

2016-2017

ANNUAL REPORT



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

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2016-17 BOARD OF GOVERNORS

BOARD OF GOVERNORS AS OF MARCH 31, 2017

MEMBER	CONSTITUENCY
Michael Phair, Chair	General Public
Richard W. Wilson, Vice-Chair	General Public
Colin Champagne	Undergraduate Board of Governors Representative
David Cooper	Academic Staff Representative (AASUA Appointee)
Sara Ficko	Graduate Students' Association
Dominique Grégoire <i>(appointed March 2017)</i>	General Public
Barry James	University of Alberta Senate Representative
LeRoy Johnson	General Public
Raymond Muzyka	General Public
Lynne Paradis <i>(appointed March 2017)</i>	General Public
Lynn Parish <i>(appointed March 2017)</i>	General Public
Robert Parks	University of Alberta Alumni Association Representative
Fahim Rahman	President, Students' Union
Jeremy Richards	Academic Staff Representation (General Faculties Council)
Zahra Somani <i>(appointed March 2017)</i>	General Public
Sheri Somerville <i>(appointed March 2017)</i>	General Public
Douglas Stollery <i>(appointed June 2016)</i>	Chancellor, University of Alberta
Glenn Stowkowy	University of Alberta Alumni Association Representative
Owen Tobert <i>(appointed March 2017)</i>	General Public
David Turpin	President and Vice-Chancellor, University of Alberta
<Vacancy>	Non-Academic Staff Representative (NASA Appointee)



ACCOUNTABILITY STATEMENT

The University of Alberta's Annual Report for the year ended March 31, 2017, was prepared under the Board's direction in accordance with the Fiscal Planning and Transparency Act and ministerial guidelines established pursuant to the Post-Secondary Learning Act. All material economic, environmental or fiscal implications of which we are aware have been considered in the preparation of this report.

Original signed by Michael Phair
Chair, Board of Governors

MESSAGE FROM THE PRESIDENT

At the University of Alberta, we begin with people—people with ideas, talent, and purpose. Then, we act. We seek knowledge. We educate citizens. We ask the big questions. We push the limits of human understanding and knowledge. We engage with partners and communities close to home and around the world to lead positive change. We empower creative people to take risks and make imaginative leaps towards as yet undetermined futures.

Why? The answer is simple: We are a public university acting for the public good.

-For the Public Good

At the mid-point of the 2016-2017 year, the University of Alberta community affirmed our commitment to serving the public good at the launch of our new institutional strategic plan in September 2016. Called *For the Public Good*, our plan outlines the goals we are pursuing and the strategies we must enact to fulfill our vision to inspire the human spirit through outstanding achievements in learning, discovery, and citizenship in a creative community, building one of the world's great universities for the public good.

Our institutional strategic goals are to:

- BUILD a diverse, inclusive community of exceptional students, faculty, and staff from Alberta, Canada, and the world.
- EXPERIENCE diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.
- EXCEL as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.
- ENGAGE communities across campuses, city and region, province, nation, and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations.
- SUSTAIN our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.

To fulfill our plans, continued, mutually rewarding engagement with communities, public and private sector organizations, Indigenous nations and groups, industry, and all levels of government is key. We will work with them, and as partners, serve the province of Alberta and its citizens in building prosperity and strengthening communities.

In this report, we demonstrate that, in implementing and meeting our *For the Public Good* goals, we also advance the Government of Alberta's five objectives for our province's integrated adult learning system: Accessibility, Affordability, Quality, Coordination, and Accountability. For example, to build a diverse, inclusive community, the university and its faculties are developing targeted recruitment strategies (increasing access), programs (broadening quality), financial supports (ensuring affordability) and student services (improving coordination) dedicated to Alberta's fast-growing Indigenous student population. We are coordinating and generating new initiatives, curriculum, and partnerships with Indigenous peoples to respond to and be accountable to the Calls to Action of the Truth and Reconciliation Commission.

Throughout the following 2016-2017 Annual Report, you will find many other examples of how the progress we have made towards fulfilling our *For the Public Good* goals and strategies also meets the government's five adult learning system objectives. As this province's oldest university, we take seriously our role as anchor of Alberta's integrated, diverse post-secondary education sector. We stand among Canada's top five premier research-intensive, medical-doctoral universities. This quality—which is based on innovative teaching and learning and a breadth of research excellence—means that Alberta's students have affordable access to educational experiences that rival the best in the world and to researchers tackling some of the gravest challenges faced by our local and global communities.

Albertans have this access because of the Government of Alberta's steadfast support for post-secondary education and the University of Alberta's long record of excellence and accountability. The result of this historical partnership has been a highly educated workforce, on the one hand, and highly developed economic sectors and industries, on the other. To ensure that Alberta's communities and citizens continue to prosper into the future, the University of Alberta and the Government of Alberta must continue to work together to create the conditions needed to forge new knowledge, impart 21st century skills, instill creative mindsets, spark new businesses and industries, and build community resilience.

Together, we can and will propel Alberta to a place of unprecedented leadership, and in common cause, we will build a better province, a better Canada, and a better world.

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

OPERATIONAL OVERVIEW

In June 2016, the Board of Governors approved *For the Public Good*, as the University of Alberta's new institutional strategic plan. This approval followed the unanimous recommendation of the plan from General Faculties Council after broad consultation. *For the Public Good* articulates the University of Alberta's long-term, multi-layered plan to guide overall decision-making, and is structured around five broad strategic goals: Build, Experience, Excel, Engage, and Sustain. Because of the engagement of so many in the planning process, *For the Public Good* reflects the ideas, insights, values and aspirations of our community as a whole.

Some of the goals, objectives and strategies in *For the Public Good* can be implemented immediately, as reflected in this annual report, and others will unfold over the course of the next decade. *For the Public Good* envisions a number of targeted efforts that will position the university to respond to transformative developments and trends that cut across the U of A's mandate for teaching, research, and community engagement.

The U of A remains committed to supporting accessibility for Alberta students. Through a range of targeted recruitment activities, the university is reaching out widely to Alberta high school students and post-secondary transfer students from the Campus Alberta system, as well as to Indigenous, rural and francophone students. Accessibility for these groups, particularly under-represented student cohorts, is a key focus and is supported by the construction—underway—of over 800 new residence spaces on North Campus. Our national recruitment activities are focused on attracting high-achieving high school students from other provinces without reducing access for qualified Albertans.

The university recognizes the importance of providing supports that sustain the success of all of our students, regardless their circumstances. The profile of **student mental health** and the challenges of proactively providing services to address mental health concerns are ever-growing, and the university continues to provide a robust system of mental health services.

Under *For the Public Good*, the University of Alberta takes seriously its responsibility to respond to the Calls to Action in the Truth and Reconciliation (TRC) report. The university has made a commitment to develop, "a thoughtful, respectful, meaningful, and sustainable response to the report." The university has made considerable progress on this goal in the last year, building a foundation of relationships with Indigenous communities and institutions and extending supports for faculty, staff, and students. These wide-ranging commitments specifically respond to the post-secondary focused Calls to Action issued by the TRC and have positive, impactful implications for faculties, for student services, and for front-line staff across the university, and will remain a growing priority for years to come.

Teaching and learning is a rapidly evolving landscape, driven in significant ways by both student expectation and by opportunities and demands to connect more efficiently with other institutions and communities locally, nationally, and internationally. In order to maintain its standing as a world-class institution, the University of Alberta continues to innovate in and beyond real

and virtual classrooms. Through a **revamped Centre for Teaching and Learning**, as well as an exciting range of **experiential learning opportunities**—co-ops, internships, community service-learning, volunteerism, and more—the university is driving excellence in the student experience. The U of A's world-class leadership in Massive Open Online Courses (**MOOCs**) and online programming, exemplified by the launch of the popular Mountains 101 and Indigenous Canada MOOCs this year, ensures that we remain at the cutting edge of digital learning, while also expanding access and reach to quality U of A teaching.

The landscape of research funding in Canada continues to evolve, with an increasing emphasis on large-scale support for collaborative, multi-disciplinary research groups tackling major societal problems. While continuing to enable U of A researchers to excel across a wide range of fields and disciplines, the university is also maximizing its capacity to lead change by nurturing dynamic, multi- and inter-disciplinary teams that are able to take multi-faceted approaches to problems. This year we launched a process to define **university-wide Signature Areas** of multi-disciplinary global leadership in alignment with this goal.

Through the **Future Energy Systems** initiative, the university has capitalized on its broad expertise in energy and climate science, receiving \$75 million under the Canada First Research Excellence Fund to lead and meet the global call to action to enable the transition to a lower-carbon energy economy. The U of A's globally-recognized leadership in machine learning and artificial intelligence was also recognized under the \$125 million Pan-Canadian Artificial Intelligence Strategy and both of these areas will constitute key focus areas in coming years.

A number of other emerging trends locally, nationally, and internationally present pressures for the university's operations.

The university continues to witness demand—both from students and from employers—for **professional master's degree programs and professional certifications**, the creation of which is presently constrained by restrictions on revenue-generating programming. While the university works to develop proposals that are sustainable and fruitful for the university and that are responsive to needed student programming, institutions from outside Alberta are actively setting up these programs in the province and filling the identified need. The university remains hopeful that Advanced Education's reviews of the tuition and funding models for post-secondary institutions will open the door for universities to embrace these opportunities.

Emerging shifts in the labour environment for staff in the post-secondary environment may have transformative impacts going forward. The university is actively preparing for the implementation of new labour legislation.

While direct impacts of the American election and Brexit have not yet been felt, it is worth noting that the university anticipates the possibility of increased interest in the University of Alberta. As already experienced by other Canadian institutions, American and British academics, and students, currently working or studying in the United States and United Kingdom may now be exploring other options.

The university is cognizant of fiscal constraints in Alberta. While the continuing tuition freeze for domestic students presents ongoing revenue challenges, the university has benefitted from continued provincial investment in the post-secondary sector. To ensure continuing fiscal sustainability, the university continues to seek efficiencies across its operations. Moreover, with five well-established major campuses to support, the university has prioritized infrastructure investments to renew and optimize utilization of existing infrastructure.

Public sector institutions like the University of Alberta play a critical role in the economy from many different perspectives. The university attracts hundreds of millions of dollars from outside Alberta largely for research, creating high paying professional employment opportunities and subsequent spin-off benefits to the Alberta economy. The university attracts thousands of students from around the world, further bolstering the economy and bringing highly-skilled individuals to our province. As a world-leading research institution, the university supports diversification of the economy. Finally, it is educating tens of thousands of students who will create further economic benefits and assist in economic diversification. Providing the necessary increases to the Campus Alberta Grant is a sound investment as the University of Alberta functions as a critical buffer to the economy while other industries and sectors continue to adjust to the current economic environment.

SUMMARY STATISTICS

TABLE 1. SUMMARY STATISTICS

	2015-16 ACADEMIC YEAR	2016-17 ACADEMIC YEAR
TUITION		
Arts & Science	\$5,321	\$5,321
Law	\$10,221	\$10,221
Medicine	\$12,044	\$12,044
M.A., M.Sc., and PhD	\$3,662	\$3,662
FACULTY & STAFF (FTE)		
Faculty	2,081	2,099
Other Academic Staff	1,923	1,985
Support Staff (operating and trust-funded)	5,019	5,082
RESEARCH REVENUE (THOUSANDS OF DOLLARS)		
	2015-16 FISCAL YEAR	2016-17 FISCAL YEAR
	\$441,229	\$513,312 (preliminary)
DEGREES & DIPLOMAS GRANTED		
	2015 CALENDAR YEAR	2016 CALENDAR YEAR
Total	8,833	8,844
Undergraduate	6,784	6,809
Graduate	2,049	2,028
Career Preparation	0	7

Notes: Tuition figures are meant as examples. Complete tuition can be found at <http://www.registraroffice.ualberta.ca/Costs-Tuition-Fees.aspx>. Faculty and Staff FTE is as of October 1 of the reported year. Other academic staff includes Contract Academic Staff, Teaching, Research Academic Staff, Faculty Service Officers, Librarians and Administrative Professional Officers, Contingent Faculty Service Officer and Other Academic and Temporary Admin Professionals. Career Preparation diplomas (Diplôme de Techniques d'administration des affaires) were first earned in 2016.

GOALS, PRIORITY INITIATIVES, EXPECTED OUTCOMES, AND PERFORMANCE MEASURES

The University of Alberta's new institutional strategic plan, *For the Public Good*, was unanimously approved by the General Faculties Council and the Board of Governors in June of 2016. This plan affirms our guiding ethos to "inspire the human spirit through outstanding achievements in learning, discovery, and citizenship in a creative community, building one of the world's great universities for the public good."

This section reports on the initiatives and outcomes identified in the 2016 Comprehensive Institutional Plan, re-organized according to the five top-level goals expressed in *For the Public Good*: to **Build** a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada, and the world; to **Experience** diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success; to **Excel** as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service; to **Engage** communities across our campuses, city and region, province, nation and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations; and to **Sustain** our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all Albertans.

These goals and initiatives directly support Alberta's Adult Learning System Principles: ensuring the accessibility of a wide range of programs and experiences to Albertans and top students from Canada and the world; maintaining the affordability of the U of A experience and the sustainability of our programming and infrastructure; delivering research and teaching that has global quality, relevance, and impact; promoting coordination within and beyond our walls, with partners in education, community, government, and industry; and embracing our accountability to government, to our community, and to a wide array of stakeholders within and beyond the academy.

Through extensive consultation, the university has developed a set of performance indicators for reporting on *For the Public Good*. Some measures from the 2016 CIP have been replaced in cases where improved outcome measures are now available. Goals have been re-numbered for this report.

BUILD

GOAL

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

Through the development of strategic recruitment, retention, and renewal plans, the University of Alberta is working to build a community of exceptional students, educators, scholars, researchers, and staff from Alberta, Canada, and the world. We aim to foster an inclusive culture in which people excel through exchange and collaboration, enriched by the diversity of individuals, groups, disciplines, perspectives, approaches, and questions that comprise our community. We sustain this culture and community through rich educational and life experiences in a supportive learning environment.

– For the Public Good

The University of Alberta is committed to accessibility for Albertans, Canadians, and citizens of the world. As a Comprehensive Academic and Research Institution (CARI), the U of A plays a critical role in the post-secondary system by providing access within Alberta to a full range of foundational programs, specialized and professional programs, and graduate programs, along with the diversity of experiences offered by a true multi-campus environment. The U of A is equally committed to affordability, which the university supports through extensive financial aid as well as by ensuring that students have access to programs within their home province. Access is also supported by robust mental health supports and initiatives to prevent and address sexual violence, detailed under Sustain.

Finally, the university is committed to responding to the Calls to Action of the Truth and Reconciliation Commission of Canada with concrete initiatives that contribute to closing the educational gap between Indigenous and non-Indigenous people and improving relationships with Indigenous peoples and communities. Work is also presently underway in several faculties, via curriculum development, to Indigenize the curriculum to educate students, and the broader public, on the histories of the Indigenous peoples of Canada as well as the residential school legacy itself.

