Master of Nursing degrees with students coming predominantly from the Gulf Region. The agreement also allows students from the Calgary campus to undertake a practicum in Doha. This agreement is completely funded by the State of Qatar. Over the next four years, given the impact of the global oil and gas crisis and the COVID-19 pandemic, we anticipate that the enrolment in our Qatar programs will remain between 450-550 students.

Public Health – Mwanza, Tanzania

The Cumming School of Medicine has partnered to create and deliver a Master of Public Health degree in Mwanza, Tanzania. This work is one component of a multifaceted partnership with the Catholic University of Health and Allied Sciences (CUHAS) that includes research activities, medical electives and research field training for University of Calgary students. An innovative PhD training program will provide an opportunity for graduates to enroll at the University of Calgary with research focused on issues of importance in Tanzania. To date, the University of Calgary has had seven PhD students from CUHAS pursue studies at our institution. The goal is to build joint University of Calgary and Tanzanian research teams and to strengthen the global health research capacity in both institutions.

Global Research Initiative in Energy

The University of Calgary is leading a Global Research Initiative (GRI) for unconventional oil and gas as part of our Energy Research Strategy. The GRI initiative aimed to establish three world-leading research and education sites in China, Mexico, and the Middle East in partnership with governments, industry and educational institutions. The first GRI Site was established in Beijing, China in October 2014 through a partnership with a major Chinese oil and gas company – the Kerui Group. Working with the training arm of Kerui – the Victor Institute of Petroleum Training – the University of Calgary is offering training programs related to energy and the environment. In collaboration with several Mexican universities and research institutes, the University of Calgary is working on 21 projects that will aid energy reforms in Mexico. The University of Calgary has also secured a partnership with Technion – the Israel Institute for Technology – to leverage the University of Calgary’s world-class capacity in chemistry and chemical engineering. Supported in part by the Canada First Research Excellence Fund, the University of Calgary and Technion facilitated technical workshops and interactions among researchers, created opportunities for co-supervision of graduate students and postdoctoral fellows, and established a visiting program for scholars to work together on joint projects.

12. Capital Plan

In this section, we report progress on priority capital projects that are essential to support the outcomes identified in the 2019 Comprehensive Institutional Plan. Priority capital projects are defined as those projects that must proceed in the next three to five years to address critical infrastructure and capacity needs; and are in excess of \$2.5 million or 50 percent of the institution's Infrastructure Maintenance Grant, whichever is larger. With the Infrastructure Maintenance Grant Program funding suspended for 2019-20, the projects below are those that exceed 50 percent of the 2018-19 of IMP funding grant. Priority capital projects support the University of Calgary's access, quality, and research goals, critical health and safety issues, and critical information technology infrastructure.

Table 12 – Capital projects by type and funding source

Type	Project Description	Total Project Cost	Funding Sources	Funding Received to Date and Source	Revised Funding Sources
New	Interdisciplinary Science and Innovation Centre (Phase 1)	\$175 million ¹	100% PSI Funds	\$2.0M PSI	
	Mathison Hall	\$90 million	56% PSI Funds 44% Donation	\$50.0M PSI \$9.0 M Donation	
New/Maintenance	MacKimmie Complex and Professional Faculties Building Redevelopment	\$290 million	97% GoA 3% Donation	\$187.2M GoA \$0.6M interest on GoA \$7.5M Donation	
Maintenance	Research Facility Code Compliance	\$17.4 million	100% PSI	\$17.4M PSI	
	Utility Reduction Grant Program	\$18 million	47% GoC 53% PSI	\$ GoC \$5.1M PSI	
	Infrastructure Maintenance Program (IMP)	\$13.8 million	100% GoA ²	\$1.0M GoA \$12.8M PSI	7% GoA 93% PSI

1) ISIC Project budget reduced in 2020 due to institutional budget constraints.

2) The IMP program funding was suspended in 2019, funding source was revised to internal funding of 50% of the program.

Table 13 – Capital projects by timeline and status

Project Description	Project Timeline	Expected Project Start	Expected Project Completion	Project Status	Progress Made in Last 12 Months
Mackimmie Complex and Professional Faculties Building Redevelopment	April 2016 – August 2022	April 2016	August 2022	Construction	Tower complete. PFB renovations complete. Abatement and demolition of Block and Link underway.
Mathison Hall	December 2018 – August 2022	December 2018	April 2022	Contract, Tender & Award	Design complete, contract documents underway. Construction manager and project manager engaged.
Interdisciplinary Science and Innovation Centre (Phase 1)	January 2019 – June 2024	January 2019	June 2024	Schematic Concept Design Phase	Principal design consultants and project manager engaged.
Research Facility Code Compliance	July 2013 – March 2017	July 2013	June 2019	Complete	All fume hoods, biosafety cabinets and emergency stations installed. Program scope fully delivered.
Utility Reduction Program, Grant Program	October 2019 – March 2022	October 2019	March 2022	Planning, Design and Construction	Design complete for phase 1, three of nine projects in construction.

13. Information Technology

Within this section, we report on the additional or incremental information technology resources the University of Calgary obtained to support its operations during the 2019-20 period.

2019-20 INFORMATION TECHNOLOGY REPORT

In 2019-20, investments were made to ensure the ongoing success of our IT infrastructure and services. The primary focus of these investments was to continue upgrading foundational infrastructure, replace aging systems, increase network speed, security and connectivity, improve technology & data governance, and ensure the availability of computing resources to the Institution. Security remained a guiding priority for each of these investments. A new Chief Information Officer, Brock Kahanyshyn, joined the institution late November 2019 to help oversee Information Technology's operations and initiatives.

We completed the following to enable and enhance research, teaching and learning, and the business support at the university:

- Reduced IT staffing levels by over 20% in response to budget constraints.
- Implemented a security monitoring and Security Information and Event Management (SIEM) service with a key security partner. Our key network and security systems, and our Enterprise Resource Planning (ERP) Services are now actively monitored by a third-party security provider.
- Completed the implementation of multifactor authentication for staff and faculty to improve our security posture.
- Completed third-party Security Penetration Test on our new PeopleSoft infrastructure with minor findings that were subsequently remediated.
- Increased our security awareness training to include ongoing Cybersecurity user testing and awareness services with a third-party provider including a phishing threat simulation executed on 20,000 University IT accounts.
- Launched a Cybersecurity information website (it.ucalgary.ca/cybersecurity).
- Implemented enhanced security monitoring services to better protect our remote workers. Work continues today to ensure that best practices are utilized to provide positive user experience.
- Rapidly built new remote tools and processes to enable working from home in response to the COVID-19 pandemic.
- Worked with the university's Taylor Institute for Teaching and Learning and the academy, to move our distance learning offerings onto Zoom and Microsoft Teams platforms.
- Built and commenced operations of a Teaching & Learning high performance computing (HPC) cluster for course-based research activities.
- Research Computing Services was granted CANARIE project funding to support researchers with software development effort related to HPC.
- In partnership with the University's Finance team, the University obtained PCI (Payment Card Industry Data Security Standard) compliance with our merchant payment provider Moneris.
- Completed migration of ERP systems to modern hardware platforms, improving user experience and technology serviceability.
- Supported our finance team with their Implementation of multiple robotic process automations.

14. Audited Financial Statements



UNIVERSITY OF CALGARY

Consolidated Financial Statements

For the Year Ended
March 31, 2020

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The University of Calgary ("the University") is responsible for the preparation of the consolidated financial statements and has prepared them in accordance with Canadian Public Sector Accounting Standards as described in note 2 to the consolidated financial statements. The consolidated financial statements present fairly the financial position of the University as at March 31, 2020 and the results of its operations, changes in net financial assets, remeasurement gains and losses and cash flow for the year then ended.

In fulfilling its responsibilities and recognizing the limits inherent in all systems, the University has developed and maintains a system of internal control designed to provide reasonable assurance that the University's 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. The Audit Committee meets with Management and the External Auditor to discuss the results of audit examinations and financial reporting matters. The External Auditor has full access to the Audit Committee, with and without the presence of Management.