GOALS AND PRIORITY INITIATIVES

CIP GOAL (G)/ PRIORITY INITIATIVE (P)	DESCRIPTION	COMPLETION	ADULT LEARNING SYSTEM PRINCIPLE	FOR THE PUBLIC GOOD OBJECTIVE
G1 Increase the breadth of locations from which U of A undergraduate students are drawn	Nearly half of the undergraduate students at the U of A currently list their hometown as Edmonton. Increase geographical reach to bring a diverse group of Albertans, Canadians, and international students to the U of A to serve provincial labour market development	2025	Accessibility	Build 1
G2 Faculty Renewal	Renew the professoriate to improve the balance of ranks and increase diversity.	2025	Quality	Build 2
G3 Increase recruitment and retention of Indigenous students	Increase the number of Indigenous students to reflect their demographic representation in the Alberta population. Improve retention of Indigenous students to match retention for other groups in the same cohort.	2025	Accessibility	Build 1, 4
P1 Increase recruitment of Alberta students from outside the Greater Edmonton area	Increase reach and impact of recruitment activities across the province.	2025	Accessibility, Affordability	Build 1.i
P2 Increase support for Indigenous students	Identify needs, tailor and enhance service availability upon acceptance, upon arrival on campus, and early in the program; indigenizing campuses.	2020	Accessibility	Build 1.ii
P3 Increase recruitment of international students and seek a more even distribution of countries of origin	Increase the opportunities for local students to experience international connections; enhance the global community; and reduce reliance on a small number of sources for international students.	2025	Accessibility, Quality	Build 1.iii
P4 Increase the number of assistant professors	Assistant professors represent the academic future of the university. The pool needs renewal, as it has been depleted over recent years.	2025	Quality	Build 2.i
P5 Increase faculty identifying as Indigenous	Prioritize the hiring of scholars who are members of Indigenous groups.	2025	Accessibility, Quality	Build 2.ii
P6 Increase the diversity of the academy	Individuals with diverse backgrounds expand our available conceptual tools, leading to a more creative academy. Prioritize hiring women and visible minorities, institute a high-level review of current status and hiring processes, and develop strategies for increasing awareness and diversity.	Ongoing, achieved by 2025	Accessibility, Quality	Build 2.ii
P7 Indigenization of the curriculum	Increase the exposure of all faculty, staff, and students to Indigenous history and traditional ways of knowing.	2018	Accessibility, Quality	Build 4.i
P8 Complete Maskwa House of Learning	Provide a space where Indigenous and non-Indigenous people can meet on campus to learn about each other. This new space will also support ceremonies, events, and services for Indigenous peoples. Renewed programming within Education North will be offered in conjunction with this initiative.	2018	Accessibility	Build 4.ii

RECRUITMENT AND ACCESS INITIATIVES

Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world

– *For the Public Good*

The U of A provides access to a full range of foundational programs, specialized professional programs, and graduate programs that drive research and innovation. By ensuring the availability of a wide array of programs within the province, we support a diversity of career aspirations and wider economic objectives. It is a priority to ensure that the U of A is accessible and that the wellness of our community is enhanced, recognizing that all students, and particularly under-represented cohorts, are served by improved supports, communication, facilities, and infrastructure. The university directly supports accessibility through a robust system of financial supports, administering approximately \$90 million in scholarship and bursary funding.

THE U OF A'S FIVE CAMPUSES

U of A is a vibrant community of over 37,000 students and 11,000 faculty and staff.

- *North Campus*, in the heart of Edmonton, is the hub of the U of A's academic, research, and administrative functions.
- *South Campus* boasts some of the best agricultural research and teaching facilities in North America, as well as the Medical Isotope and Cyclotron Facility and two world-class athletic facilities, Foote Field and the Saville Community Sports Centre.
- *Enterprise Square* is a vibrant hub in downtown Edmonton that fosters research, learning, and partnership, and hosts the Faculty of Extension, TEC Edmonton, and public gallery space.
- *Augustana Campus*, located in Camrose, Alberta, offers a liberal arts experience in a rural setting on the historic campus of the former Camrose Lutheran College.
- *Campus Saint-Jean* is unique in western Canada: an interdisciplinary, French-language campus offering a range of programs in science, arts, social sciences, education, and language. CSJ is a diverse campus, home to staff from 31 countries and students from 23 countries.

The U of A also operates the University of Alberta Botanic Garden, a stunning 240-acre property located 15 minutes southwest of Edmonton. The garden is an award-winning visitor attraction, a research site, and home to year-round adult and children's educational programming.

INDIGENOUS ENROLMENT

The University of Alberta endeavours to enrol Indigenous students at rates that are at least proportionate to the representation of Indigenous peoples in the Alberta population (6.2 percent according to the 2011 National Household Survey). In addition to the recruitment of qualified Indigenous students, achieving this goal requires a multi-faceted approach that includes stewardship of community relationships, thoughtful and coordinated response to the recommendations of the Truth and Reconciliation Commission of Canada, increasing the visibility of Indigenous ceremony and symbols on our campuses to signal a welcoming environment, and removing systemic barriers to self-identification, participation, and student success.

Work is underway in all of the above areas, and significant progress has been made in increasing Indigenous enrolment. A total of 1,012 self-identified Indigenous undergraduate students are enrolled in 2016-17 – the largest number in the institution’s history. This number increased by 9.6 percent over the previous year. This increase can be attributed to both new Indigenous student registrations and larger numbers of students who are comfortable self-identifying as First Nations, Metis, or Inuit. Indigenous undergraduate applicants, admitted students, and incoming registrants also increased significantly over the previous year, at 16, 17, and 23 percent, respectively.

Included among our 1,012 Indigenous undergraduates are 80 new Indigenous learners making up the largest cohort in 14 years for our Transition Year Program -- an access program for Indigenous applicants who may not be prepared to enter a degree program through the regular admissions route.

A new Aboriginal Student Support Fund (initial funding \$50,000) supports persistence and student success by providing short-term emergency funding for those in urgent need.

NATIONAL RECRUITMENT STRATEGY

A new National Recruitment Strategy, launched in the fall of 2016, renews our commitment to the active recruitment of Alberta students and also expands recruitment activities across the country. Encouraging a broad range of Alberta students to continue to study in their home province, while also attracting top students from across Canada, it supports the creation of a diverse and inclusive community of exceptional students.

Target prospective student groups under the National Recruitment Strategy include Alberta high school students, high-achieving high school students from other provinces, post-secondary transfer students from the Campus Alberta system, as well as Indigenous, rural, and francophone students. A series of fall 2016 University of Alberta events designed to engage prospective students, parents, and counsellors attracted over 28,000 Albertans and more than 9,000 people from other provinces.

Increased automation of the undergraduate admissions process for 2016-17 means that applicants currently attending a Canadian high school are eligible to receive an offer of admission in as little as two to five days following receipt of necessary documents.

PROGRAMMING INNOVATIONS IN 2016-17

- A refreshed Bachelor of Arts curriculum was approved through governance and will launch in 2018. The revised BA simplifies the common requirements, and emphasizes experiential learning and learning pathways.
- With the approval of the new Doctor of Pharmacy (PharmD) program, which will replace the Bachelor of Science in Pharmacy (BScPharm) in fall of 2018, the U of A will become the only university on the prairies to offer a post-baccalaureate PharmD, making the U of A a major destination of choice for pharmacy education in Canada.
- The U of A's new Master of Accounting degree received the highest level of accreditation from the Chartered Professional Accountants of Alberta. With this new status, the U of A is the only post-secondary institution in Western Canada to offer a master's program allowing students to write their Certified Fraud Examiner professional examination upon completion of the program.

ACCESS AND ENROLMENT TRENDS

Undergraduate enrolment is showing signs of overall health across a variety of dimensions, including application, admission, and registration rates, diversity, retention and completion. The University of Alberta attracts a strong undergraduate applicant pool, both in terms of size and competitive admissibility, with students from over 140 countries.

Seats are limited, and admission is competitive. While some of our high demand programs must turn away strong applicants due to lack of space, many of our programs remain accessible to a broader range of applicants, either as direct-entry or post-secondary transfer students.

A complete enrolment report is included in a separate section of the Annual Report – see page 117.

PERFORMANCE MEASURE (PM) 1: COMPOSITION OF THE STUDENT BODY

PROPORTION OF ALBERTA STUDENTS FROM OUTSIDE OF EDMONTON	2014-15	2015-16	2016-17
<i>Undergraduate</i>	31.8%	31.5%	31.3%
<i>Graduate</i>	34.5%	34.0%	35.5%
Grand Total	32.2%	31.8%	31.9%

Source: Acorn Data Warehouse, Student Headcount and FLE, as of April 3, 2017.

Notes: Proportion based on students registered on December 1, of the reported year. Students from Alberta, outside of Edmonton have an original hometown census province of Alberta and an original hometown census division that is not Edmonton. Career preparation students are included in the undergraduate figures. Excludes: post-graduate medical residents; students with missing values; students who are only auditing courses; and, withdrawn students. Target is undergoing validation in 2017-18.

PROPORTION OF STUDENTS FROM OUTSIDE ALBERTA	2014-15	2015-16	2016-17
<i>Undergraduate</i>	27.1%	27.1%	26.7%
<i>Graduate</i>	61.4%	61.6%	60.2%
Grand Total	34.0%	33.9%	33.4%

Source: Acorn Data Warehouse, Student Headcount and FLE, as of April 3, 2017

Notes: Proportion based on students registered on December 1 of the reported year. No target set in 2016 CIP. Percent out of province includes students with an original hometown province that is not Alberta. Career preparation students are included in the undergraduate figures. Excludes: post-graduate medical residents; students with missing values; students who are only auditing courses; and, withdrawn students.

PERFORMANCE MEASURE (PM) 1: COMPOSITION OF THE STUDENT BODY *(CONTINUED)*

PROPORTION OF STUDENTS WHO HAVE SELF-IDENTIFIED AS ABORIGINAL	2014-15	2015-16	2016-17	TARGET 2024-25
Grand Total	3.6%	3.7%	4.0%	6.0%

Source: Acorn Data Warehouse, Student Headcount and FLE, as of April 3, 2017.

Notes: Reflects students registered on December 1. Includes undergraduate students with an original hometown province of Alberta who have self-identified as being of Aboriginal ancestry. Excludes: post-graduate medical residents; students who are only auditing courses; and, withdrawn students. Target is adjusted in the 2017 Comprehensive Institutional Plan.

PM2: STUDENT COMPLETION RATES

REPORT YEAR	UNDERGRADUATE	MASTER'S	PHD
2015-16	76.1%	85.8%	78.5%
2014-15	75.6%	88.7%	74.8%
2013-14	76.4%	89.8%	73.4%

Source: Acorn Data Warehouse, Completion Rates.

Notes: Excludes withdrawn and part-time students.

Completion rates reflect the percentage of full-time students completing a degree-granting program within a designated number of years from the time of their first registration. Undergraduate rates are measured after six years, Masters after five years, and PhD students after nine years. Excludes probationary and qualifying graduate students.

BUILDING DIVERSE AND INCLUSIVE FACULTY AND STAFF

Create a faculty renewal program that builds on the strengths of existing faculty and ensures the sustainable development of the University of Alberta's talented, highly qualified, and diverse academy

– For the Public Good

Supporting ongoing recruitment and retention of a highly skilled, diverse community of non-academic and administrative staff

– For the Public Good

The U of A is committed to an equitable, diverse, and inclusive workforce. The university works to ensure equity in hiring through dedicated supports to hiring committees, to celebrate inclusiveness with its annual Equity, Diversity and Inclusion Week, and to address concerns through robust safe disclosure practices and a clear policy framework, updated in 2017. In 2016-17, targeted hiring of Indigenous faculty positions also helped to make the university a more representative employer.

PM3: PROPORTION OF THE PROFESSORIATE AT THE RANK OF ASSISTANT PROFESSOR

	2014-15	2015-16	2016-17	TARGET 2025
Assistant Professor	17.0%	17.2%	17.8%	21.0%

Source: Acorn Data Warehouse, HR Staff Headcount and FTE as of January 17, 2017.

Notes: Data are as of October 1 of the reported year. Proportion is based on professors in teaching faculties.

PM4: FACULTY COMPOSITION

RANK	YEAR	TOTAL	ABORIGINAL PEOPLE		PERSONS WITH DISABILITIES		MEMBERS OF VISIBLE MINORITIES	
			#	%	#	%	#	%
Full Professor	2016-17	874	4	0.5	8	0.9	127	14.5
Associate	2016-17	503	8	1.6	7	1.4	83	16.5
Assistant	2016-17	284	9	3.2	9	3.2	70	24.6
Total		1661	21	1.3	24	1.4	280	16.9%
Target	2025		26		TBD			20.0%

Source: U of A Equity Survey, Data are as of December 31, 2016 and are considered preliminary.

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

PM5: PROPORTION OF FACULTY AND STAFF WHO ARE FEMALE

	2014-15	2015-16	2016-17	TARGET 2025
Proportion of faculty who are female	34.7%	35.7%	36.1%	43.0%

Source: : Acorn Data Warehouse, HR - Staff Headcount and FTE, January 25, 2017.

Notes: Data are as of October 1. Includes professors in teaching faculties and Contingent Faculty

	2014-15	2015-16	2016-17	TARGET 2025
Proportion of staff who are female	64.0%	63.6%	63.4%	TBD

Source: Acorn Data Warehouse, HR - Staff Headcount and FTE, January 26, 2017

Notes: Includes APOs, CAST, FSOs, librarians, research academic staff and support staff (not casual).

SUPPORTING INDIGENOUS STUDENTS AND COMMUNITIES

Develop ... a thoughtful, respectful, meaningful, and sustainable response to the Final Report of the Truth and Reconciliation Commission of Canada

– For the Public Good

In order to support the thoughtful, respectful, meaningful and sustainable response to the Final Report of the Truth and Reconciliation Commission of Canada, the university has established an Indigenous Advisory Office. The university's approach is guided by two pillars:

1. **Building substantive relationships** within the University of Alberta and with Indigenous communities and institutions in Treaty 6 Territory and beyond. As reconciliation inherently requires strong relationships, efforts in 2016-17 have largely focused on getting to know the Indigenous community on and off campus to inform and guide our work towards reconciliation. Over the past year, the university engaged community members to jointly develop an institutional territorial acknowledgement statement.
2. **Building internal and external capacity** to undertake the work of truth-telling and reconciliation. This means hiring more Indigenous scholars, better supporting Indigenous students, and creating pathways for Indigenous students, faculty and staff to be increasingly involved in all areas of our academic and research mission. In 2016-17, the university launched an [online portal](#) of links to Alberta initiatives and activities related to Indigenous communities.

The U of A's commitment to Indigenous communities is embodied across faculties and the research community. Other highlights:

- The Faculty of Arts opened an Aboriginal Gathering Space in the Humanities Centre. The new space hosts programming for Indigenous students, including elder visits, workshops and social events.
- Faculty of Extension's Dr. Fay Fletcher has started working on a pilot mentorship program aimed at increasing the number of Indigenous knowledge keepers teaching Indigenous knowledge at post-secondary institutions. In this project, Indigenous Elders and knowledge keepers in Treaty 6 will mentor other Indigenous educators so that they are prepared to teach Indigenous Knowledge Systems (IKS) curriculum in identified topic areas.
- On the off-site delivery front, the English Language School's first collaboration with the Nunavut government provided English language training to civil servants in Iqaluit. In January 2017, a group of civil servants attended two training modules with funding provided by the Nunavut government.