The consolidated financial statements for the year ended March 31, 2020 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.

[Originally signed by Ed McCauley]
President & Vice-Chancellor

[Originally signed by Linda Dalgetty]
Vice-President, Finance and Services

Independent Auditor's Report

To the Board of Governors of the University of Calgary

Report on the Consolidated Financial Statements

Opinion

I have audited the consolidated financial statements of the University of Calgary (the Group), which comprise the consolidated statement of financial position as at March 31, 2020, and the consolidated statements of operations, change in net financial assets, remeasurement gains and losses, and cash flow for the year then ended, and notes to the consolidated financial statements, including a summary of significant accounting policies.

In my opinion, the accompanying consolidated financial statements present fairly, in all material respects, the consolidated financial position of the Group as at March 31, 2020, and the results of its operations, its remeasurement gains and losses, its changes in net financial assets and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for opinion

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

Other information

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

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

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

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

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

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

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

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

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

My objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these consolidated financial statements.

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

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

- Evaluate the overall presentation, structure and content of the consolidated financial statements, including the disclosures, and whether the consolidated financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Obtain sufficient appropriate audit evidence regarding the financial information of the entities or business activities within the Group to express an opinion on the consolidated financial statements. I am responsible for the direction, supervision and performance of the group audit. I remain solely responsible for my audit opinion.

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

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

June 26, 2020
Edmonton, Alberta

CONSOLIDATED STATEMENT OF FINANCIAL POSITION
AS AT MARCH 31, 2020
(in thousands)



	2020	2019
Financial assets excluding portfolio investments restricted for endowments		
Cash and cash equivalents	\$ 128,199	\$ 145,757
Portfolio investments - non-endowment (Note 3)	930,274	941,581
Accounts receivable	103,506	101,306
Inventories held for sale	6,587	6,037
Investment in government business enterprise (Note 5)	(172)	(3,771)
	\$ 1,168,394	\$ 1,190,910
Liabilities		
Accounts payable and accrued liabilities	\$ 198,145	\$ 182,409
Employee future benefit liabilities (Note 7)	100,401	97,726
Debt (Note 8)	154,038	158,678
Deferred revenue (Note 9)	569,659	540,823
	\$ 1,022,243	\$ 979,636
Net financial assets excluding portfolio investments restricted for endowments	\$ 146,151	\$ 211,274
Portfolio investments - restricted for endowments (Note 3)	\$ 915,957	\$ 991,060
Net financial assets	\$ 1,062,108	\$ 1,202,334
Non-financial assets		
Prepaid expenses	\$ 14,248	\$ 7,920
Tangible capital assets (Note 6)	2,092,010	2,020,186
	\$ 2,106,258	\$ 2,028,106
Net assets before spent deferred capital contributions	\$ 3,168,366	\$ 3,230,440
Spent deferred capital contributions (Note 10)	\$ 1,450,438	\$ 1,403,737
Net assets (Note 11)	\$ 1,717,928	\$ 1,826,703
Net assets is comprised of:		
Accumulated surplus	\$ 1,696,157	\$ 1,711,741
Accumulated remeasurement gains	21,771	114,962
	\$ 1,717,928	\$ 1,826,703

Contingent assets and contractual rights (Note 12 and 14)

Contingent liabilities and contractual obligations (Note 13 and 15)

Subsequent events (Note 24)

Approved by the Board of Governors:

[Originally signed by Geeta Sankappanaver]
Chair, Board of Governors

[Originally signed by Beverley Foy]
Chair, Audit Committee

The accompanying notes are an integral part of these consolidated financial statements

CONSOLIDATED STATEMENT OF OPERATIONS
YEAR ENDED MARCH 31, 2020
(in thousands)



	2020 Budget (Note 16)	2020	2019
Revenue			
Government of Alberta grants (Note 21)	\$ 689,871	\$ 652,363	\$ 690,114
Federal and other government grants (Note 21)	189,585	186,965	175,472
Sales of services and products	127,620	129,712	128,882
Student tuition and fees	238,632	255,876	242,574
Donations and other grants	156,814	179,642	203,683
Investment income (Note 17)	48,445	63,750	55,133
Investment income from government business enterprise (Note 5)	-	3,599	6,203
	\$ 1,450,967	\$ 1,471,907	\$ 1,502,061
Expense			
Academic costs and institutional support	\$ 867,232	\$ 886,290	\$ 818,867
Research	383,221	422,007	386,373
Special purpose and trust	80,623	73,333	76,264
Facilities operations and maintenance	71,656	77,320	75,308
Ancillary services	48,235	42,798	45,839
	\$ 1,450,967	\$ 1,501,748	\$ 1,402,651
Annual operating (deficit) surplus	\$ -	\$ (29,841)	\$ 99,410
Endowment donations		14,257	11,996
Endowment capitalized investment income (Note 17)		-	38,971
Endowment donations and capitalized investment income		\$ 14,257	\$ 50,967
Annual (deficit) surplus		\$ (15,584)	\$ 150,377
Accumulated surplus, beginning of year		1,711,741	1,561,364
Accumulated surplus, end of year (Note 11)		\$ 1,696,157	\$ 1,711,741

The accompanying notes are an integral part of these consolidated financial statements

CONSOLIDATED STATEMENT OF CHANGE IN NET FINANCIAL ASSETS
YEAR ENDED MARCH 31, 2020
(in thousands)



	2020 Budget (Note 16)	2020	2019
Annual (deficit) surplus	\$ -	\$ (15,584)	\$ 150,377
Acquisition of tangible capital assets	(264,478)	(216,415)	(272,601)
Proceeds from sale of tangible capital assets	-	240	70
Amortization of tangible capital assets	143,293	140,053	132,558
Loss (gain) on disposal of tangible capital assets	-	4,298	(64)
Change in prepaid expenses	-	(6,328)	(586)
Change in spent deferred capital contributions	53,560	46,701	51,222
Change in accumulated remeasurement gains	-	(93,191)	6,422
(Decrease) increase in net financial assets	\$ (67,625)	\$ (140,226)	\$ 67,398
Net financial assets, beginning of year	\$ 1,202,334	\$ 1,202,334	\$ 1,134,936
Net financial assets, end of year	\$ 1,134,709	\$ 1,062,108	\$ 1,202,334

The accompanying notes are an integral part of these consolidated financial statements

CONSOLIDATED STATEMENT OF REMEASUREMENT GAINS AND LOSSES
YEAR ENDED MARCH 31, 2020
(in thousands)



	2020	2019
Accumulated remeasurement gains, beginning of year	\$ 114,962	\$ 108,540
Unrealized gains (losses) attributable to:		
Foreign exchange	(302)	(264)
Quoted in active market financial instruments		
Portfolio investments - non-endowments	-	182
Portfolio investments - restricted for endowments	(486)	340
Designated fair value financial instruments		
Portfolio investments - non-endowments	(5,017)	8,885
Portfolio investments - restricted for endowments	(81,120)	30,586
Amounts reclassified to consolidated statement of operations:		
Foreign exchange	264	331
Quoted in active market financial instruments		
Portfolio investments - non-endowments	-	2,828
Portfolio investments - restricted for endowments	10	22
Designated fair value financial instruments		
Portfolio investments - non-endowments	(3,756)	7,032
Portfolio investments - restricted for endowments	(2,784)	(43,520)
Change in accumulated remeasurement gains	\$ (93,191)	\$ 6,422
Accumulated remeasurement gains, end of year (Note 11)	\$ 21,771	\$ 114,962
Accumulated remeasurement gains (losses) is comprised of:		
Portfolio investments - non-endowments	\$ (3,130)	\$ 5,643
Portfolio investments - restricted for endowments	25,203	109,583
Foreign exchange	(302)	(264)
	\$ 21,771	\$ 114,962

The accompanying notes are an integral part of these consolidated financial statements