- The Inspiring Possibilities initiative was inaugurated in 2016 to imagine and promote pathways for Indigenous students to enter graduate school. This year, three Inspiring Possibilities events have been held, bringing together U of A departments and faculties with Indigenous students interested in attending graduate school.
- A series of Indigenous Community Engagement Research and Learning projects were launched at a community learning event in October 2016. Six research groups, including elders and community members, presented their ideas. The first products – videos and workshops on respectful engagement with communities – have been produced and are being shared with members of the university community.

A DIVERSE AND INCLUSIVE UNIVERSITY: OTHER HIGHLIGHTS

- The university made a host of services available to those affected by the U.S. ban on travel from specified countries, including travel support, counseling, and the waiver of some application fees for affected students.

“Today, as president of the University of Alberta—but also as a citizen of Alberta and Canada—I want to voice our university’s firm commitment to diversity, inclusion, and equity in the face of rising isolationism and division. These values guide our actions every day in a myriad of small ways, but sometimes, we are called to stand up for them in visible and vocal ways.”

– President David Turpin, Jan. 29, 2017

- This year, the President’s Award for Refugees and Displaced Persons Fund was made available to cover the cost of tuition and living expenses for up to 10 undergraduate or graduate Syrian students, admitted to the U of A as early as January 2016.
- Dean of Law Paul Patton received the “Leaders in Diversity Award” from the Federation of Asian Canadian Lawyers - Western Chapter, recognizing individuals who have demonstrated a commitment to fostering and promoting diversity in the legal profession. Dean Paton has worked to transform the culture of Law, endeavoring to ensure that all students, staff and faculty are valued for their perspectives and experience, inside and outside the Faculty.
- The Faculty of Education’s Jason Harley is developing a mobile augmented reality (AR) app to reinforce and extend the message “It gets better” to demonstrate the progress made by sexual and gender minorities in Edmonton. This AR app will provide a real-world environment view, in conjunction with Smart Boards and Google Earth, to allow students to visit points of interest without having to leave their classroom.

EXPERIENCE

GOAL

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

Pushing beyond the conventional, students—no matter their background, age, or stage of education—**experience** learning as an integral part of all their activities at the University of Alberta, where they have access to and participation in a broad range of curricular experiential learning opportunities that are well integrated with program goals and enrich their academic experience. The university endeavours to pay attention to the development of the whole person and to **excel** in providing learning environments that transform us, nurture our talents, expand our knowledge and skills, and enable our success. We aim to **build** innovative curricular and co-curricular experiential learning programs that **engage** students, faculty, and staff with issues, questions, and ideas relevant to community organizations, industry, and governments today, and which enable their self-discovery and give them the skills to use their talents, creativity, and curiosity to contribute as future citizens and leaders. We seek and **sustain** student success. We mobilize the expertise of our faculty and expand access to educational experiences for continuing, professional, and lifelong learners.

– For the Public Good

Key priorities for 2016-17 included enhancing experiential learning opportunities for both undergraduate and graduate students, enriching their learning while ensuring that they are fully equipped to contribute to Alberta's economy and society. These initiatives support the quality of undergraduate and graduate education as well as coordination with a valued set of community partners.

GOALS AND PRIORITY INITIATIVES

CIP GOAL (G)/ PRIORITY INITIATIVE (P)	DESCRIPTION	COMPLETION	ADULT LEARNING SYSTEM PRINCIPLE	FOR THE PUBLIC GOOD OBJECTIVE
G5 Enhance teaching and the focus on learning outcomes	Post-secondary teaching is undergoing a radical change that will benefit learners. Supports will be put in place to ensure that the U of A remains a leader in this field.	2020	Quality	Experience 7, 8 Excel 14
G6 Student housing	Accommodation of 18 percent of full-time students in purpose-built housing featuring supportive programs. (A Strategy for Student Housing, 2015–40, Phase 1).	2018	Accessibility	Experience 8
P1 Expanding residences	Implement the North Campus portion of Phase 1 of The Strategy for Student Housing, 2015–40, including 300 new bed spaces for upper-year undergraduates in East Campus Village and 520 new bed spaces for first-year students in a tower on the Lister Hall site.	2018	Accessibility	Experience 8.i
P2 Improve mentorship and skills development for graduate students	Eighty percent of graduate students will work outside of the academy after completing their degree and need help to transition as highly qualified personnel serving government, industry, and cultural sectors of society.	2018	Quality	Experience 8.iii
P3 Improve access for distance and non-traditional learners	Offer classes through distance learning and explore flexible and creative scheduling to accommodate diverse learners.	2020	Accessibility, Affordability	Experience 10.i, 10.ii

EXPERIENTIAL LEARNING IN 2016-17

Increase graduate and undergraduate students' access to and participation in a broad range of curricular experiential learning opportunities

– For the Public Good

The U of A is deeply committed to fostering experiential learning as a core feature of postsecondary education. Through co-ops, community service-learning, volunteerism, internships, research experiences, and more, U of A students develop skills and contribute to communities across Alberta, Canada, and the world.

Community Service-Learning (CSL) had 1,178 students doing projects across 49 courses and in partnership with 154 community-based organizations in the Edmonton region.

EXPERIENTIAL LEARNING AROUND THE UNIVERSITY: HIGHLIGHTS

- Located on the Faculty of Arts main page, +EXP is an online portal developed and designed to detail the comprehensive experiential learning opportunities available to all students.
- Through the Arts Work Experience (AWE) program, more than half of Arts undergraduate programs received official co-op accreditation through the Canadian Association for Co-operative Education.
- The unique Leadership Certificate Program in the Alberta School of Business offers BComm students a chance to experience mentorship by extraordinary leaders from all walks of life, building networks that will serve our students throughout their careers.
- Engage North, a University of Alberta organization spearheaded by professors in Engineering, sends interns into northern communities to work on community-driven projects. Seven internships were available this year.
- The Nursing Simulation Centre is 1,307 square metres of state-of-the-art space where Faculty of Nursing undergraduate and graduate students engage in immersive learning using a variety of simulated teaching-learning strategies. This realistic environment of the Nursing Simulation Centre supports applied learning in a safe environment and provides learning experiences that are high-risk or may be difficult to obtain in the clinical setting (e.g. cardiac arrest or birthing of a baby).
- The new Doctor of Pharmacy (PharmD) program, approved this year, will see experiential education in the Faculty of Pharmacy and Pharmaceutical Sciences expanded to a total of 40 weeks, opening up new opportunities for experiential rotations.
- Students from the Faculties of Science and Engineering developed the first ever made-in-Alberta satellite, launched from Cape Canaveral on April 18, 2017. Ex-Alta 1, built by the U of A's AlbertaSat team with guidance from professors, is examining space weather to better understand the powerful forces that pose a threat to spacecraft and other satellites as well as vital power and electronic networks on Earth.

- The Faculty of Science Internship Program (SIP) placed over 85 students completing their third year into an eight to 16 month position in industry. The program's goal is to reach 250 placements per year.
- The Aboriginal Justice Externship on Gladue Sentencing Principles was launched as an innovative new experiential learning opportunity in the Faculty of Law. The workshop focuses on the relationship between Canadian colonial laws and policies, overrepresentation of Aboriginal peoples in the justice system and challenges faced before and after incarceration, including through manifestations of intergenerational trauma and criminal activity.

PM6: EXPERIENTIAL LEARNING, SENIOR STUDENTS

PARTICIPATION IN HIGH-IMPACT PRACTICES (HIP)	2014
Proportion of students participating in one or more high-impact practices	84%
U15 average	79%

Source: National Survey of Student Engagement (NSSE)

Notes: Figures include participation in a learning community, service-learning, research with faculty, participation in an internship or field experience, study abroad, and culminating senior experience. This is a new performance measure; no target established in 2016 CIP. NSSE is conducted every three years. The next administration (2017) will be used as a baseline for establishing future targets.

PARTICIPATION IN CO-OP PROGRAMS	2014-15	2015-16	2016-17
Percent of students participating in a co-op program	7.9%	8.4%	8.4%

Source: Acorn Data Warehouse, Student Headcount and FLE.

Notes: Participation rates reflect undergraduate students registered on December 1 of the reporting year. Excludes: post-graduate medical education residents; students who are only auditing courses; and, withdrawn students. No target set in 2016 CIP.

ENRICHING THE GRADUATE STUDENT EXPERIENCE

- With the support of a Government of Alberta grant – *A Vision for Innovation in Alberta: Excellence and Transformative Talent* – the University of Alberta’s Graduate Student Internship Program (GSIP) provides employers up to \$8,000 in matching funding to hire graduate students on flexible work terms. It provides an opportunity for students enrolled in Master’s and PhD programs from across campus to grow their confidence by honing their professional skills in a genuine work setting. GSIP gives employers a unique opportunity to participate in and benefit from some of Alberta’s best and brightest talent. Since the program launched in January 2016, 146 internship positions have been generated, and several of the interns who have completed their assignments – and their degrees – have landed permanent positions with these employers.
- In collaboration with the Universities of Calgary, Lethbridge and Athabasca, the Faculty of Graduate Studies and Research hosted a career symposium for Alberta graduate students in November 2016 with support from the Government of Alberta grant - *A Vision for Innovation in Alberta: Excellence and Transformative Talent*.
- Nine MBA students travelled to Ethiopia in January 2017 as part of a service-learning course to develop a business plan for a regional cancer care center to be located in Addis Ababa, Ethiopia.
- To develop global competency, more than 2,200 business students have travelled to 38 countries to participate in exchanges and learning opportunities over the past 17 years.

PM7: GRADUATE EMPLOYMENT, TWO YEARS POST-GRADUATION

	2010	2014	2016
Percent of respondents employed	97.0%	96.7%	93.9%

Source: Alberta Graduate Outcomes Survey (GOS).

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

PM8: STUDENT SATISFACTION, SENIOR STUDENTS

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

Source: National Survey of Student Engagement (NSSE)

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

Source: Canadian Graduate and Professional Student Survey (CGPSS)

DISTANCE AND NON-TRADITIONAL LEARNERS

Expand access to and engagement in the University of Alberta for learners engaging in continuing and professional education programs, experiences, and lifelong learning activities

– *For the Public Good*

Each year, the Faculty of Extension serves approximately 10,000 students across all programs. Executive Education programs in the School of Business register 5,000 students per year. As non-credit students, these are not included in the official enrolment statistics presented elsewhere in this report.

DIGITAL LEARNING AND MASSIVE OPEN ONLINE COURSES (MOOCs):

The University of Alberta remains a leader in developing rigorous, engaging MOOCs, and has two of the top ten ranked MOOCs on Coursera. MOOCs and other online offerings make U of A content available to the general public as well as for credit to university students, and potentially to students in other institutions.

- Mountains 101, a MOOC jointly offered by Science and Physical Education and Recreation, in partnership with Parks Canada, was launched successfully in November 2016.
- Indigenous Canada, another new MOOC for 2016-17, explores Indigenous histories and contemporary issues in Canada. The MOOC had nearly 4000 registrants.
- The popular online course, Understanding Video Games, under the direction of Sean Gouglas (History & Classics, Interdisciplinary Studies), was adapted for high school students. This project was a collaboration with the Edmonton and Calgary Public Libraries.

EXCEL

GOAL

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

The University of Alberta aims to **sustain** a learning and research culture that inspires, supports and champions high professional standards and outstanding achievements in basic and applied research and scholarship, creative activity, administration, and governance. In 2016-17, we initiated a process to build a portfolio of signature research and teaching areas where the University of Alberta is or will be recognized as a global leader.

We also ensure that learning **experiences** at our university are of the highest quality, based on a practice of continuous improvement and innovation in teaching. From our broad-based strength as a comprehensive, research-intensive public university, we seek to highlight current and emerging areas of global distinction and leadership by **building** a portfolio of signature areas that distinguish us from our peer institutions and exemplify the University of Alberta's capacity to **engage** in big questions and global challenges. We advance the University of Alberta's reputation for research excellence by pursuing fundamental and original questions and ideas, pushing the frontiers of knowledge, inspiring creative experimentation, driving innovation, and advancing society.

– For the Public Good

The U of A's commitment to excellence drives quality across our comprehensive portfolio of research and teaching activities. In 2016-17, the university continued to support its broad base of research and teaching excellence, while strategically positioning itself to access funding for targeted areas of world-class excellence.

For the university, quality and coordination are closely linked: we strive for excellence through partnerships across disciplines, with Campus Alberta partners, with Alberta institutions like Alberta Health Services and the City of Edmonton, and with leading international post-secondaries.

GOALS AND PRIORITY INITIATIVES

CIP GOAL (G)/ PRIORITY INITIATIVE (P)	DESCRIPTION	COMPLETION	ADULT LEARNING SYSTEM PRINCIPLE	FOR THE PUBLIC GOOD OBJECTIVE
G7 Enhance our research-intensive environment for all levels of study	Ensure a dynamic and strong research community in which the full complement of outstanding faculty, post-doctoral fellows, graduate and undergraduate students required for enhanced knowledge creation and transmission, fully participate in the research mission of the institution.	2020	Accessibility, Quality	Excel 11,13
G8 Research to address global challenges	Pursue excellent, relevant, and high-impact research and encourage interdisciplinary research teams and partnerships with the intent to address complex problems at the local and global scale.	2020	Quality	Excel 11,12
P1 Increase respect for the reciprocity of research contracts between U of A researchers and their partners from all sectors	U of A researchers will work with community, industry, and academic partners to ensure that the promise of research is fulfilled and conscientiously translated into solutions. In an environment of shifting funding expectations, increased attention to sharing of relevant results and outcomes with all partners, research sensitivity, and knowledge mobilization are key to continuing positive interactions with all partners.	2018	Quality, Coordination	Excel 11.iv, 13.ii
P2 Support areas of emerging and identified strength	Work with the university community and stakeholders to identify areas of collective strength and selectively support them.	2020	Quality, Coordination	Excel 12.1
P3 Expand collaborative and multidisciplinary research capacity	Build capacity for meaningful research collaborations with industry, community, and post-secondary sector partners, both locally and internationally, to drive high-impact, relevant research.	2020	Quality, Coordination	Excel 13.ii
P4 Leverage provincial funding to attract greater external investment from the public and private sectors	Sponsored research is essential to the mission of the U of A, supporting research that addresses key social, cultural, and economic issues on a local and global scale. Provincial research dollars should be matched by other sources (federal and industrial) to maximize value for Albertans.	Ongoing	Quality	Excel 13.v

CIP GOAL (G)/ PRIORITY INITIATIVE (P)	DESCRIPTION	COMPLETION	ADULT LEARNING SYSTEM PRINCIPLE	FOR THE PUBLIC GOOD OBJECTIVE
P5 Expand the complement of post-doctoral fellows by identifying avenues to fund costs of the existing and expanded cohort	This talent pool is critical to Alberta's research capacity and impact, and essential to our role as a global partner of choice for international research consortia and training programs with top-tier collaborators. Post-doctoral fellows drive innovation and research in and out of university settings, including industrial, community, and social settings, and are an important source of future faculty members in many disciplines, as well as serving as highly qualified personnel in government, industry/business, and cultural sectors of society. They are key to shifting Alberta to a learning-based society that welcomes intellectual and economic diversity. The funding sources for post-doctoral fellows need to be better understood before a clear target can be established.	Dependent on funding	Quality	Excel 13.vi
P6 Support training in new teaching methods and curriculum design	Increase instructor access to training and mentorship, particularly in use of emerging technologies in teaching such as flipped classrooms, blended learning, and other digital access.	2020	Accessibility, Quality	Excel 14

RESEARCH, APPLIED RESEARCH AND SCHOLARLY ACTIVITIES

Advance the University of Alberta's reputation for research excellence by pursuing fundamental and original questions and ideas, pushing the frontiers of knowledge, inspiring creative experimentation, driving innovation, and advancing society

– For the Public Good

Enable University of Alberta researchers to succeed and excel

– For the Public Good

As a comprehensive research-intensive university, the University of Alberta holds a primary responsibility for research and innovation in programming, and in training future researchers and innovators across disciplines and all levels of study. The U of A continues to build and support collaborative research capacity to produce leading-edge research on critical issues that confront humanity, while advancing the foundational research that will enable transformative innovation. Bringing together areas of identified research strength that contribute to interdisciplinary, multidisciplinary, and cross-disciplinary projects and approaches, collaborative research tackles the many urgent social, technological, and economic problems that society faces now and in future.

Over the last decade, U of A researchers have attracted total sponsored research funding in excess of \$4.6 billion, putting the U of A fourth among Canada's research-intensive universities. On an annual basis, sponsored research funding has averaged more than \$400 million per year, with a peak value of \$536 million in 2010–11. TEC Edmonton ensures that U of A research solutions have the greatest impact on society and the economy through commercialization. Working closely with U of A researchers, TEC Edmonton has created 27 new spin-off companies, 901 patent applications, 91 license agreements and over \$5.2 million in licensing revenues since 2010.

Past provincial investment has ensured that the University of Alberta has been able to build prominent international collaborations, make significant contributions to areas of fundamental importance to Albertans (including energy and the environment, health, and economic diversification), and to recruit and train the innovative leaders of tomorrow. The U of A will continue to leverage provincial funding to attract greater external investment from the public and private sector, including participation in prominent federal funding programs such as the Canada First Research Excellence Fund (CFREF), which this year funded the Future Energy Systems initiative for \$75 million, and foster long-term cycles of significant re-investment in Alberta.

RESEARCH OUTCOMES

The university's broad portfolio of foundational and applied research supports Alberta's research outcomes: a strong economy, effective resource management, environmental stewardship, and a focus on supporting the health of Albertans in all our communities.

A strong economy: highlights

- Construction on a \$25-million dollar production plant will begin in fall 2017 to pave the way for the commercialization of next generation renewable diesel fuel made from waste fat – a process that was developed at the University of Alberta 12 years ago by bioresource scientist David Bressler, director of the Biorefining Conversions Network in the Faculty of Agricultural, Life and Environmental Sciences. Once built, the Ontario plant will produce renewable liquid hydrocarbons at a capacity of 19 million litres annually—providing a vital source of green fuels.
- Researchers Jonathan Curtis, Thava Vasanthan, David Bressler, and Allan Schaefer were recognized at Innovation Makes Sense, an annual TEC Edmonton event to honour U of A researchers who in the past year successfully received patents or were instrumental in spin-off companies from their research. These achievements played a significant role in helping the U of A achieve its ranking this past year among the top 100 universities in the world for U.S. patents this past year.

ARTIFICIAL INTELLIGENCE AND MACHINE LEARNING AT THE U OF A

The U of A is among the world leaders in artificial intelligence and machine learning technologies, and is one of three centres – along with Toronto-Waterloo and Montreal – for the federal government's \$125-million Pan-Canadian Artificial Intelligence Strategy, announced in Budget 2017.

By 2025, artificial intelligence and machine-learning technologies — and the products and businesses they will spark — are predicted to generate at least \$50 trillion in global economic growth. Today, the U of A ranks second in the world for artificial intelligence, machine learning, and data mining, and its Alberta Machine Intelligence Institute, or Amii (formerly Alberta Innovates Centre for Machine Learning) is Canada's leading centre in the field of machine intelligence. AI and machine learning research at the U of A have wide-reaching applications – including prosthetics that improve the quality of life for amputees, and predictive medicine that could help doctors prevent cancer, Alzheimer's and diabetes before they start. With these applications and many others, including self-driving cars, artificial intelligence is transforming many facets of society.

A key component of the Pan-Canadian Artificial Intelligence Strategy is to foster the commercialization of AI-driven start-ups and work closely with industry to improve their operations. Some of the recent industry collaborations at the University of Alberta include research partnerships with large companies like RBC, and project-based ones, such as optimizing water treatment control systems with Edmonton-based ISL Engineering.

Effective resource management: highlights

The University of Alberta this year launched Future Energy Systems (FES), a major initiative aimed at reducing the environmental footprint of fossil fuels and developing new low-carbon energy systems, thanks to a \$75-million federal grant under the Canada First Research Excellence Fund. Directed by Larry Kostiuk, Future Energy Systems brings together researchers across disciplines to improve energy systems related to unconventional hydrocarbon resources—tailings ponds, greenhouse emissions, water use, land reclamation, and safe, efficient energy transportation. The initiative, which will fund collaborative projects across the university and beyond, builds on U of A strengths in advanced materials, smart electrical grids and bioprocessing to help move Canada to a low-carbon energy economy. FES positions the U of A as a major national and international leader in this area.

Environmental stewardship: highlights

- The province's fields of waving prairie grasses, stretching from the parkland surrounding Edmonton all the way to the Montana border and into Saskatchewan and Manitoba, play a valuable role in storing carbon. These ecosystems are also among Canada's most endangered. U of A researchers are working through organizations like the university's Rangeland Research Institute and using key resources such as the Roy Berg Kinsella Research Ranch and Mattheis Research Ranch to raise awareness and inform policy-makers and ranchers alike of the need to increase conservation efforts for Alberta's remaining grasslands. Two more research ranches in southern Alberta were recently added to the university's roster, adding further scientific capacity. Work being funded by beef producers is also underway at the U of A to help balance cattle grazing with sustainable use of ecologically sensitive pastureland.
- The U of A received a \$2.6 million grant from the Natural Sciences and Research Council (NSERC) to fund projects including one that will look at the risks lodgepole pine and white spruce face due to the warming of their environment caused by climate change. It will determine how far north and how much higher in elevation the forestry industry can move those tree populations to help them thrive – important for ensuring that future reforestation efforts respond to climate change.
- Scott Nielsen, a conservation scientist in the Department of Renewable Resources, has teamed up with colleagues from across western Canada to create the Grizzly-PAW project: Grizzly Population Assessment in Yellowhead. The Yellowhead ecosystem is the area around Hinton, Alberta, in the foothills east of Jasper National Park. The plan is to develop new tools to manage the endangered population in a way that helps speed recovery, and this requires partnerships with government and industry. The Natural Sciences and Engineering Research Council (NSERC) recently provided \$1.4 million in funding to the group.

Supporting the health of Albertans in all our communities: highlights

- The Alberta SPOR Support Units (AbSPORU) have invested \$48 million in support platforms to facilitate patient-oriented clinical health research in Alberta; platforms led by University of Alberta faculty including data, research services, knowledge translation, pragmatic trials, and career services are transforming access to health data and creating training opportunities. Most importantly, patients now have an active voice in research.
- The Strategic Clinical Networks (SCNs), Alberta Health Services, which represent integrated teams across 16 focused areas of health care, form a vehicle of innovation on a population scale. Collaborations between our faculty and the SCNs have facilitated the translation of innovative health research into practice.
- Following the Fort McMurray fires in 2016, researchers in the Faculty of Medicine and Dentistry (FoMD) began looking at its effects on the health and well-being of those that were evacuated. This has resulted in four new major grant-funded projects – funded by the provincial and federal governments and the Red Cross - that will be looking at the health effects on the firefighters, environmental contaminants that will affect traditional food use of Aboriginal communities, the impact on pregnant women and neonatal health, and how the forced evacuation has affected the mental health of children and adolescents.
- Multi-year data on farm safety collected by the School of Public Health's Injury Prevention Centre (IPC) made key contributions to the passage of Bill 6, the Enhanced Protection for Farm and Ranch Workers Act.

INTERNATIONAL INSTITUTIONAL PARTNERSHIPS

RESEARCH CONSORTIA AND PARTNERSHIPS FORMED WITH TOP-TIER INTERNATIONAL PARTNERS

PRIORITY INSTITUTIONAL INITIATIVES

China

- SCENEREI (Sino-Canada Energy and Environment Research and Education Initiative) is a partnership with Tsinghua University in Beijing, China to address the world's growing need for sustainable energy solutions. Stage 1 & Stage 2 of this collaboration, totaling 34 research projects with more than \$1.5 million in research investment, include: clean energy (hydrocarbon recovery, lignite upgrading, geoscience), energy policy (regulation, supply chains, socioeconomics), transportation (infrastructure), and the environment (water, monitoring, minimizing impact). This linkage is now being expanded to encompass other collaborations with Tsinghua University and its research innovation park TusPark.

Germany

- Helmholtz-Alberta Initiative – is a five-year extension of the Memorandum of Understanding in HAI between the Helmholtz Association and the U of A was signed in September 2014.
 - o HAI-E&E (Energy and Environment) has over 50 U of A researchers and four Helmholtz institutes involved in exploring cleaner energy production and solutions to pressing environmental issues facing Alberta's oil sands and Germany's coal production. The work of Future Energy Systems (FES) will support the next phase of this activity.
 - o Work is underway with three other Helmholtz centres to expand the partnership to include other areas of mutual interest and strength in the health and life sciences such as infectious disease, neurodegenerative disease research and most recently in diabetes research.
- Fraunhofer-Alberta Research Partnership – is a multi-project collaboration between the Fraunhofer Institute for Process Engineering and Packaging and the Fraunhofer Institute for Environmental, Safety, and Energy Technology and the U of A.
 - o Alberta partners have submitted the 'Biobattery – Decentralized Production of Fuel from Waste' project proposal to Alberta Innovates (Bio) for funding with support of the Alberta Ministry of Economic Development and Trade (EDT). This proposal received funding of \$1.5M.
 - o FRAUNHOFER spin-off company SUSTEEN Canada Ltd. was incorporated in June 2016 and is working to commercialize the TCR[®] technology used in bio-battery.
- RWTH Aachen University-UAlberta Strategic Research Partnership, under development, is a collaboration between two universities with common emphasis on energy-related research
- The International Graduate School for Hybrid Functional Materials, a partnership between the Technical University Munich (TUM) and University of Alberta, was awarded funding in 2016 through the NSERC CREATE program and the German Research Foundation (DFG).

Mexico

- SENER – is a collaboration with the Mexican Ministry of Energy focused on facilitating work on hydrocarbons. Proposals for specific projects under this collaboration are under adjudication.

India

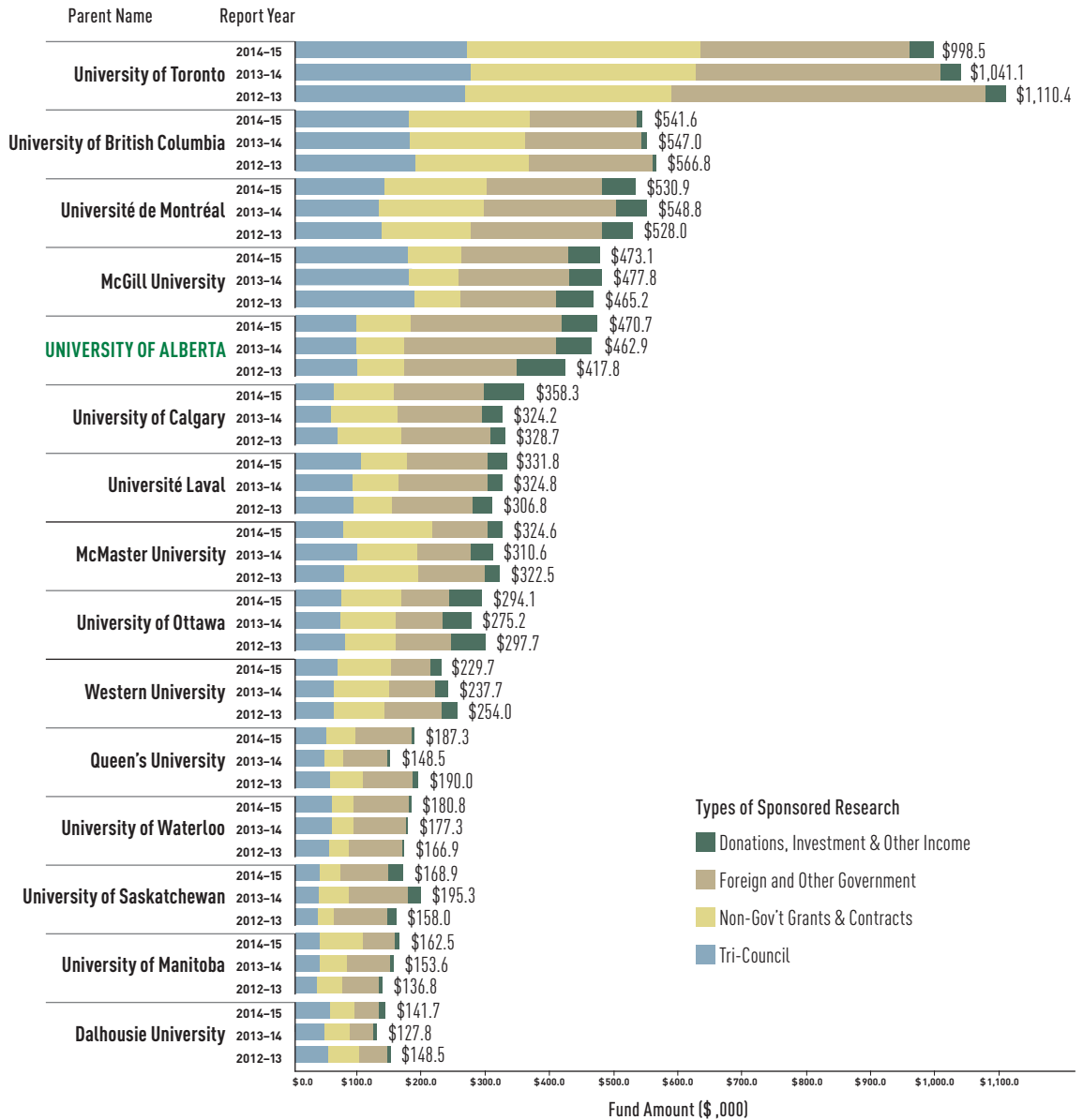
- IC-IMPACTS (India-Canada Centre for Innovative Multidisciplinary Partnerships to Accelerate Community Transformation and Sustainability), is now in its third year of operation. IC-IMPACTS continues to focus on change for local communities in both India and Canada. It currently has 158 researchers involved, is training 327 highly-qualified personnel (HQP), and has funded 29 research projects. IC-IMPACTS recently received renewed funding to 2021.

Other

- World Universities Network (WUN) – the U of A joined this network of 18 research-intensive institutions across Europe, North America, Africa, Asia, and Oceania in 2008. WUN creates opportunities for international collaboration and gives the U of A an international voice in terms of its research strengths and contributions. Activities by U of A researchers during the reporting year included collaborations with Chongqing Medical University in China, University of Leeds, University of Western Australia and the Chinese University of Hong Kong.