CONSOLIDATED STATEMENT OF CASH FLOW
FOR THE YEAR ENDED MARCH 31, 2020
(in thousands)



	2020	2019
Operating transactions		
Annual (deficit) surplus	\$ (15,584)	\$ 150,377
Add (deduct) non-cash items:		
Amortization of tangible capital assets	140,053	132,558
Gain on sale of portfolio investments	(6,530)	(36,465)
Loss (gain) on sale of tangible capital assets	4,298	(64)
Capital gifts in kind received	(840)	(39,460)
Expended capital contributions recognized as revenue	(94,126)	(90,165)
Change in investment in government business enterprises	(3,599)	(6,203)
Increase (decrease) in employee future benefit liabilities	2,675	(17,727)
Change in non-cash items	\$ 41,931	\$ (57,526)
Increase in accounts receivable	(2,200)	(31,000)
Increase in prepaid expenses	(6,328)	(586)
Increase in inventories held for sale	(550)	(1,674)
Increase in accounts payable and accrued liabilities	15,736	15,686
Increase in deferred revenue	28,836	72,589
Cash provided by operating transactions	\$ 61,841	\$ 147,866
Capital transactions		
Acquisition of tangible capital assets less gift in kind	\$ (211,842)	\$ (226,701)
Proceeds on sale of tangible capital assets	240	70
Cash applied to capital transactions	\$ (211,602)	\$ (226,631)
Investing transactions		
Purchases of portfolio investments	\$ (23,961)	\$ (140,777)
Proceeds on sale of portfolio investments	23,710	90,448
Cash applied to investing transactions	\$ (251)	\$ (50,329)
Financing transactions		
Debt - repayment	\$ (5,854)	\$ (5,391)
Debt - new financing	1,214	-
Increase in spent deferred capital, less expended capital recognized as revenue, less in-kind donations	137,094	134,947
Cash provided by financing transactions	\$ 132,454	\$ 129,556
(Decrease) increase in cash and cash equivalents	\$ (17,558)	\$ 462
Cash and cash equivalents, beginning of year	\$ 145,757	\$ 145,295
Cash and cash equivalents, end of year	\$ 128,199	\$ 145,757

The accompanying notes are an integral part of these consolidated financial statements

1. Authority and purpose

The Governors of the University of Calgary is a corporation that manages and operates the University of Calgary ("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 university 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. This tax exemption does not extend to its wholly-owned subsidiaries, University Technologies Group and West Campus Development Corporation.

2. Summary of significant accounting policies and reporting practices

(a) General – Canadian Public Sector Accounting Standards and use of estimates

These consolidated financial statements have been prepared in accordance with Canadian Public Sector Accounting Standards ("PSAS").

The measurement of certain assets and liabilities, revenues and expenses are 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. Amortization of tangible capital assets, recognition of deferred revenue related to restricted grants and donations, determining the fair value of in-kind donations, and employee future benefit liabilities 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 measured as follows:

Financial statement component	Measurement
Cash and cash equivalents	Cost
Portfolio investments	Fair value
Inventories held for sale	Lower of cost or net realizable value
Accounts receivable	Lower of cost or net recoverable value
Accounts payable and accrued liabilities	Cost
Debt	Amortized cost

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 tested annually for impairment. When financial assets are impaired, impairment losses are recorded in the consolidated statement of operations.

For financial assets and liabilities measured using amortized cost, the effective interest rate method is used to determine interest revenue or expense. Transaction costs are a component of cost for financial instruments measured using cost or amortized cost. Transaction costs are expensed for financial instruments 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.

The University does not use foreign currency contracts or any other type of derivative financial instruments for trading or speculative purposes.

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

(b) Valuation of financial assets and liabilities (Continued)

Management evaluates contractual obligations for the existence of embedded derivatives and elects to either designate the entire contract for fair value measurement 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 purchase, sale or usage requirements are not recognized as financial assets or liabilities. The University does not have any embedded derivatives.

(c) Revenue recognition

All revenue is reported on the accrual basis of accounting. Cash received for which goods or services 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 as 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 asset.

Government grants without terms for the use of the grant are recognized as revenue when the University is eligible to receive the funds. Unrestricted non-government grants and donations are recognized as revenue in the year received or in the year the funds are committed to the University if the amount can be reasonably estimated and collection is reasonably assured.

In-kind donations of services, materials, and tangible capital assets are recognized at fair value when such value can reasonably be determined. Transfers of tangible capital assets from related parties are recorded at the carrying value.

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 reasonably be determined, the in-kind grant or donation is recorded at nominal value.

Investment income

Investment income includes dividends, interest income, and realized gains or losses on the sale of portfolio investments. Unrealized gains and losses on investments from unrestricted grants and donations are recognized in the accumulated remeasurement gains and losses until settlement. Once realized, these gains and losses are recognized as revenue or expense in the consolidated statement of operations. 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 in the consolidated statement of operations when the terms of the grants or donations are met.

Realized investment income allocated to endowment balances for the preservation of endowment capital purchasing power is recognized in the statement of operations as a component of endowment donations and capitalized investment income.

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

(c) Revenue recognition (Continued)

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 on endowments must be used in accordance with the various purposes established by the donors or the Board of Governors. Benefactors as well as University's policy stipulate that the economic value of the endowments must be protected by limiting the amount of income that may be expended and reinvesting unexpended income.

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

- income earned by the endowment to be withheld from distribution to avoid fluctuations in the amounts distributed and generally to regulate the distribution of income earned by the endowment.
- encroachment on the capital of the endowment to avoid fluctuations in the amounts distributed and generally to regulate the distribution of income earned by the endowment 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 cumulative capitalized investment income. However, for individual endowment funds without sufficient cumulative capitalized income, endowment principal is used in that year. This amount is expected to be recovered by future investment income.

Endowment donations and associated investment income allocated for the preservation of endowment capital purchasing power are recognized in the Consolidated Statement of Operations in the period in which they are received.

(d) Cash and cash equivalents

Cash and cash equivalents include short-term investments with a maturity less than three months from the date of acquisition.

(e) Inventories held for sale

Inventories held for sale is valued at the lower of cost and expected net realizable value and is determined using the weighted average method. Inventory held for consumption is valued at cost.

(f) Tangible capital assets

Tangible capital assets are recorded at cost, which include amounts that are directly related to the acquisition, design, construction, development, improvement or betterment of the asset, and costs associated with asset retirement obligations. Cost includes overhead directly attributable to construction and development, as well as interest costs that are directly attributable to the acquisition or construction of the asset. Work in progress, which includes facilities and improvement projects and development of information systems, is not amortized until after the project is complete and the asset is in service. Assets or disposal groups that are classified as held for sale are measured at the lower of carrying amount and fair value less costs to sell.

Leases of tangible capital assets which transfer substantially all the benefits and risks of ownership are accounted for as leased tangible capital assets. Capital lease liabilities are recognized at the present value of the future minimum lease payments at the inception of the lease, excluding executor costs. The discount rate used to determine the present value of the lease payments is the lower of the University's rate for incremental borrowing or the interest rate implicit in the lease.

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

(f) Tangible capital assets (Continued)

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

Buildings	20-40 years
Furnishings, equipment and systems	3-10 years
Learning resources	10 years

Tangible capital asset writedowns are recorded when conditions indicate they no longer contribute to the University's ability to provide services, or when the value of future economic benefits associated with the capital assets are less than their net book value. The net write-downs are recognized as expense in the consolidated statement of operations. 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) Foreign currency translation

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

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

(h) Employee future benefits

Pension

The University participates with other employers in the Universities Academic Pension Plan (UAPP) and the Public Service Pension Plan (PSPP). 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 and is allocated to each participant based on their respective percentage of pensionable earnings. Actuarial gains or losses on the accrued benefit obligation are amortized over the expected average remaining service life.

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 recorded 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 predetermined amounts that are expected to provide the plan's future benefits.