PM9: SPONSORED RESEARCH FUNDING RECEIVED

The University of Alberta remains in fifth place (as of 2014-15) amongst U15 peers for total sponsored research funding.



Sources: Canadian Association of University Business Officers (CAUBO): Financial Information of Universities and Colleges, Report 3.1. Data are the most recent available.

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

OTHER HIGHLIGHTS OF RESEARCH IMPACT:

- In fall of 2016, Lorne Babiuk was awarded the World Agriculture Prize in recognition of a career that has seen him develop six vaccines, shepherd a world-class research facility, and train more than 100 graduate students. Babiuk, a world-renowned virologist who has won numerous international awards, is responsible for major advances in our understanding of the biology of infectious diseases and the role of vaccines in their control.
- Two members of the Faculty of Arts were named members of the Order of Canada: Liz Ingram, Distinguished University Professor Emerita, Department of Art and Design, appointed for her contributions to the visual arts community; and Patricia Demers, Distinguished University Professor, English and Film Studies, appointed for her contributions to the study of early works of English literature, and for her service to the academic community.
- Nursing professor Carole Estabrooks was appointed to the Order of Canada for her contributions to research in use of evidence in care of older adults.
- Tim Antoniuk (Art and Design) developed the “Tiny Condo” Micro Habitation Lab, a 230-square-foot condo, fully furnished and designed as a bachelor suite, with space-smart features like sliding walls and telescoping drawers.
- Michael Bowling and his team in the Faculty of Science designed the first AI program to beat the pros at No Limit Texas Hold ‘Em. DeepStack, created by the University of Alberta’s Computer Poker Research Group, uses “intuition” honed through deep learning to reassess its strategy with each decision. It’s an historic result in artificial intelligence that has implications far beyond the poker table, from helping make more robust medical treatment recommendations to developing better strategic defence planning.
- The Faculty of Business was ranked in the top five in impact factor by InCites Web of Science™ Journal Citation Reports (2016-17) in the areas of Management, Business, Operations Research & Management, and Business Finance. Business faculty members Royston Greenwood and Michael Lounsbury were named among Thomson Reuters’ Most Influential Scientific Minds in 2016.
- The Faculty of Native Studies is collaborating with the Métis Nation of Alberta and the Metis Settlements General Council on a research partnership to develop new governance models.
- Researcher and Immunologist Shokrollah Elahi in the Faculty of Medicine and Dentistry has discovered vaccinations received during pregnancy benefits both the mother and their newborn as the proteins also regulate a newborn’s immune system.

SIGNATURE AREAS OF EXCELLENCE IN RESEARCH AND TEACHING

Build a portfolio of signature research and teaching areas where the University of Alberta is or will be recognized as a global leader

– For the Public Good

The University of Alberta community has committed to the development of a portfolio of signature research and teaching areas where the university is or will be recognized as a global leader.

The university has chosen to develop and identify existing and emerging signature areas in order to more effectively address the interdisciplinary complexity of the global community's biggest questions and challenges. Doing so will maximize the institution's capacity to lead change by nurturing dynamic, innovative, creative multi- and inter-disciplinary teams that are able to take multi-faceted approaches to problems.

The development and identification of signature research and teaching areas will also help to further attract talented undergraduate and graduate students, post-doctoral fellows, research staff and new faculty who want to be part of these areas. In turn, this will make it easier for the U of A to partner with other leading institutions and teams across Canada and the world, while also placing the university in a stronger position to apply for and create major new funding opportunities.

Signature areas will not replace the broad base of fundamental and applied research, scholarship, and creative activities already ongoing at the university. Diversity and breadth in teaching and research will remain an essential feature of the University of Alberta — without them the development of signature research and teaching areas would not be possible.

Submissions from across the university are being reviewed by an expert panel, and the first signature areas are expected to be announced in summer 2017.

OTHER HIGHLIGHTS OF RESEARCH IMPACT:

- The SMART Network has focused its interdisciplinary expertise on developing intelligent medical devices and innovative rehabilitation interventions for improving the abilities and life experiences of people with neurological conditions and limb amputations. Deep-rooted collaborations among cell biology, computing science, engineering, neuroscience and rehabilitation form the foundation of the SMART Network and fuel its prowess in discovery and technical innovations.
- The Centre for Prions and Protein Folding Diseases is one of the world's leading research groups looking at prions and other protein folding diseases; the group received a \$26 million grant from Genome Canada and published a major discovery on prion structural biology, shedding key new light on Mad Cow Disease.
- Zika virus has recently emerged as a new global health threat. Building on its reputation as a world leader in virology research, the U of A is now recognized as a key contributor in the struggle to understand and control Zika virus. This is being facilitated via outstanding research facilities, significant new research funding and collaborations with countries where Zika virus is endemic. Other emerging viral pathogens like Chikungunya, RSV, and Noroviruses are also being actively studied with the goal of developing new diagnostics, drugs, and/or vaccines.
- Sample Jet, a new robot installed at the University of Alberta, enables researchers to discover disease mechanisms and design new therapeutic agents by screening the interactions of thousands of drug-like molecules with the greatest sensitivity, resolution and speed to accelerate structural biology research.
- In February, the U of A's radiation therapy program officially opened a unique, cutting-edge training facility for students designed to mimic their experience to be similar to practitioners in the health system to deliver real cancer treatment.
- Through funding received from the John R. Evans Leaders Fund of the Canada Foundation for Innovation, Dr. Craig Chapman and colleagues from the Faculty of Physical Education and Recreation are poised to build a world-class facility to measure sensorimotor behaviour with unprecedented scope and accuracy – this will translate directly to the diagnosis, treatment and rehabilitation of individuals with compromised function.

EXCELLENCE IN TEACHING AND LEARNING

Inspire, model, and support excellence in teaching and learning

– *For the Public Good*

Teaching is the heart of the University of Alberta. It is the reason students join our educational community; and it is the reason alumni remember us. The university enhances excellence in undergraduate teaching through the Centre for Teaching and Learning (CTL), which offers peer mentoring and professional development workshops (faculty-specific and university-wide), and works with departments to create blended delivery courses (part in-person, part online) and to evaluate curriculum. This year, the university launched a new microgrant to find and nurture innovative teachers on campus. CTL also supports the use of software applications that can promote student engagement with course material. While technology is not a panacea for all teaching challenges, it can sometimes offer more efficient and effective ways for students to interact with course material.

The annual Festival of Teaching and Learning celebrates teaching excellence at the U of A and allows for networking and sharing of ideas through presentations and workshops.

In 2016, the Faculty of Graduate Studies and Research launched an innovative, multi-tiered Graduate Teaching and Learning (GTL) program to engage graduate students, postdoctoral fellows, and scholars in the discussion, practice, and research of teaching and learning. Graduates are leveraging completion of the GTL program for employment in all sectors. In the first 3 levels, participants can move from attending sessions on classroom basics, to articulating their teaching skills, to designing a course. Level 1 participants alone filled more than 3800 seats, completing more than 5000 hours of training this year.

PM10. STUDENT PERCEPTIONS OF TEACHING, SENIOR STUDENTS

	NSSE 2014 MEAN SCORE NEVER = 0; SOMETIMES = 20; OFTEN = 40; VERY OFTEN = 60
Effective teaching practices (Students report receiving clear course goals and requirements; organized course sessions; use of examples/illustrations; providing feedback on work in progress; providing feedback on completed work)	36.6
U15 average	34.8

Source: NSSE 2014

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

OTHER HIGHLIGHTS:

- The U of A's MBA program was ranked within the top 30 International MBA programs by the 2016 Bloomberg Businessweek International MBA survey.
- The medical curriculum offered by the Faculty of Medicine and Dentistry was adapted across all four years of the program as of Sept. 2016 in response to the opioid crisis facing Alberta.
- The Doctor of Dental Surgery (DDS) and Dental Hygiene programs have undergone full curriculum renewal, with an enhanced focus on leadership development and social accountability.
- Oluakemi Amodu won the University of Alberta Three Minute Thesis (3MT) competition and the Western Canadian Regional Finals, and advanced to the Canadian 3MT finals for her thesis presentation that raised awareness about women's health.
- In the Faculty of Medicine & Dentistry, Tracey Hillier, assistant dean of curriculum and newly-appointed assistant dean of diversity Helly Goez, were recognized as part of the University's Equity, Diversity, and Inclusion Awards for their contributions to initiatives that bridge the gap across disciplines in the Edmonton health sciences community.

PM11: MAJOR RESEARCH AND TEACHING AWARDS**3M National Teaching Fellows, last ten years (2007-2016)**

RANK	UNIVERSITY	3M FELLOWS
1	University of Alberta	14
2	The University of British Columbia	9
3	University of Toronto	8
4	McMaster University	7
5	Western University	4
6	University of Calgary	3
7	University of Saskatchewan	2
8	Dalhousie University	1
8	McGill University	1
8	Queen's University	1
8	Université de Montréal	1
8	University of Ottawa	1
8	University of Waterloo	1
	Grand Total	53

Notes: Data are the most recent available.

Source: 3M award counts from Society of Teaching and Learning in Higher Education. Faculty counts from *Statistics Canada: Salaries and Salary Scales of Full-time Teaching Staff at Canadian Universities, Final Reports* and U15 Data Exchange.

Canada Research Chairs (CRCs)

RANK	UNIVERSITY	CRCs
1	University of Toronto	227
2	The University of British Columbia	153
3	McGill University	134
4	Université de Montréal	118
5	University of Alberta	84
6	Université Laval	73
7	McMaster University	68
8	University of Ottawa	60
9	University of Calgary	55
10	Western University	53
11	University of Waterloo	49
12	Queen's University	43
13	Dalhousie University	37
14	University of Manitoba	36
15	University of Saskatchewan	25

Notes: Includes active CRCs as of October 2, 2016. Université de Montréal includes HEC and Polytechnique

Source: Social Sciences and Humanities Research Council of Canada.

ENGAGE

GOAL

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

To serve the public well, the University of Alberta **excels** at listening, connecting, and collaborating with key partners across all sectors of society. We strive to be relevant as well as excellent and actively disseminate what we learn and discover for the benefit of the public good. We **engage** across disciplines, campuses, faculties, and units to create interdisciplinary learning **experiences** for our students that prepare them to face the complex nature of today's challenges and workplaces. We continue to **build** and deepen mutually beneficial and reciprocal partnerships with local, provincial, national, and international communities, agencies, industries, businesses, and organizations.

– For the Public Good

We know that our ability to contribute to society flows in large measure from our ability to connect with our community partnerships—locally, nationally, and internationally. Strategies for community engagement are embedded throughout the institution, across faculties and administrative functions. The university makes its world-class athletic and cultural infrastructure available for community use, and values public engagement among its scholars.

As the province's largest post-secondary institution, the U of A also embraces its leadership role within a differentiated Campus Alberta system. Examples of our collaborations with Campus Alberta partners include: hosting of the Olds College PeopleSoft financial system; provision of the Moodle Learning Management System to four institutions; support for the Norquest College capital expansion project through provision of project management, design and operational review, business case development, construction delivery advisement and procurement assistance; and, through TEC Edmonton, collaboration with NAIT to share infrastructure in supporting commercialization.

GOALS AND PRIORITY INITIATIVES

CIP GOAL (G)/ PRIORITY INITIATIVE (P)	DESCRIPTION	COMPLETION	ADULT LEARNING SYSTEM PRINCIPLE	FOR THE PUBLIC GOOD OBJECTIVE
G9 Expand community engagement and consultation	Increase community interactions to build two-way relationships with stakeholders on and off campus including urban, rural, Indigenous, and minority communities and their leaders.	2020	Accountability	Engage 16
P1 Create partnerships and programs and presentations that include face-to-face interactions	Increase and promote partnerships for community service-learning, co-op, practica, internships and other placements of students in off-campus settings. Develop workshops and presentation formats that include real-time interactions with community members, using Enterprise Square, Campus Saint-Jean, North and South Campus, and Augustana Campus as meeting places.	2020	Quality, Coordination	Engage 16.i
P2 Increase engagement with communities and stakeholders on and off campus	To be relevant, the university must understand stakeholder needs and challenges. Forums that facilitate two-way exchanges of information and understandings need to be developed along with regularly planned opportunities for exchanges.	2020	Accountability	Engage 16.i
P3 Work consultatively with communities, broadly defined, to identify gaps as well as future needs, and build the human capacity to meet them	Develop partnerships that result in community-level capacity building, needs-driven professional programs, and reduced talent drain from communities.	2020	Coordination, Accountability	Engage 16.iii
P4 Shared community infrastructure projects	The Galleria project will expand art, design, and music education, scholarship, performance, and research in the downtown core of Edmonton. <i>This project has been indefinitely deferred pending philanthropic and government support.</i>	Galleria: 2019	Coordination	Engage 16.v
	The Twin Arenas project will provide needed space for academic, varsity, community and recreational sport activities.	Twin Arenas: 2018		
	The Translational Lab—The proposed Diagnostic Centre—will co-house provincial, private, and university labs, supporting translation of medical research.	Translational Lab: 2019		

BUILDING UNIVERSITY- COMMUNITY CONNECTIONS

Enhance, increase, and sustain reciprocal, mutually beneficial community relations, community engagement, and community-engaged research and scholarship that will extend the reach, effectiveness, benefit, and value of our university-community connections

– For the Public Good

Seek, build, strengthen, and sustain partnerships with local, national, or international research agencies, governments, government ministries and agencies, universities, Indigenous communities, libraries, not-for-profits, industry, business, and community organizations

– For the Public Good

PARTNERING WITH LIBRARIES

- In 2016, the university began a partnership with the Edmonton Public Library (EPL) and the Calgary Public Library to adapt the Understanding Video Games (UVG) MOOC to suit groups of young learners. A U of A lead scholar visited both groups to provide the opening lecture; over 240 learners participated in the modified courses. Discussions are underway to deliver similar programming around the newly launched Mountains 101 and Indigenous Canada MOOCs.
- Edmonton Public Library also delivers an ongoing speaker series at various branches for adult learners. In 2016, the EPL hosted the U of A eight times and the university engaged over 500 learners on various topics across academic disciplines. The partnership continues throughout 2017-18 with more branches coming onside to host U of A scholars and the importance of their research to the community.

BASECAMP: A DAY OF SERVICE

Annually, over 1000 first year students make residences at the University of Alberta their new homes. As an introduction to their new neighbourhoods and city, for a half-day called “BaseCamp: a Day of Service,” students volunteer across the city at non-profit centres, with charitable organizations, in the River Valley, and at community leagues. They offer hands, hearts and energy to clean, paint, landscape, move, assemble food hampers, and other manual tasks alongside their neighbours to improve the quality of the place they now call home. In 2016, approximately 800 students engaged in 21 different projects around the city, with 11 different charitable

organizations, four different city parks, and five different community leagues' neighborhood projects.