Long term disability (LTD)

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

Supplementary retirement plan (SRP)

The pension expense for defined benefit SRP is actuarially determined using the projected benefit method prorated on service. Actuarial gains or losses on the accrued benefit obligation are amortized over the expected service lifetime for each plan participant.

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

(i) Investment in government nonprofit organization, other government organization, and government partnerships

The consolidated financial statements include the financial results of the following wholly-owned entities:

- Arctic Institute of North America ("AINA"), a nonprofit organization controlled by the University. AINA operates under the authority of the Act of the Federal Parliament (910 George VI, Chapter 45) to initiate, encourage and support northern research and to advance the study of arctic conditions.
- University Technologies Group ("UTI"), a group of entities operating to facilitate the transfer of intellectual property from the University to private business, thereby commercializing the scientific innovations of University researchers.

Proportionate consolidation is used to record the University's share of the following government partnerships:

- Tri-University Meson Facility (TRIUMF) (7.14% interest) - a joint venture with thirteen other universities to operate a subatomic physics research facility.
- Western Canadian Universities Marine Sciences Society (20% interest) - a government partnership with five other universities to provide research infrastructure in the marine sciences for its member universities and the worldwide scientific community.

All government partnership inter-entity accounts and transactions between these organizations are eliminated upon consolidation.

(j) Investment in government business enterprise

Government business enterprises, owned or controlled by the University but not dependent on the University for their continuing operations, are included in the consolidated financial statements using the modified equity method. Under the modified equity method, the equity method of accounting is modified only to the extent that the business entity accounting principles are not adjusted to conform to those of the University. Thus, the University's investment in the entity is recorded at acquisition cost and is increased for the proportionate share of post acquisition earnings and decreased by post acquisition losses and distributions received. The University's wholly-owned entity accounted for by the modified equity basis is West Campus Development Corporation ("WCDC").

(k) Funds and reserves

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

(l) Liability for Contaminated Sites

Contaminated sites are a result of contamination of a chemical, organic or radioactive material or live organism that exceeds an environmental standard, being introduced into soil, water or sediment. Contaminated sites occur when an environmental standard exists and contamination exceeds the environmental standard.

Contaminated sites in productive use

A liability for remediation of contaminated sites from an operation(s) that is in productive use is recognized net of any expected recoveries when all of the following criteria are met:

- University has a duty or responsibility to others, leaving little or no discretion to avoid the obligation;
- the duty or responsibility to others entails settlement by future transfer or use of assets, or a provision of services at a specified or determinable date, or on demand; and
- the transaction or events obligating the University have already occurred.

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

(l) Liability for Contaminated Sites (Continued)

Contaminated sites no longer in productive use

A liability for remediation of contaminated sites from an operation(s) no longer in productive use, and/or an unexpected event occurs resulting in contamination, is recognized net of any expected recoveries when all of the following criteria are met:

- University is directly responsible or accepts responsibility;
- it is expected that future economic benefits will be given up; and a reasonable estimate of the amount can be made.

(m) Expense by Function

The University uses the following function categories on its consolidated statement of operations:

Academic costs and institutional support

Academic costs and institutional support includes expenses relating to activities directly and indirectly supporting innovative learning, programming, and teaching as well as administration and governance functions of the University.

Research

Research expenses relate primarily to activity funded by externally sponsored research funds intended for specific research purposes as well as internal funds designated for research related spending.

Special purpose and trust

Special purpose and trust is comprised of expenses relating to externally restricted funding for non-research related activities including scholarships and community service.

Facilities operations and maintenance

Facilities operations and maintenance function includes centralized management and maintenance of grounds and facilities, and buildings. Examples include utilities, facilities administration, building maintenance, custodial services, landscaping and grounds keeping, and major repairs and renovations.

Ancillary services

Ancillary expenses relate to secondary services available to students, faculty, and staff. Services include on campus residence, food services, university bookstores, Hotel Alma, parking, and conference services.

(n) Future accounting changes

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

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

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

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
FOR THE YEAR ENDED MARCH 31, 2020
(in thousands)



3. Portfolio investments

	2020	2019
Portfolio investments - non-endowment	\$ 930,274	\$ 941,581
Portfolio investments - restricted for endowments	915,957	991,060
	\$ 1,846,231	\$ 1,932,641

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

	2020			
	Level 1	Level 2	Level 3	Total
Portfolio investments at fair value:				
Bonds				
Canadian government and corporate	\$ -	\$ 570,115	\$ -	\$ 570,115
Foreign government and corporate	-	34,725	-	34,725
Pooled investments funds	-	97,717	-	97,717
Equities				
Canadian equities	2,303	-	-	2,303
Foreign equities	1,510	-	-	1,510
Pooled investments funds	-	724,388	-	724,388
Other				
Cash and money market funds	22,366	-	-	22,366
Guaranteed investment certificate (GICs)	-	2,565	-	2,565
Pooled canadian mortgages	-	288,182	-	288,182
Pooled hedge funds	-	99,058	-	99,058
Private equity	-	-	3,302	3,302
	\$ 26,179	\$ 1,816,750	\$ 3,302	\$ 1,846,231

	2019			
	Level 1	Level 2	Level 3	Total
Portfolio investments at fair value:				
Bonds				
Canadian government and corporate	\$ -	\$ 559,694	\$ -	\$ 559,694
Foreign government and corporate	-	5,145	-	5,145
Pooled investments funds	-	94,153	-	94,153
Equities				
Canadian equities	3,268	-	-	3,268
Foreign equities	1,810	-	-	1,810
Pooled investments funds	-	806,989	-	806,989
Other				
Cash and money market funds	42,644	-	-	42,644
Guaranteed investment certificate (GICs)	-	33,606	-	33,606
Pooled canadian mortgages	-	283,119	-	283,119
Pooled hedge funds	-	102,213	-	102,213
	\$ 47,722	\$ 1,884,919	\$ -	\$ 1,932,641

The above tables provide an analysis of financial instruments that are measured subsequent to initial recognition at fair value, grouped into levels 1 to 3 based on the degree to which the fair value is observable:

Level 1 fair value measurements are those derived from quoted prices (unadjusted) in active markets for identical assets.

Level 2 fair value measurements are those derived from 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).

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
FOR THE YEAR ENDED MARCH 31, 2020
(in thousands)



3. Portfolio investments (Continued)

Level 3 fair value measurements are those derived from valuation techniques that include inputs for the assets that are not based on observable market data (unobservable inputs). The economic uncertainty resulting from COVID-19 has impacted the availability of reliable market metrics for certain level 3 portfolio investments. Due to this uncertainty of the economic environment as a result of COVID-19, fair value estimates could be subject to changes.

The following table provides reconciliation of the changes in fair value of Level 3 investments:

	2020	2019
Balance, beginning of year	\$ -	\$ -
Unrealized gains	599	-
Purchases	2,703	-
Proceeds on sale	-	-
Balance, end of year	\$ 3,302	\$ -

4. Financial risk management

Market price risk

The University is exposed to market price risk, 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 established an investment policy with a target asset mix that is diversified by asset class with individual issuer limits and is designed to achieve a long-term rate of return that in real terms equals or exceeds total endowment expenditures with an acceptable level of risk.

The following details the University's portfolio sensitivity to a 9.5% increase or decrease in the market prices. The sensitivity rate is determined using the historical annualized standard deviation for the portfolio investments over a four year period. At March 31, 2020, if market prices had a 9.5% (2019 - 7.5%) increase or decrease with all other variables held constant, the increase or decrease in accumulated remeasurement gains and losses, net assets, and deferred revenue for the year would have totalled \$173,388 (2019 - \$138,487).

The University's management of market price risk has not changed from the prior year. The economic uncertainty surrounding COVID-19 has caused volatility in the equity markets; fluctuations in the fair value of investments may be experienced as the situation evolves.

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 exchanges rates. The University is exposed to foreign currency risk on investments that are denominated in foreign currencies.