COMMUNITY CONNECTIONS AWARDS

The U of A was proud to honour the winners of the 2016 awards in the following categories:

- **Scholar:** professors Catherine Chan and Rhonda Bell for the development of The Pure Prairie Eating Plan to support people living with chronic disease.
- **Leader:** the Sexual Orientation and Gender Identity Advocacy Committee for their support group for Faculty of Medicine and Dentistry students struggling with issues related to their sexual orientation or gender, and their work creating and delivering an annual conference to bring speakers and experts to help health care practitioners and community understand issues experienced by the LGBTQ community.
- **Advocate:** Calder Bateman for their in kind work performed to advance public education on the impacts of prejudice, discrimination and hate, particularly towards the LGBTQ community.

OTHER HIGHLIGHTS:

- The Kaye Edmonton Dental Clinic, focused on providing affordable care to lower-income patients, had 40,000 patient visits last year.
- The Community Volunteer program connected 464 graduate students and the academic community to over 8700 community members in Edmonton and around the globe. They shared their research and expertise in nearly 80 events such as the 3 Minute Thesis competition, presentations at the Edmonton Public Library, and judging events for Skills Canada.
- The School of Public Health launched a six-week executive Fellowship in Health System Improvement program in partnership with Alberta Health and Alberta Health Services. The program attracted 20 participants from 4 provinces, consisting of senior managers in health ministries, regional health authorities, and professional organizations.
- Faculty of Extension researchers acted as consultants and advisors to Mayor Don Iveson's End Poverty Edmonton initiative.

PM12: STUDENT-REPORTED CITIZENSHIP DEVELOPMENT, SENIOR STUDENTS

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

Source: NSSE 2014

Notes: Includes senior students who answered some, quite a bit or very much to the following question: How much has your experience at this institution contributed to your knowledge, skills, and personal development in being an informed and active citizen? (senior students). New performance measure; no target set in 2016 CIP.

ENGAGING YOUTH

U SCHOOL:

Established in 2010, U School is a program that aims to introduce students in grades four to nine to the world of post-secondary. Classes attend a week-long, immersive educational experience on campus that is grounded in the Alberta curriculum. These classes come from socially vulnerable urban, Indigenous and rural communities, groups that tend to have lower post-secondary engagement. In 2016-17, U School hosted nearly 750 students from across Alberta, reaching north to Fort McKay and south to the Montana First Nation (near Ponoka). Today, the program is seeing its first alumni attend the U of A.

WHAT'S UP AT THE U?

The What's Up at the U? program engages high school students through presentations delivered by graduate students about their research and the unique programs available in their chosen disciplines. In 2016-17, the U of A visited four schools and engaged over 200 students. They learned topics as varied as neuroplasticity, historical languages, the rhetoric of guns and politics, the impact of social media and the philosophy of education in Muslim culture. Teachers report the parents have said their children are more driven to learn and are particularly inquisitive following the U of A's visits.

CAMPS AND SUMMER PROGRAMS:

- The Calgary Public Library and the U of A collaborated on a dino camp for six to 10 year olds who had no access to summer programming. A graduate student in Paleontology provided lessons on dinosaurs, as well as brought replica fossils and dinosaur bones, and had the children simulate a paleontology dig. She visited 12 library branches over five days and engaged approximately 300 children.
- The Faculty of Engineering's STEM-based DiscoverE programs (<http://discover.ualberta.ca/AboutDiscoverE.aspx>) deliver high-impact classroom workshops, unique clubs and events, and engaging summer camps to more than 27,000 youth every year, and reached over 80 communities across northern Alberta and the Northwest Territories.

- The Faculty of Engineering ran more than 25 Aboriginal youth camps this year, reaching 3920 Indigenous students.
- The Faculty of Science offered a diverse range of summer camps for students in grades 1-12. Over 850 campers attended in 2016, with a total of 1,400 attending in just two years. In addition to the summer camps, the Faculty of Science hosted over 4,500 people on campus through public lectures and science events like Science Fun-day
- The Faculty of Education held a Young Indigenous Women's Circle of Leadership (YIWCL) day camp with the goal of creating a cultural blueprint for young Indigenous people so they can connect with their culture and know they have a place at post-secondary institutions.

OTHER YOUTH ENGAGEMENT HIGHLIGHTS:

- Dr Ania Ulrich is engaged with St. Joseph's High School Indigenous Leadership Academy and Alexis Nakota Sioux Nation focused on mentoring the next generation of Indigenous science, technology, engineering, and mathematics (STEM) leaders.
- Augustana hosted the Battle River School Division Science Fair in February 2017, which included community involvement from Camrose city councillors, local business leaders and alumni who assisted in judging the competition.

ENGAGING ALUMNI AND DONORS

ALUMNI:

The University of Alberta actively showcases the positive impacts of its alumni community. The Alumni Association promotes lifelong learning and profiles outstanding U of A research to the alumni community. In the past year, 53 U of A academic guest speakers were featured at alumni events in Edmonton and at regional events worldwide. In total, 356 alumni guest speakers participated in a variety of engagement opportunities, including lifestyle programs on parenting and budgeting, student recruitment and mentoring sessions, and career forums for students.

DONORS:

Donors are an important example of community support for the university, and key to the U of A's financial sustainability. The university recognizes their support through appreciation events, stories told during Changing Lives Week, February 27-March 3, and an annual report to endowment donors on the impact of their donations.

The university honoured the historic \$40 million gift of the Stollery Children's Hospital Foundation and \$14.5 million from the Royal Alexandra Hospital Foundation to the Women and Children's Health Research Institute with a special ceremony and media announcement.

BUILDING AND SUSTAINING ENGAGEMENT THROUGH THE MULTI-CAMPUS ENVIRONMENT

The U of A continues to strengthen its relationships with neighbouring communities. Through various neighbourhood committees, the university is in constant dialogue to share updates, concerns and opportunities about campus life and campus lands that may have impact on the larger community that we share. This is largely achieved by the U of A meeting on a regular basis to advance dialogue on how we live as one community.

The U of A's multi-campus environment provides access to unique opportunities and infrastructure for our surrounding communities and the public at large.

ENTERPRISE SQUARE:

- In 2016, the university welcomed new tenants to Enterprise Square. The Edmonton Public Library (EPL) Stanley A. Milner branch moved to the main floor of Enterprise Square (ESQ) in January 2016. They will be resident at ESQ for the three-year duration of their extensive renovations to their original location. Both partners share core values in learning, literacy, and community engagement - making the U of A and EPL natural partners. Over the course of their tenancy, it is anticipated that the U of A and EPL will deepen existing connections and spur further thought-provoking lectures and unique programs to engage learners of all ages.
- TEC Innovation District, TEC Edmonton's newly renovated ground-floor space in Enterprise Square, gives Edmonton's technology entrepreneurs another point of entry to access mentorship and coaching from an in-house team of entrepreneurs and experts. More than a community workspace, TEC Innovation District operates on an "entrepreneurs for entrepreneurs" philosophy, where business owners learn directly from others who have built successful companies. Participating companies receive personalized mentorship, 24-hour use of the downtown workspace, and access to TEC Edmonton's regular event programming as well as its network of partner companies.

AUGUSTANA CAMPUS:

- On March 1, 2017, Augustana hosted its annual Community Awards Banquet, which brings supporters together with the students who benefit from their generosity. The Community Awards Program was established in 1973 with a purpose that continues today: to assist in making post-secondary studies accessible for students and give them an opportunity, that they might not have had otherwise, to study at Augustana. This year, the Community Awards Program supported 183 students with over \$260,000 in donor-funded awards, scholarships, and bursaries.
- For the second year in a row, Augustana hosted over 200 grade seven students from two local schools for a Science Fair on campus.

CAMPUS SAINT-JEAN:

- The Campus Saint-Jean Gala (le Gala Saint-Jean) is an opportunity to gather students who have achieved one or more bursaries with community recipients of the Saint-Jean Recognition Awards. The event is a way to celebrate each one's success, and to connect members of the francophone community to the students. More than 200 people attended this year's gala dinner.
- In the Easter spirit, Friends of the CSJ (an organization of CSJ alumni) and the l'Institut Guy-Lacombe de la famille collaborate to create an Easter egg hunt. More than 200 people took part in this event. This event serves to gather CSJ alumni, families of l'Institut Guy-Lacombe, francophiles and community partners.

RECREATIONAL FACILITIES AT NORTH CAMPUS:

The U of A's outstanding recreational facilities are major contributors to Alberta's community infrastructure. Community users partner with U of A facilities to host for local, provincial, national and international special events such as tradeshow, conferences, and sporting events.

This year, North Campus hosted 44 community events over 93 days, with an estimated total attendance of 120,000. Highlights include:

- Fort McMurray Relief: the Universiade Pavilion was made available to serve as a Relief Centre for Fort McMurray evacuees over a period of 11 days, and 1,200 Fort McMurray evacuees were housed at the Lister Centre throughout May and June 2016.
- Canadian Gymnastics Championships and 2016 Olympic Qualifier
- Reconciliation Forum
- Remembrance Day Ceremony
- Athletics Alberta – local and provincial track and field meets

The Steadward Centre for Personal & Physical Achievement held its grand opening in September 2016 following extensive construction and renovations dating back to 2012. Founded in 1978, the Steadward Centre is an expert in Adapted Physical Activity and Para-Sport development, annually serving more than 1000 children and adults with disabilities.

RECREATIONAL FACILITIES AT SOUTH CAMPUS:

December 2016 saw the opening of The Dome at Foote Field, allowing for year-round use of the turf. The Dome is the largest, air-supported dome structure in all of Alberta and in addition to Golden Bears and Pandas athletics teams, the Dome hosts over 500 community users, including Edmonton Sport and Social Club teams. Foote Field hosts numerous major events, ranging from school track meets to the Canadian Track and Field Championships and Selection Trials.

The outstanding Saville Community Sports Centre is the home to all Edmonton Basketball Association and Edmonton Youth Basketball Association leagues, hosts numerous recreational leagues and events, and is home to Ortona Gymnastics. Overall, the Centre has 1.5 million visitors annually.

THE U OF A BOTANIC GARDEN

The 240-acre University of Alberta Botanic Garden is in a period of significant growth and renewal.

Plans to install a world-class Islamic garden, a gift from his Highness the Aga Khan, are in progress, and will further the garden as a site of learning, teaching, and research.

The Aga Khan Garden's Learning Dock will be used by the more than 17,000 local children who come to the garden's educational programs each year. The world class Master Gardener program will study design principles throughout the new garden and many of the over 50 community classes will avail themselves of the Aga Khan garden for pruning, water colour and photography classes among others. With the completion of the Aga Khan Garden, attendance is expected to triple over the next several years.

Infrastructure upgrades, parking and entry redesign, and fundraising for two additional projects – a new welcome centre and an event pavilion in the Aga Khan Garden – are also underway.

The Botanic Garden is a major asset to the university and to the community at large, and these renewal projects will allow the garden to continue to excel and enrich for years to come.

SUSTAIN

GOAL

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

Our success as an institution is determined by our support for our people. To achieve our strategic goals, the University of Alberta works to attract and steward the resources we need to **excel** and deliver our core teaching and research mission at the high standard expected by all Albertans. We aim to **build** on our capacities for securing new sources of operating, capital, research, and philanthropic funding. We model and advance teaching and learning in the area of environmental sustainability on our campuses and in our work.

We **sustain** our people by promoting health, wellness, and safety as a defining feature of the University of Alberta's learning and working **experience**—by delivering proactive, relevant, responsive and accessible services and initiatives and by maintaining and enhancing the university's essential teaching, learning, and research infrastructure. Continuous improvement and cross-unit **engagement** and cooperation define our approach to governance and administration to ensure that our systems, policies, and procedures facilitate the achievement of our shared goals.

– For the Public Good

The University of Alberta's commitment to sustainability – social, fiscal, environmental – underpins all of our operations, and is reflected in our commitment to effective stewardship of public resources. This commitment is at the heart of the university's approach to demonstrating accountability to its funders, stakeholders, and communities. Moreover, efforts to ensure the sustainability and efficiency of university operations help to ensure that programs and services remain affordable and available into the future. The new university-wide Sustainability Plan articulates a multi-dimensional approach reflected across a range of priority initiatives, and our Capital Plan emphasizes the renewal and optimal use of existing infrastructure.

GOALS AND PRIORITY INITIATIVES

CIP GOAL (G)/ PRIORITY INITIATIVE (P)	DESCRIPTION	COMPLETION	ADULT LEARNING SYSTEM PRINCIPLE	FOR THE PUBLIC GOOD OBJECTIVE
G10 Improve access to student services, especially those that support a healthy campus	Health, particularly mental health, is not the absence of illness. Programs to ensure well-being will benefit students, staff, and faculty, will make the university a more safe, productive, and accessible learning and work environment, and will ensure students reach their potential.	2018	Accessibility	Sustain 19
G11 Sustainable development program	Undertake programs and projects that reduce energy consumption, thereby reducing our carbon footprint as well as providing operating efficiencies.	Ongoing	Affordability	Sustain 20
G12 Functional renewal and reduction in deferred maintenance	Preserve existing physical assets by addressing deferred maintenance and functional renewal to acknowledge the changes in research and teaching requirements. Reduce the significant risk posed by the current institutional deferred maintenance liability.	Ongoing	Affordability	Sustain 23
G13 Envelope funding for pre-design services.	Pre-design services are critical to prepare for opportunities to implement capital projects more quickly than what has been traditional. Having "shovel ready" projects allows for quick response to funding availability on short notice and creates higher certainty in scope and budget profiles.	Ongoing	Affordability	Sustain 23
G14 New program space	A number of spaces are required to be modified, upgraded, and repurposed to support faculty renewal initiatives and to enhance the student experience.	Ongoing	Quality	Sustain 23
P1 Implement the recommendations of the <i>Healthy Campus Strategic Plan</i>	Ensure the alignment and optimal deployment of campus wellness services to ensure maximum benefit for faculty, staff, and students.	2018	Accessibility	Sustain 19.i
P2 Sustain and enhance student mental health initiatives, including increased access to mental health services	Mental health services and initiatives benefit the health of all members of the university community.	2017	Accessibility	Sustain 19.i
P3 Commence renewal of the Office of the Dean of Students	Commence a significant restructuring of the offices that deliver front-line student services. Increased capacity and more efficient access to student services will improve the overall student experience, thereby improving student satisfaction, retention, and completion rates.	2017	Accessibility	Sustain 19.ii
P4 Implement the recommendations of the <i>Review of the University of Alberta's Response to Sexual Assault</i>	Take action to provide a safe and secure working and learning environment, acknowledging the inherent dignity of each member of our community.	2017	Accessibility	N/A

CIP GOAL (G)/ PRIORITY INITIATIVE (P)	DESCRIPTION	COMPLETION	ADULT LEARNING SYSTEM PRINCIPLE	FOR THE PUBLIC GOOD OBJECTIVE
P5 Implement an institutional Sustainability Plan	The Sustainability Plan supports the three pillars of sustainability: environmental, economic, and social. Plans are in place to “green” U of A activities, to reduce energy demands, and to increase quality of experience on campus for all. This will include evaluating the benefits of adding energy co-generation capacity in the university heating plant to decrease greenhouse gas emissions.	2020	Affordability, Accountability	Sustain 20.i,ii,iii
P6 Co-generation	Installation of a gas turbine generator (TG3) with a heat recovery steam generator (HRSG). The intent is to install a natural gas turbine that generates 25 MW of power and simultaneously generates about 70,000 kg/hr of high-pressure steam.	2020	Affordability	Sustain 20.ii
P8 Enhancing basic service provision	These projects include the renewal of basic infrastructure services at all U of A campuses including planning, benchmarking, service reliability, heating and electrical plant expansions, and improvements to deep sewer, water supply, and road lighting.	Ongoing	Affordability	Sustain 23.i
P10 Research lab ventilation	Optimization of air flows for research labs to reduce exhaust and supply air deliveries (Phase 1 Li Ka Shing, Katz, CCIS and NREF).	Ongoing	Affordability	Sustain 23.i
P11 People counters (classrooms)	Installation of electronic devices in classrooms that measure occupancy and utilization.	2016	Affordability	Sustain 23.i
P12 Build sufficient residence capacity to house all first-year students requesting on-campus housing	Students’ academic experience is enriched by linking learning with other aspects of their lives. Living in on-campus residences significantly affects and supports student success and provides opportunities and access to rural, Indigenous, under-represented, and international students. Phase 1 of the expanded housing strategy will include design and construction of 820 new bed spaces.	2018	Accessibility	Sustain 23.ii
P13 Pre-design services	Pre-design services will be completed for several buildings including the Medical Sciences, Clinical Sciences, Augustana Science, South Academic, and Mechanical Engineering buildings.	2018	Affordability	N/A

SUSTAINING THE HEALTH AND WELLNESS OF OUR STUDENTS

Prioritize and sustain student, faculty, and staff health, wellness, and safety by delivering proactive, relevant, responsive, and accessible services and initiatives

– For the Public Good

On July 1, 2016, the university welcomed Andre Costopoulos as its new Vice-Provost and Dean of Students. Led by the Office of the Dean of Students, the university in 2016-17 offered a range of mental health and sexual assault supports. While centered on students, these benefit the entire U of A community.