The impact of a change in value of foreign currency portfolio investments is as follows:

	Fair Value	2.5% decrease	1.0% decrease	1.0% increase	2.5% increase
U.S. and International	\$ 501,673	\$ 489,131	\$ 496,656	\$ 506,690	\$ 514,215

The University has a contract with the Qatari government to operate a campus in Qatar. Expenses incurred are recovered from the government of Qatar and claims are adjusted to reflect currency fluctuations, thus reducing exchange risk exposure to the University.

4. Financial risk management (Continued)

Credit risk

The University is exposed to credit risk on investments arising from the potential failure of a counterparty, debtor or issuer to honour its contractual obligations. To manage this risk, the University only invests in investment grade issuers as guided by the University's Investment policy. The credit risk from accounts receivable is relatively low as the majority of balances are due from government agencies and corporate sponsors. Credit risk from tuition is managed through restricted enrolment activities for students with delinquent balances and maintaining standard collection procedures. Given the nature of the University's accounts receivable balances, current economic outlook, and the current impact of COVID-19, management has assessed the impact to credit risk as low.

The credit rating for Canadian government and corporate bonds held is as follows:

Credit Rating	2020	2019
AAA	40.23 %	41.47 %
AA	23.60 %	24.19 %
A	21.45 %	19.77 %
BBB	14.72 %	14.57 %
	100.00 %	100.00 %

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 line of credit designed to ensure availability of funds to meet current and forecasted financial requirements as cost effectively as possible. The University believes, based on its assessment of future cash flows that incorporate the effects of COVID-19, it will have access to sufficient capital through internally generated cash flows, external sources and the undrawn short-term line of credit to meet current spending forecasts. At March 31, 2020, the University has committed borrowing facilities of \$18,750 (2019 - \$18,750) none of which has been drawn.

Interest rate risk

Interest rate risk is the risk that future cash flows or fair values will fluctuate due to the volatility of market interest rates. The University is exposed to this risk on its interest bearing assets and bonds. Bonds are affected indirectly as they are subject to fluctuations in market values. Bonds are currently invested at the shorter end of the yield curve to reduce market value volatility. Interest risk on the University's debt is managed through fixed-rate agreements with Alberta Capital Finance Authority as described in Note 8. If interest rates increased by 1% and all other variables are held constant, the potential loss in fair value on bonds and mortgage funds to the University would be \$32,671 (2019 - \$28,341).

The terms to maturity of interest-bearing securities held by the University are as follows:

Asset class	< 1 year	1 - 5 years	> 5 years	Average effective market yield
Money market funds and GICs	100.00 %	-	-	2.60 %
Canadian government and corporate bonds	12.60 %	69.81 %	17.59 %	1.79 %
Canadian mortgage fund	18.66 %	51.74 %	29.60 %	4.11 %

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
FOR THE YEAR ENDED MARCH 31, 2020
(in thousands)



5. Investment in government business enterprise

WCDC is a wholly-owned subsidiary of the University of Calgary. The WCDC operates as trustee of the West Campus Development Trust ("WCDT"), which subleases land to developers for the commercialization of residential and commercial development. The University is the beneficiary of WCDT and will receive distributions from the trust once leases are in place with developers and net proceeds are available.

The following table provides condensed supplementary financial information for the Investment in government business enterprise owned by the University.

Statement of Financial Position:

	December 31, 2019	December 31, 2018
Assets		
Cash	\$ 435	\$ -
Accounts receivable	1,064	285
Deposit	3,275	14,124
Prepaid expenses	102	43
Capital assets	10,187	3,984
Development costs	38,779	31,667
	\$ 53,842	\$ 50,103
Liabilities		
Accounts payable and accrued liabilities	\$ 4,973	\$ 3,700
Land lease payable	12,603	4,274
Deferred revenue	3,092	4,157
Promissory note	3,750	-
Long term debt	18,808	33,335
Cost to complete	10,788	8,408
	\$ 54,014	\$ 53,874
Equity		
Deficit	\$ (172)	\$ (3,771)
	\$ 53,842	\$ 50,103

Statement of Operations:

	December 31, 2019	December 31, 2018
Land lease revenue	\$ 28,791	\$ 24,204
Cost of land lease	16,727	14,438
	\$ 12,064	\$ 9,766
Expenses	\$ 4,715	\$ 3,563
Net Income	\$ 7,349	\$ 6,203
Trust distribution	3,750	-
	\$ 3,599	\$ 6,203

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
FOR THE YEAR ENDED MARCH 31, 2020
(in thousands)



6. Tangible capital assets

	2020					2019
	Buildings	Furnishings, equipment and systems	Learning resources	Land	Total	Total
Cost						
Beginning of year	\$ 2,832,556	\$ 507,976	\$ 240,598	\$ 46,892	\$ 3,628,022	\$ 3,385,750
Acquisitions	147,314	60,421	8,680	-	216,415	272,601
Disposals	(18,207)	(2,315)	(397)	-	(20,919)	(30,329)
	\$ 2,961,663	\$ 566,082	\$ 248,881	\$ 46,892	\$ 3,823,518	\$ 3,628,022
Accumulated amortization						
Beginning of year	\$ 1,053,060	\$ 354,334	\$ 200,442	\$ -	\$ 1,607,836	\$ 1,505,601
Amortization expense	84,492	47,258	8,303	-	140,053	132,558
Disposals	(13,678)	(2,306)	(397)	-	(16,381)	(30,323)
	\$ 1,123,874	\$ 399,286	\$ 208,348	\$ -	\$ 1,731,508	\$ 1,607,836
Net book value at March 31, 2020	\$ 1,837,789	\$ 166,796	\$ 40,533	\$ 46,892	\$ 2,092,010	\$ 2,020,186
Net book value as at March 31, 2019	\$ 1,779,496	\$ 153,642	\$ 40,156	\$ 46,892	\$ 2,020,186	

Acquisitions of tangible capital assets include capitalized interest of \$ nil (2019 - \$ nil).

Tangible capital assets include work-in-process at March 31, 2020 totaling \$131,439 (2019 - \$147,978) comprised of buildings \$104,422 (2019 - \$126,565) and furnishings, equipment and systems \$27,017 (2019 - \$21,413). Work-in-process is not amortized as the assets are not available for use.

Acquisitions during the year included in-kind contributions (such as learning resources, equipment and software) in the amount of \$4,573 (2019 - \$45,900).

7. Employee future benefit liabilities

Employee future benefit liabilities are comprised of the following:

	2020	2019
Universities Academic Pension Plan	\$ 83,316	\$ 82,957
Long-term Disability	4,502	2,181
Administrative Leave (Note 22)	379	842
Supplementary Retirement Plan	12,204	11,746
	\$ 100,401	\$ 97,726

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

UAPP

The UAPP is a multi-employer contributory joint defined benefit pension plan for academic and professional staff members. An actuarial valuation of the UAPP was carried out as at December 31, 2018 and was then extrapolated to March 31, 2020, resulting in a UAPP deficiency of \$1,304,243 (2019 - \$996,451) consisting of a pre-1992 deficiency of \$885,533 (2019 - \$827,872) and a post-1991 deficiency of \$418,710 (2019 - \$168,579). The University's portion of the UAPP pre-1992 deficiency and post-1991 deficiency has been allocated based on its percentage of the plan's total employer contributions for the year.

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
FOR THE YEAR ENDED MARCH 31, 2020
(in thousands)



7. Employee future benefit liabilities (Continued)

The unfunded deficiency for service prior to January 1, 1992 is financed by additional contributions of 1.25% (2019 - 1.25%) of salaries by the Government of Alberta. Employees and employers equally share the balance of the contributions of 2.90% of salaries until June 30, 2020 and 3.04% of salaries (2019 - 2.90%) thereafter until December 31, 2043 to eliminate the unfunded deficiency. The Government of Alberta's obligation for the future additional contributions was \$267,201 (2019 - \$258,570) at March 31, 2020. The unfunded deficiency for service after December 31, 1991 is financed by special payments shared equally between employees and employers of:

- 3.38% of pensionable earnings until June 30, 2020, then reducing to 3.24% of pensionable earnings until December 31, 2021 (2019 - 4.44% of pensionable earnings until December 31, 2021)
- 1.71% of pensionable earnings for 2022 and 2023 (2019 - 1.71% of pensionable earnings for 2022 and 2023)
- 0.70% of pensionable earnings for 2024 and 2025 (2019 - 0.70% of pensionable earnings for 2024 and 2025)
- 0.25% of pensionable earnings for 2026 and 2027 (2019 - 0.25% of pensionable earnings for 2026 and 2027).