This year also saw an extended consultation process to develop a Healthy University Strategic Plan, which is intended to provide a comprehensive approach to supporting health and wellness over the coming years.

MENTAL HEALTH ACTIVITIES AND SUPPORTS:

The U of A offers a robust system of mental health supports, including triage and treatment through Counselling and Clinical Services, health promotion activities led by a Community Social Work Team, and a range of crisis intervention supports.

The 2016-17 year saw increased uptake of existing services, and the university made concerted efforts to enhance policies and programs that support mental health promotion and early interventions. The aim is to decrease the need for crisis services by supporting early access to supports. Progress in 2016-17 includes:

- Finalization of the University of Alberta Healthy Campus Policy
- 5,457 direct treatment hours provided to students at Counselling and Clinical Services (CCS), as of February 1, 2017
- 184 clinical group therapy session hours provided to students
- 590 outreach hours provided to faculty and staff in support of student mental health
- Participation of 1,310 students and 191 faculty/staff in health promotion learnings or activities led by the Community Social Work Team (CSWT) (as of February 1, 2017)
- 1,841 attendees at 12 CSWT workshops and 4,554 attendees at 26 CSWT events (e.g. Days of Action)
- 637 students attending 10 UniTea Peer Listening sessions
- Coordination of Campus Alberta mental health assessment activities.

ACTIVITIES AND SUPPORTS TO ADDRESS SEXUAL VIOLENCE

Addressing sexual violence through prevention and survivor supports is a high priority for the U of A. The university continued efforts to coordinate sexual violence supports across the community. Key highlights include:

- Approval of a sexual violence policy for the entire U of A community.
- Initiation of a Sexual Assault Response Implementation Committee (SARIC), which oversees progress on the recommendations made in the 'Review of the University of Alberta's Response to Sexual Assault' released in February 2016. All 46 of the recommendations are currently either addressed or in progress.

On an ongoing basis, the Sexual Assault Centre (SAC) offers crisis intervention programming (208 students, faculty, and staff supported in 2016-17), psychological support programs (368 hours of support in 2016-17), and anti-sexual violence and consent-based education (reaching 5172 students and 115 faculty and staff this year). The SAC engaged targeted outreach in partnership with The Landing: A Space for Gender and Sexual Diversity, the Aboriginal Students Services Centre, and International House, and partnered with the Sexual Assault Centre of Edmonton (SACE) to run anti-sexual violence education and Bystander Intervention Workshops for bar staff.

A COMPREHENSIVE SUSTAINABILITY PLAN

Continue to build and support an integrated approach to social, economic, and environmental sustainability that incorporates teaching and learning, research, outreach, capacity building, and the operations that support them

– *For the Public Good*

The University of Alberta is aiming to keep 90 percent of its waste out of the landfill by 2020—in alignment with the City of Edmonton's waste diversion target. That's just one of several goals in the university's new Sustainability Plan, which promotes goals big and small, from mitigating climate change to phasing out polystyrene dishware from food vendors on campus.

The plan, released last December, will guide university-wide sustainability initiatives through 2020. It includes dozens of new initiatives covering all aspects of university life, including work on waste management systems and making buildings more sustainable. One of the plan's most significant objectives is to reduce the university's greenhouse gas emissions to 17 percent below 2005 levels by 2020, in line with Canada's pledge under the 2009 Copenhagen Accord.

In the last year, the U of A was recognized with a TOBY Outstanding Building of the Year award for the retrofit of Triffo Hall, and was named one of Canada's Greenest Employers for the eighth consecutive year.

ENERGY MANAGEMENT AND DISTRICT ENERGY

The university's Energy Management Program, in operation for over 35 years, implements energy efficiency and conservation measures across campus. The Energy Management Program saves the university over \$15 million in energy-related costs per year.

A District Energy System centralizes the production of heating, cooling and electricity for a neighbourhood or community. In general it is more efficient than having separate systems in each building, because it uses less fuel and reduces maintenance, transportation and distribution costs. The University of Alberta owns and operates the fifth largest District Energy System in North America. It uses natural gas for fuel which burns with fewer emissions than a traditional coal fired plant. The heating plant, in which the gas is burned, uses cogeneration technology to capture the heat that is emitted as a by-product of electrical generation. This heat, which would otherwise be lost, is reused to heat campus buildings.

SUSTAINABILITY ENHANCEMENT FUND

The Sustainability Enhancement Fund (SEF) is a granting program that encourages and supports collaborative projects that improve the university's operational performance, fosters campus engagement, and demonstrates the viability of best practices and technologies. The funds originate from the savings generated from energy efficient projects from the University of Alberta's Energy Management Program. Since 2011, the SEF contributed to four projects, totaling \$107,579. One of these was the EcoCar: a cutting-edge, zero emission, and sustainability-focused vehicle that was designed by U of A students! In the summer of 2016, the EcoCar competed in Shell's "Driver's World Championship" in London, a speed and efficiency competition with qualifying teams from around the world.

SUSTAINING OUR INFRASTRUCTURE

Ensure that the University of Alberta's campuses, facilities, utility, and information technology infrastructure can continue to meet the needs and strategic goals of the university

– For the Public Good

The university's Capital Plan prioritizes the renewal, repurposing, and optimal use of existing assets to meet future needs. Progress against the Capital Plan is detailed in the Capital Plan section of this report.

FINANCIAL HIGHLIGHTS

FINANCIAL STATEMENT DISCUSSION AND ANALYSIS YEAR ENDED MARCH 31, 2017

(in millions of dollars)

The financial statement discussion and analysis should be read in conjunction with the University of Alberta audited financial statements. The university's financial statements have been prepared in accordance with Canadian Public Sector Accounting Standards. For more in-depth discussion and analysis of the university's goals and objectives please refer to the following documents: *For the Public Good*, Comprehensive Institutional Plan, and Investment Reports. <http://uofa.ualberta.ca/reporting>

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

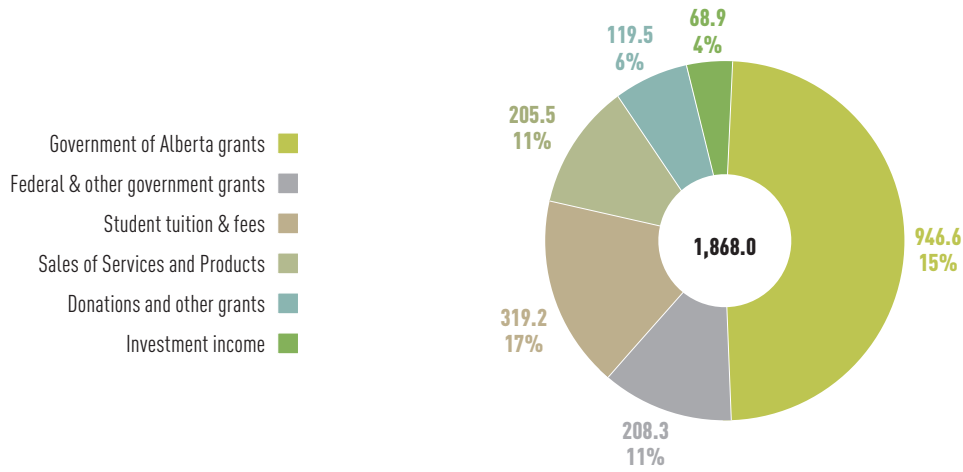
- Summary of Financial Results
- Revenue and Expense
- Capital Acquisitions
- Net Debt
- Net Assets
- Areas of Significant Financial Risk

SUMMARY OF FINANCIAL RESULTS

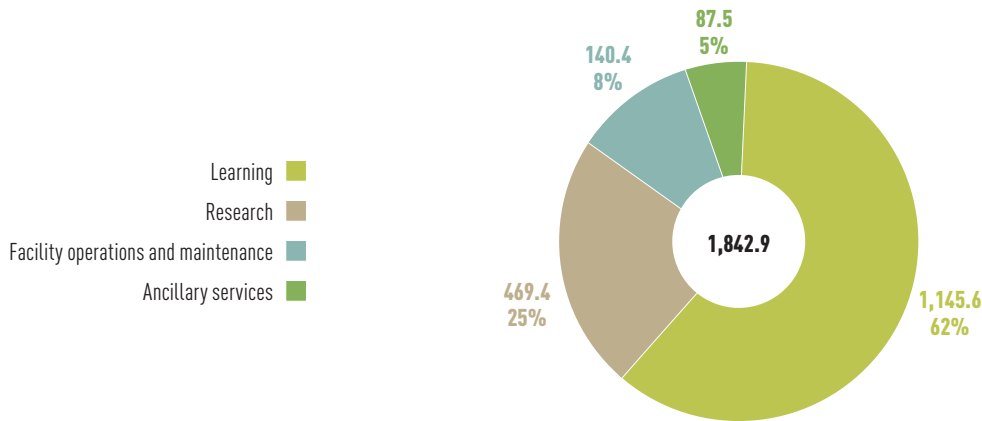
The university ended the year with an annual surplus of \$83.4 million. Of this amount \$58.3 million are donations directed to endowments and endowment capitalized investment income and therefore are not available for spending. The annual operating surplus of \$25.1 million (budget: \$37.6; 2% of total revenue) was primarily used for purchases of capital assets and debt repayment.

Net assets of \$1,873.2 million increased from the prior year (2016: \$1,677.3). The increase is mainly due to an increase in endowments.

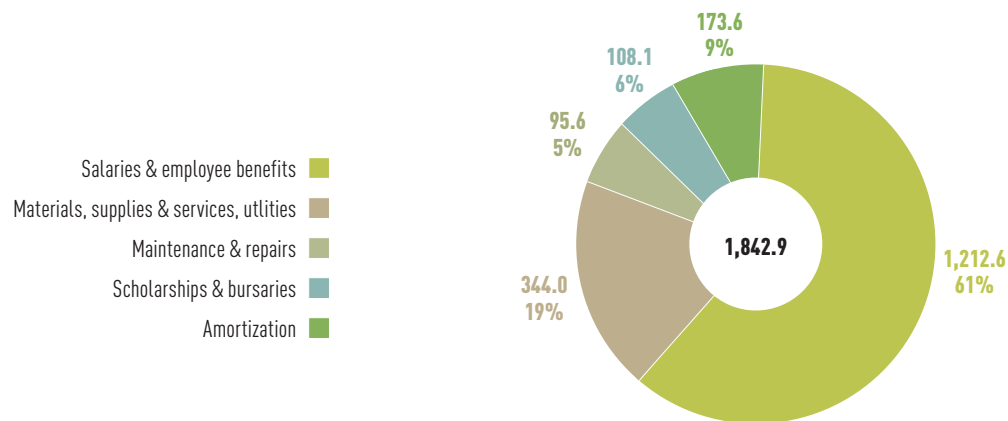
REVENUE



EXPENSE BY FUNCTION

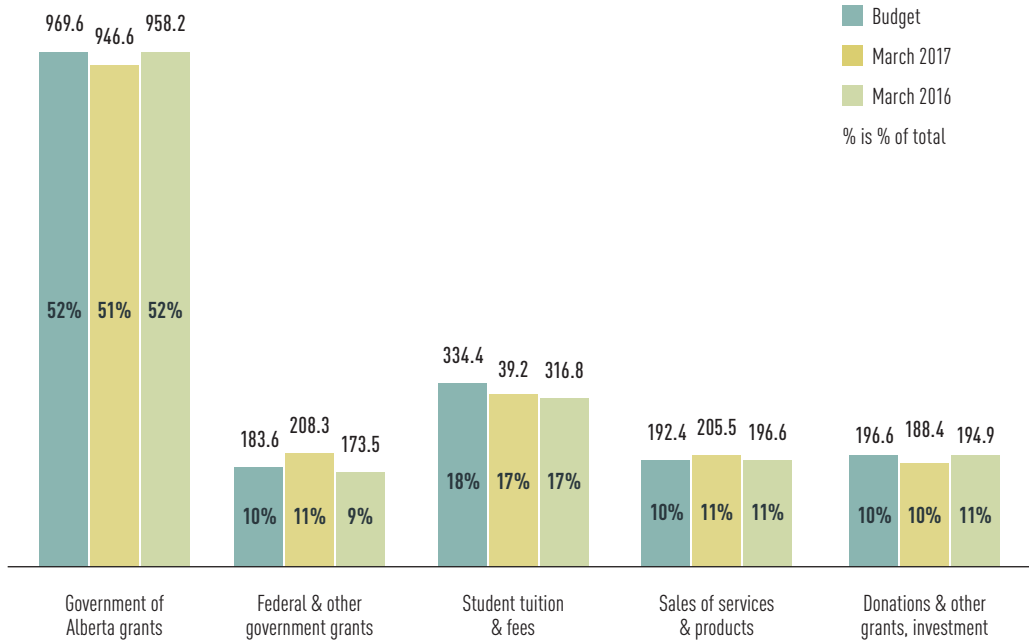


EXPENSE BY OBJECT



REVENUE

Total revenue for the period was \$1,868.0 million, an increase of \$28.0 million over the prior year and \$8.6 million (0.5%) less than budget. Government of Alberta grants are the single largest source of university revenue at 51% of total revenue.



Government of Alberta grants (GoA) represent the university’s single largest source of funding for university activities. The GoA has increased the Campus Alberta grant (base operating grant) by 2%. GoA grants are comparable to budget. Although grants received for restricted purposes were greater than prior year, the expenditures were less than budget, thereby deferring the recognition of this grant revenue until next year.

Federal and other government grants primarily support the university’s research activities. Grants are more than budget due to higher than budgeted expenditures, thereby recognizing more than budgeted revenue.