SRP

The University provides non-contributory defined benefit supplementary retirement benefits to executives. An actuarial valuation of these benefits was carried out as at March 31, 2020.

The expenses and financial position of these defined benefit plans are as follows:

	March 31, 2020			March 31, 2019		
	UAPP	Long term disability ⁽¹⁾	SRP ⁽¹⁾	UAPP	Long term disability ⁽¹⁾	SRP ⁽¹⁾
Expenses						
Current service cost	\$ 36,020	\$ 926	\$ 520	\$ 33,157	\$ 494	\$ 510
Interest cost	8,154	58	373	2,772	54	367
Amortization of net actuarial loss (gain)	4,805	1,574	(23)	(6,047)	(173)	(64)
Total expenses	\$ 48,979	\$ 2,558	\$ 870	\$ 29,882	\$ 375	\$ 813
Financial Position						
Accrued benefit obligation:						
Balance, beginning of year	\$ 986,061	\$ 2,181	\$ 11,742	\$ 895,510	\$ 2,029	\$ 11,143
Current service cost	36,020	926	520	33,157	494	510
Interest cost	56,015	58	373	54,467	54	367
Benefits paid	(43,638)	(237)	(412)	(41,775)	(223)	(400)
Actuarial (gain) loss	(9,514)	1,574	1,444	44,702	(173)	122
Balance, end of year	\$1,024,944	\$ 4,502	\$ 13,667	\$ 986,061	\$ 2,181	\$ 11,742
Plan assets	837,258	-	-	852,170	-	-
Plan deficit	\$ (187,686)	\$ (4,502)	\$ (13,667)	\$ (133,891)	\$ (2,181)	\$ (11,742)
Unamortized net actuarial loss (gain)	\$ 104,370	-	\$ 1,463	\$ 50,934	-	\$ (4)
Accrued benefit liability	\$ (83,316)	\$ (4,502)	\$ (12,204)	\$ (82,957)	\$ (2,181)	\$ (11,746)

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

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
FOR THE YEAR ENDED MARCH 31, 2020
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7. Employee future benefit liabilities (Continued)

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

	March 31, 2020			March 31, 2019		
	UAPP	Long term disability	SRP	UAPP	Long term disability	SRP
Accrued benefit obligation:						
Discount rate	5.60 %	2.00 %	2.30 %	5.60 %	2.80 %	3.10 %
Long term average compensation increase	3.00 %	n/a	2.00 %	3.00 %	n/a	3.00 %
Benefit cost:						
Discount rate	5.60 %	2.00 %	3.10 %	5.60 %	2.80 %	3.20 %
Long term average compensation increase	3.00 %	n/a	2.00 %	3.00 %	n/a	3.00 %
Alberta inflation (long term)	2.00 %	n/a	1.50 %	2.00 %	n/a	1.50 %
Estimated average remaining service life	10.6 yrs	6.70 yrs	3 yrs	10.6 yrs	6.88 yrs	3 yrs

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

PSPP

PSPP is a multi-employer contributory joint 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, PSPP is accounted for on a defined contribution basis. The pension expense recorded in these consolidated financial statements is \$23,778 (2019 - \$23,164).

An actuarial valuation of the PSPP was carried out as at December 31, 2018, then extrapolated to December 31, 2019. At December 31, 2019, the PSPP reported an actuarial surplus of \$2,759,320 (December 31, 2018 - \$519,218). The fair value of the pension plan is subject to significant market volatility due to the economic crisis stemming from the global pandemic COVID-19 virus. To the extent that the pension plan may not recover market losses during the remainder of 2020, the funded status of the plan would experience a correlated decline. The financial market impact of the outbreak has been rapidly evolving, which precludes a reasonable estimate of the impact. For the year ended December 31, 2019 PSPP reported employer contributions of \$321,306 (2018 - \$337,390). For the 2019 calendar year, the University's employer contributions were \$23,686 (2018 - \$23,048).

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
FOR THE YEAR ENDED MARCH 31, 2020
(in thousands)



8. Debt

Debt is measured at amortized cost and is comprised of the following:

	Collateral	Maturity date	Interest rate %	2020	2019
Debentures payable to Alberta Capital Finance Authority:					
Debenture for Cascade Hall	(1)	May 2025	6.25%	\$ 6,448	\$ 7,312
Debenture for Residences	(1)	December 2038	3.90%	73,461	76,032
Debenture for International Residence House	(1)	June 2039	5.10%	23,768	24,468
Debenture for Phase VI Residence	(1)	March 2040	4.73%	49,106	50,555
Bank loans payable:					
Demand loan for Western Canadian Universities	(2)	April 2020	3.39%	196	212
Marine Sciences Society					
				\$ 152,979	\$ 158,579
Obligations under capital leases				\$ 1,059	\$ 99
				\$ 154,038	\$ 158,678

(1) General security agreement;

(2) None

Interest expense on debt recorded in these consolidated statements is \$7,009 (2019 - \$7,171) of which \$ nil (2019 - \$ nil) was capitalized. Principal and interest repayments are as follows:

	Principal	Interest	Total
2021	\$ 6,272	\$ 6,785	\$ 13,057
2022	6,356	6,503	12,859
2023	6,649	6,208	12,857
2024	6,937	5,900	12,837
2025	7,071	5,577	12,648
Thereafter	120,753	43,219	163,972
	\$ 154,038	\$ 74,192	\$ 228,230

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
FOR THE YEAR ENDED MARCH 31, 2020
(in thousands)



9. Deferred revenue

	2020		
	Unspent externally restricted grants and donations	Tuition and other fees	Total
Balance, beginning of year	\$ 512,726	\$ 28,097	\$ 540,823
Grants, tuition and donations received	562,190	233,061	795,251
Investment income	34,811	-	34,811
Transfer to spent deferred capital contributions	(140,827)	-	(140,827)
Recognized as revenue	(423,935)	(236,464)	(660,399)
	\$ 544,965	\$ 24,694	\$ 569,659

	2019		
	Unspent externally restricted grants and donations	Tuition and other fees	Total
Balance, beginning of year	\$ 444,129	\$ 24,105	\$ 468,234
Grants, tuition and donations received	597,403	249,371	846,774
Investment income	31,924	-	31,924
Transfer to spent deferred capital contributions	(141,387)	-	(141,387)
Recognized as revenue	(419,343)	(245,379)	(664,722)
	\$ 512,726	\$ 28,097	\$ 540,823

10. Spent deferred capital contributions

Spent deferred capital contributions are comprised of externally restricted grants and donations spent on tangible capital acquisitions (not yet recognized as revenue).

	2020	2019
Balance, beginning of year	\$ 1,403,737	\$ 1,352,515
Transfer from unspent externally restricted grants and donations	140,827	141,387
Recognized as revenue	(94,126)	(90,165)
	\$ 1,450,438	\$ 1,403,737

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
FOR THE YEAR ENDED MARCH 31, 2020
(in thousands)



11. Net Assets

	2020					2019
	Unrestricted	Investment in tangible capital assets	Internally restricted	Endowments	Total	Total
Net Assets, beginning of year	\$ 17,026	\$ 457,771	\$ 360,846	\$ 991,060	\$ 1,826,703	\$ 1,669,904
Annual operating (deficit) surplus	(29,841)	-	-	-	(29,841)	99,410
Transfer to internally restricted net of expenditures	(1,771)	-	1,771	-	-	-
Endowment						
New contributions	-	-	-	14,257	14,257	11,996
Capitalized investment income	-	-	-	-	-	38,971
Transfer from endowments ⁽¹⁾	4,980	-	-	(4,980)	-	-
Tangible capital assets						
Acquisition of capital assets	(25,653)	75,588	(49,935)	-	-	-
Amortization of capital assets	50,465	(50,465)	-	-	-	-
Debt repayment	(5,854)	5,854	-	-	-	-
Debt - new financing	1,214	(1,214)	-	-	-	-
Change in accumulated remeasurement gains	(8,811)	-	-	(84,380)	(93,191)	6,422
Net assets at March 31, 2020	\$ 1,755	\$ 487,534	\$ 312,682	\$ 915,957	\$ 1,717,928	\$ 1,826,703
Net assets is comprised of:						
Accumulated surplus	\$ 5,187	\$ 487,534	\$ 312,682	\$ 890,754	\$ 1,696,157	\$ 1,711,741
Accumulated remeasurement gains	(3,432)	-	-	25,203	21,771	114,962
Net assets at March 31, 2020	\$ 1,755	\$ 487,534	\$ 312,682	\$ 915,957	\$ 1,717,928	\$ 1,826,703

⁽¹⁾ Transfer from endowment has been recorded to cover the endowment spending in excess of the investment income earned on endowments. When endowment investment income is insufficient to cover endowment spending, amounts are transferred from the cumulative capitalized endowment investment income to cover the shortfall.

Internally restricted net assets

Internally restricted net assets represent amounts set aside by the University's Board of Governors for strategic initiatives in support of student learning, research, capital projects and community service. Those amounts are not available for other purposes without the approval of the Board and do not have interest allocated to them. Internally restricted net assets are summarized as follows:

	2020	2019
Capital projects	\$ 84,844	\$ 101,943
Academic and institutional initiatives	106,772	132,728
Research activities	121,066	126,175
	\$ 312,682	\$ 360,846

12. Contingent assets

The University is a defendant in a number of legal proceedings arising in the normal course of business and has insurance to recover any possible legal settlement. The future receipt of these assets is dependent on the outcome of the contingent liability occurring. Contingent assets are not recorded in the consolidated financial statements.

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
FOR THE YEAR ENDED MARCH 31, 2020
(in thousands)



13. Contingent liabilities

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 recording a liability.

The University has identified potential asset retirement obligations 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 assets will be recorded in the period in which there is certainty that the remediation project will proceed and there is sufficient information to estimate fair value of the obligation.

At March 31, 2020 the University had entered into agreements that provide guarantees on employee housing loans in the amount of \$500 (2019 - \$500). These amounts are not recorded in the consolidated financial statements.

14. 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
2021	\$ 4,871	\$ 9,920	\$ 14,791
2022	4,213	2,468	6,681
2023	2,073	1,895	3,968
2024	905	725	1,630
2025	299	594	893
Thereafter	80	1,472	1,552
March 31, 2020	\$ 12,441	\$ 17,074	\$ 29,515
March 31, 2019	\$ 12,999	\$ 22,629	\$ 35,628

15. Contractual obligations

The University has contractual obligations which are commitments that will become liabilities in the future when the terms of the contracts or agreements are met.

The estimated aggregate amount payable for the unexpired terms of these contractual obligations are as follows:

	Service contracts	Other contracts	Capital projects	Long term leases	Total
2021	\$ 41,513	\$ 25,472	\$ 49,940	\$ 7,442	\$ 124,367
2022	75	-	13,208	7,267	20,550
2023	75	-	12,820	5,640	18,535
2024	75	-	-	5,443	5,518
2025	75	-	-	5,150	5,225
Thereafter	150	-	-	37,346	37,496
March 31, 2020	\$ 41,963	\$ 25,472	\$ 75,968	\$ 68,288	\$ 211,691
March 31, 2019	\$ 64,663	\$ -	\$ 147,927	\$ 75,299	\$ 287,889

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15. Contractual obligations (Continued)

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, 2019 CURIE had an annual surplus of \$6,258 (2018 - annual surplus of \$3,841). The University participates in six of the underwriting periods, which have an accumulated surplus of \$90,185 (2018 - \$79,338) of which the University's pro rata share is approximately 6.01% (2018 - 6.05%). This surplus is not recorded in the consolidated financial statements.

16. Budget comparison

Budgeted figures have been provided for comparison purposes and have been derived from the University's Comprehensive Institutional Plan as approved by the Board of Governors.

17. Investment income

		2020	2019
Portfolio investments - restricted for endowments	\$	27,976	\$ 70,579
Portfolio investments - non-endowment		35,774	23,525
	\$	63,750	\$ 94,104
Income capitalized to endowments		-	(38,971)
	\$	63,750	\$ 55,133

18. Expense by object

	2020 Budget (Note 16)	2020	2019
Salaries	\$ 709,268	\$ 723,243	\$ 685,550
Employee benefits	122,294	142,658	119,226
Materials, supplies and services	306,625	323,501	297,817
Utilities	26,956	25,578	24,909
Maintenance and repairs	22,714	20,418	25,401
Scholarships and bursaries	102,917	110,371	100,213
Cost of goods sold	16,900	15,926	16,977
Amortization of tangible capital assets	143,293	140,053	132,558
	\$ 1,450,967	\$ 1,501,748	\$ 1,402,651

19. Funds held on behalf of others

The University holds the following funds on behalf of others over which the University's Board of Governors has no power of appropriation. Accordingly, these funds are not included in the University's consolidated financial statements.

	2020	2019
University of Calgary Medical Group	\$ 10,385	\$ 10,386
University Child Care Centre Society	1,374	1,480
Alberta Gambling Research Institute	802	835
Alberta Sulphur Research	229	51
State of Qatar	163	1,177
Health Knowledge Network	50	166
Others	65	-
	\$ 13,068	\$ 14,095

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
FOR THE YEAR ENDED MARCH 31, 2020
(in thousands)



20. Related parties

The University is a related party to organizations within the Government of Alberta reporting entity. Key management personnel and Board of Governors and close family members are also considered related parties. The institution may enter into transactions with these entities and individuals in the normal course of operations and on normal terms.

The University has debt with Alberta Capital Finance Authority as described in Note 8.

During the year, the University provided and received the following services at nominal or reduced amounts:

- The University operates its Spy Hill Campus on land leased from the Alberta Ministry of Infrastructure under a 42 year lease agreement. The University of Calgary has occupied the 131 acre Spy Hill Campus since 1972 and is charged a nominal annual amount.
- The University's Biogeoscience Institute is a leading field research station that operates in the Kananaskis Provincial Park in Alberta. By maintaining the site and being responsible for all costs, the University occupies the research station at nominal charge from the Alberta Ministry of Environment and Parks.
- The University has integrated programs and research activities with Alberta Health Services ("AHS"). As part of the collaborative environment with AHS and the close proximity of the University to Foothills Hospital and the Alberta Children's Hospital, the University leases 72,200 square feet of space to AHS at amounts covering operating costs.

21. Government transfers

The University operates under the authority and statutes of the Province of Alberta. Transactions and balances between the University and the Government of Alberta ("GOA") are measured at the exchange amount and summarized below.

	2020	2019
Grants from GOA		
Advanced Education:		
Operating	\$ 450,390	\$ 482,785
Capital	94,611	114,409
Research	10,546	6,415
Other	14,475	17,286
Total Advanced Education	\$ 570,022	\$ 620,895
Other post secondary institutions	\$ 3,775	\$ 3,588
Other GOA departments and agencies:		
Alberta Health	\$ 77,528	\$ 74,935
Other	39,814	56,126
Total other GOA departments and agencies	\$ 117,342	\$ 131,061
Total contributions received	\$ 691,139	\$ 755,544
Restricted expended capital recognized as revenue	68,590	65,810
Less: deferred revenues	(107,366)	(131,240)
Government of Alberta Grants	\$ 652,363	\$ 690,114
Federal and other government grants		
Contributions received	\$ 200,649	\$ 204,283
Restricted expended capital recognized as revenue	12,876	11,983
Less: deferred revenue	(26,560)	(40,794)
Federal and other government grants	\$ 186,965	\$ 175,472

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
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22. Salary and Employee Benefits

	2020			Total
	Base salary ⁽¹⁾	Other cash benefits ⁽²⁾	Other non-cash benefits ^{(3) (4)}	
Governance ⁽⁵⁾				
Chair of the Board of Governors	\$ -	\$ -	\$ -	\$ -
Members of the Board of Governors	-	-	-	-
Chancellor honorarium	-	-	-	-
Executive				
President ⁽⁶⁾⁽⁷⁾	447	6	195	648
Vice-Presidents:				
Provost and Vice President Academic	429	12	113	554
Vice President Advancement ⁽⁸⁾	351	36	80	467
Vice President Facilities	315	12	91	418
Vice President Finance and Services	320	12	102	434
Vice President Research				
Incumbent ⁽⁹⁾	20	-	10	30
Acting ⁽⁹⁾	261	-	33	294
Vice President University Relations				
Past Incumbent ⁽¹⁰⁾	24	439	46	509

	2019			Total
	Base salary ⁽¹⁾	Other cash benefits ⁽²⁾	Other non-cash benefits ^{(3) (4)}	
Governance ⁽⁵⁾				
Chair of the Board of Governors	\$ -	\$ -	\$ -	\$ -
Members of the Board of Governors	-	-	-	-
Chancellor honorarium	-	5	-	5
Executive				
President				
Incumbent	112	2	54	168
Past Incumbent	360	164	244	768
Vice-Presidents:				
Provost and Vice President Academic	429	12	115	556
Vice President Development and Alumni Engagement	300	42	75	417
Vice President Facilities	315	12	88	415
Vice President Finance and Services	320	12	99	431
Vice President Research				
Acting	71	-	11	82
Past Incumbent	305	9	64	378
Vice President University Relations				
Incumbent	282	10	86	378
Acting	52	2	7	61

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
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(in thousands)



22. Salary and Employee Benefits (Continued)

1. Base salary includes pensionable base pay.
2. Other cash benefits include administrative honorariums, bonuses, relocation benefits, executive allowances, lump sum payments and severance.
3. Other 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 family assistance program, critical illness, supplementary health care, short and long-term disability plans, dental plan, professional memberships, supplemental retirement plan (per footnote (4)), accidental disability and dismemberment.
4. Under the terms of the SRP, the executive may receive supplemental retirement payments. Retirement arrangement costs as detailed are not cash payments in the period but are period expenses for rights to future compensation. Costs shown reflect the total estimated cost to provide annual pension income over an actuarially determined post-employment period. The SRP provides future pension benefits to participants based on years of service and earnings. The cost of these benefits is actuarially determined using the projected benefit method prorated on services, a market interest rate, and management's best estimate of other assumptions. Net actuarial gains and losses of the benefit obligations are amortized over the expected remaining service life of each plan participant. Current service cost is the actuarial present value of the benefits earned in the current year. The components of the cost of the SRP include current service cost, amortization of actuarial gains and losses, past service costs on plan initiation, and interest accruing on the actuarial liability.
5. The Chair and Members of the Board of Governors receive no remuneration for participation on the Board.
6. The individuals in this role received a vehicle allowance included in other cash benefits.
7. The individuals in this role earned future administrative leave benefits during the year that have been included in other non-cash benefits.
8. During the fiscal year, the Office of University Relations was consolidated into the Office of Development and Alumni Engagement resulting in the newly titled position of Vice President of Advancement.
9. During the fiscal year, the Vice President Research Incumbent position was occupied for one month and the Vice President Research Acting position was held for 11 months.
10. During the fiscal year, the Vice President University Relations Past Incumbent position was occupied for one month.

The current service cost and accrued obligation for each executive under the SRP is outlined in the following table:

	Accrued benefit obligation March 31, 2019	Service costs	Interest costs	Actuarial loss (gain)	Benefits paid	Accrued benefit obligation March 31, 2020
President	\$ 611	\$ 79	\$ 21	\$ 99	\$ -	\$ 810
Vice-Presidents:						
Provost and Vice President Academic	711	93	25	65	-	894
Vice President Advancement	190	40	7	123	-	360
Vice President Facilities	301	58	11	61	-	431
Vice President Finance and Services	308	65	12	48	-	433
Vice President Research						
Incumbent	-	2	-	-	-	2
Vice President University Relations						
Past Incumbent	396	50	14	22	(5)	477

The significant actuarial assumptions used to measure the accrued benefit obligation are disclosed in Note 7.

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
FOR THE YEAR ENDED MARCH 31, 2020
(in thousands)



22. Salary and Employee Benefits (Continued)

The current service cost and accrued obligation for the Administrative Leave is outlined in the following table:

	Accrued benefit obligation March 31, 2019	Service costs	Interest costs	Actuarial loss (gain)	Benefits paid	Accrued benefit obligation March 31, 2020
Administrative Leave-Incumbent	\$ 23	\$ 93	\$ 3	\$ 3	\$ -	\$ 122
Administrative Leave-Past Incumbent	819	-	14	-	(576)	257
	\$ 842	\$ 93	\$ 17	\$ 3	\$ (576)	\$ 379

The significant actuarial assumptions used to measure the accrued benefit obligation for the Administrative Leave are based on a discount rate of 2.0% (2019 – 2.8%) and a yearly salary increase rate of 0% (2019 - 0%). An administrative leave benefit loading rate of 20% is applied to the President.

23. Comparative figures

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

24. Subsequent events

On March 11, 2020 the World Health Organization (WHO) characterized the outbreak of a strain of the novel coronavirus (COVID-19) as a pandemic which has resulted in a series of public health and emergency measures that have been put in place to combat the spread of the virus. On March 17, 2020 the Government of Alberta declared a state of public health emergency over the COVID-19. The University has been impacted in the following areas:

Campus

As part of the University's continuing efforts to minimize the spread of COVID-19, most buildings on campus have been temporarily closed until further notice. Effective March 17, 2020, the University moved to the remote delivery model for classes. Field research stations suspended activities and all planned in-person events on campus were cancelled. Effective March 24, 2020, all University parking lots on main campus and Spy Hill were temporarily made complimentary and all parking permits were suspended. Future ancillary revenues are likely to be negatively impacted.

Staff

Many University employees have successfully transitioned to working remotely during the COVID-19 pandemic. Subsequent to March 31, 2020, temporary layoffs and reduction in hours of work have been and will continue to be considered as staffing requirements change in response to reduced on-campus activities.

Enrollment and fees

On March 16, 2020, the Government of Canada announced closure of Canada's borders to non-essential international travel which took effect on March 18, 2020. Although courses continue to be delivered remotely, restrictions on international travel may impact future international student enrollment and related tuition and fees revenues.

Investments

As at March 31, 2020, the University's portfolio investments reflected a significant decline in value as a result of financial markets declines due to COVID-19. As the decline is assessed as being temporary in nature, the unrealized losses in investments experienced in the latter part of the year ended March 31, 2020 have not been recorded as realized losses in the statement of operations. Subsequent to March 31, 2020, it is anticipated there will be continued volatility in the market.

24. **Subsequent events (Continued)**

Provincial government funding

Before the emergence of the COVID-19 crisis, the University was operating under proposed funding cuts to its operating grant over the current and the next two fiscal years. The emergence of this crisis along with the historic decline in oil prices has resulted in uncertainty in future provincial funding for the University.

Research

It is unclear what the longer term impact will be on future research funding as the provincial and federal government assess the economic damage caused by the crisis.

Fundraising

The overall economic climate caused by the COVID-19 emergency may negatively impact the University's ability to meet future fund raising targets.

It is not possible to reliably estimate the impact these developments will have on the financial results and operations of the University in future periods.



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