Student tuition and fees budget has remained relatively unchanged from prior year. Tuition includes instructional fees (linked to annual CPI increase), market modifiers, program differential fees and international student fees. In June 2015 the GoA announced a two year regulated tuition freeze. In October 2016 the GoA announced that this freeze will be extended to 2018. GoA has replaced this funding with an infusion of cash that is reflected in GoA grant revenues.

Student tuition and fees is less than budget mainly due to lower than budgeted enrolment. (enrolment - \$4.0; enrolment with market modifiers and program differentials - \$9.4)

Sales of services and products revenues are generated by ancillary services and faculties and administrative units to both individuals and external organizations. Ancillary services generated sales of \$94.8 million, while other units generated sales of \$110.7 million. Sales revenue is slightly more than budget.

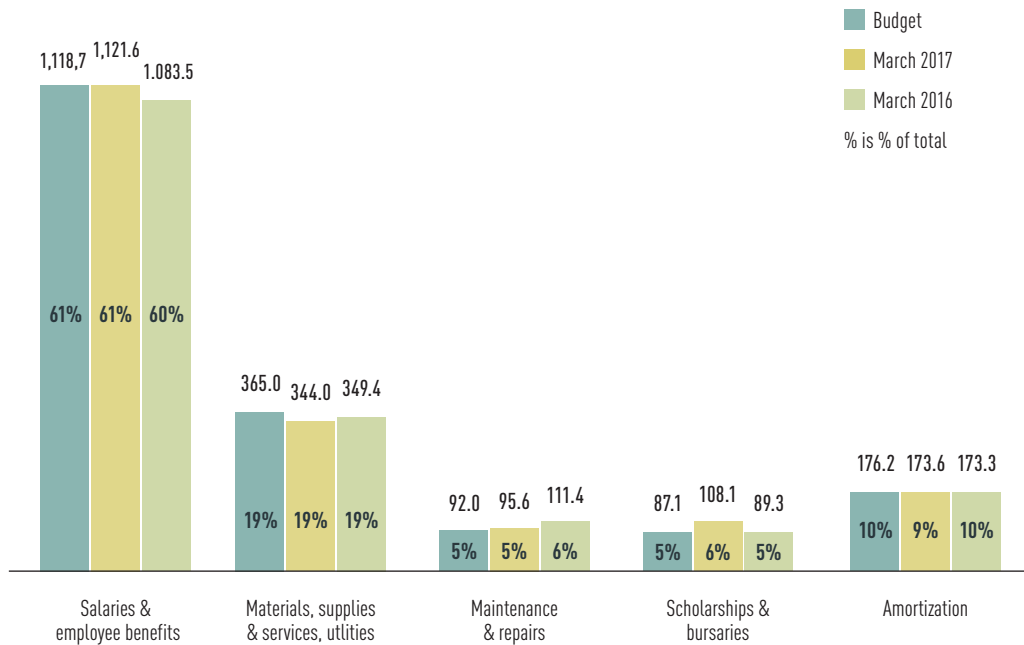
Donations and other grants support many university activities. Revenue is less than budget due to less than anticipated expenditures in the restricted funds, thereby deferring the recognition of some grants and donations until next year.

Investment income is \$6.2 million more than budget. Investments fall into two categories, the Unitized Endowment Pool (UEP) and the Non-Endowed Investment Pool (NEIP). The UEP had a return of 14.9% (2016: (0.4%) loss) and represents the majority of the university's long-term investment strategy. The NEIP investments which are allocated to the short-, mid- and long-term investment strategies had a return of 4.4% (2016: 0.6% return).

EXPENSE

Total expense for the year was \$1,842.9 million, an increase of \$36.0 million over the prior year and \$3.9 million (0.2%) more than budget. Salaries and employee benefits are the single largest expense representing 61% of total expense.

EXPENSE BY OBJECT



Salaries and employee benefits are comparable to budget.

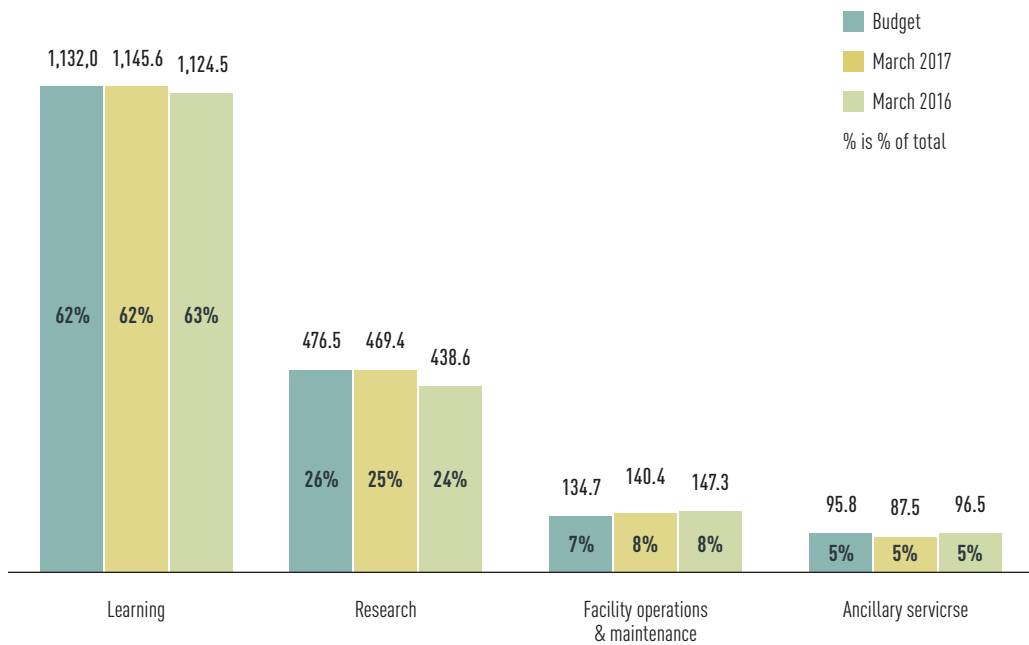
Materials, supplies and services are comparable to budget. Utilities are less than budget due to lower than budgeted utility rates.

Maintenance and repairs is comparable to budget.

Scholarships and bursaries are more than budget due to graduate scholarships (not budgeted) in the research fund and a change in the graduate student agreement. Under the new agreement graduate research assistantship fellowship payments that had previously been paid as salaries are now paid as bursaries.

Amortization is comparable to budget.

EXPENSE BY FUNCTION



Learning effectively represents the operating activities of the university. A significant component of this category is salary and employee benefit costs. Learning also represents non-research activity funded through restricted grants and donations and includes undergraduate student scholarships, student bursaries, teaching and learning programs, and community service. This expense is comparable to budget.

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

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

Ancillary services include the university bookstore, parking services, utilities and student residences. Ancillary services are less than budget mainly due to lower utility rates.

CAPITAL ACQUISITIONS

The university expended \$145.3 million (March 2016: \$149.9) on construction and other tangible capital asset acquisitions.

The most significant construction and capital asset acquisitions in 2017 are:

- Three new residence construction projects - Peter Lougheed Hall, East Campus Village and Lister
- Research Collections Resource Facility - a new facility to replace the existing document storage site
- University of Alberta Botanic Garden - Aga Khan Garden

NET DEBT

The university's liquidity needs are met primarily through operating cash flows, working capital balances and capital expansion funding received through grants or long-term debt. Net financial assets (net debt) is a measure of an organization's ability to use its financial assets to cover liabilities and fund future operations. University management monitors net financial assets (net debt) excluding portfolio investments restricted for endowments, as these are the assets the university has available for future spending.

The net debt (excluding portfolio investments restricted for endowments) indicates that the university has a \$227.4 million deficiency (2016: \$234.0 deficiency). The deficiency can be attributed to employee future benefit liabilities (2017: \$251.1; 2016: \$259.1) which include the Universities Academic Pension Plan (UAPP) (2017: \$157.6; 2016: \$170.7) and other benefit plans such as supplementary retirement, long-term disability and early retirement (2017: \$93.5; 2016: \$88.4). The UAPP has a plan in place to address the unfunded liability and the university plans to use working capital to fund the other benefit plans (refer to the employee future benefit liabilities note in the financial statements for further information).

NET ASSETS

The net assets measure provides the net economic position of the university from all years of operations. Net assets are comprised of:

	March 2017		March 2016
Endowments	\$ 11,304.3	\$	11,149.7
Investments in tangible capital assets	585.0		551.4
Accumulated deficit from operations	(16.1)		(23.8)
Net assets	\$1,873.2		\$1,677.3

Endowments represent contributions from donors that are required to be maintained intact in perpetuity, as well as capitalized investment income that is also required to be maintained in perpetuity to protect the economic value of the endowment. Therefore endowments are not available for spending. The university's endowment spending policy provides for an annual spending allocation to support a variety of key initiatives in the areas of academic programs, chairs and professorships, scholarships, bursaries and research. The increase to endowments of \$154.6 million is due to new donations (\$34.7) and capitalized investment income (\$119.9). The endowment spending allocation was \$36.8 million (2016: \$35.7).

The \$33.6 million increase in tangible capital assets consists of acquisitions (\$97.5) and debt repayments (\$10.5), less new financing (\$15.2) and amortization (\$59.2).

The accumulated deficit from operations was reduced by \$7.7 million.

AREAS OF SIGNIFICANT FINANCIAL RISK

The university operates in a complex environment and must deal with a variety of risks which it manages through its integrated enterprise risk management framework. The major risks that can affect the university from a financial perspective are as follows:

Provincial Funding and Tuition Fees

The Campus Alberta grant is the primary source of funding for the university's day to day operating activities. Any reduction in the Campus Alberta or Academic Alternative Relationship Plans (AARP) grants result in significant budgetary pressure. AARP grants provide funding for a significant number of professors in the Faculty of Medicine and Dentistry permitting them to do teaching and research as well as clinical practice.

The university recognizes that funding models are changing. Government support is under pressure given the province's fiscal outlook. Grants, tuition and other revenue generation initiatives are under government control, which puts significant pressure on university finances.

The province has announced a 2% Campus Alberta grant increase for fiscal 2018. Tuition fees will remain frozen until fall of 2018 while the tuition regulations undergo review. Unlike fiscal 2017, no tuition backfill funding will be provided. In addition the province is reviewing the post-secondary funding model. The impact to university revenue of a 1% change to the Campus Alberta Grant is \$6.2 million and a 1% change to tuition is \$1.5 million.

Salaries and Employee Benefits

The province has passed legislation that brings all academic employees under the Labour Relations Code, thereby granting the university's staff associations all the rights and remedies that are granted to unions under the Code, including the right to strike and the right to lock-out employees. The university will also be required to negotiate essential services agreements for both academic and support staff. These changes will have an impact on future salary negotiations.

In June 2016, the Federal and Provincial Finance Ministers agreed to enhance the Canada Pension Plan (CPP). The impact of the increases to employer basic CPP contribution rates will be an additional \$1 million in each year 2019 through 2023, \$2.5 million thereafter.

Pension and Employee Future Benefits

The university currently carries a liability of approximately \$251 million for employee future benefits, representing probable future payments for benefits earned to date. This balance can change for many reasons outside the university's control, including discount rates, salary escalation and inflation.

The university's cost of benefits is expected to increase by between 5% and 7% per year in the upcoming years and this is not sustainable. Approximately 61% of the university's non-pension benefit costs relate to programs the university and its staff co-operatively manage and which are bargained with our staff associations.

The largest of the unfunded liabilities is the university's share of the UAPP, which is approximately \$158 million, based on the current actuarial assumptions. The impact to the university's share of the unfunded liability of a 1% increase in the inflation rate assumption would be an increase of approximately \$54 million, a 1% increase in the salary escalation assumption would be an increase of approximately \$12 million, while a decrease of 0.25% in the discount rate assumption would lead to an increase of approximately \$28 million. The continuing increase in pension plan contributions represents a significant risk. Without structural reforms to the pension plans, the level of pension plan contributions as a percentage of total benefit costs could become a recruitment impediment.

Information Technology

Information technology (IT) costs are over \$90 million per year. IT deferred maintenance is becoming more of a risk as usage and reliance continues to grow against an aging infrastructure. There are risks in this area that could result in financial and reputational issues. The university remains vigilant and proactive in addressing risks to its systems and information.

Deferred Maintenance

As the largest and oldest post-secondary institution in the province, the university's deferred maintenance continues to increase and is estimated at \$938 million in 2016. This level of deferred maintenance could result in a significant building system failure, negatively impacting the university's operations.

INTERNATIONALIZATION

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

GLOBAL ENGAGEMENT

U of A programs enhance perspectives on challenging global issues and promote cross-cultural understanding and communication skills. These experiences equip students with the necessary knowledge and skills to be successful in an increasingly global environment. Our student-centered initiatives, which promote global engagement, include:

- Enhanced experiential, internship, and co-op experiences in international settings (including the e3 program in Berlin, Brazil, France, and Washington, as well as other educational and research abroad programs in more than 60 countries)
- The Certificate in International Learning (CIL), an embedded undergraduate certificate documenting students participation and achievement in international learning
 - o In 2015-16, 52 students from five faculties graduated with the Certificate and currently there are 261 students from all undergraduate faculties (except Medicine and Dentistry) enrolled and working to complete certificate requirements
- The Canadian Learning Initiative in China (CLIC), which connects Canadian students with fully-funded study abroad opportunities in China
 - o U of A had 37 students participate in 2016, with 67 students registered for 2017
- Increased opportunities for U of A students to participate in shorter-duration international experiences, either as an integral component of academic courses or independently (including the Alternative Reading Week program in the Faculty of Agricultural, Life and Environmental Sciences)
- Multiple formal joint and double degree programs with partner institutions from around the world

RESEARCH

The university is a research-intensive institution with output that is recognized globally in diverse disciplines. Through active, collaborative research with teams from all over the world, professors advance knowledge, education, and pedagogy in their respective disciplines.

Global research engagement has many benefits for the U of A and the province, including leveraging funding resources and expertise from other parts of the globe to address challenges that affect everyone, including Albertans. The U of A continues to engage in high-quality, multidisciplinary, multinational research projects in many parts of the globe, including:

- strengthening existing strategic international partnerships with India, China, Germany, the United States, Mexico, and Brazil
- fostering new, multidisciplinary, multinational research projects in diverse disciplines with partner institutions from other countries
- leveraging international funding agencies to secure resources to tackle emerging problems in regions of interest

DIVERSITY

The presence of international students and foreign-trained experts broadens the perspective, impact, and relevance of the U of A's teaching, research, creative activities, and community service work. International students who are educated at the U of A and remain in Alberta provide the province with additional highly skilled, innovative, and entrepreneurial professionals. They also bring cultural diversity together with global connections, insights, and alternative perspectives on issues and challenges that better position the university, businesses, and the province. Recruitment of exceptional undergraduate and graduate students from targeted highly ranked foreign institutions advances the university's academic enterprise and objectives. In 2016-17, approximately 14 percent of our undergraduate population and 34 percent of our graduate population were international students.

OFFSHORE PROGRAM DELIVERY

The following table reports core metrics for offshore program delivery, per the provincial Guidelines for Off-Shore Delivery of Alberta Post-Secondary Programs and Training.

Though this table includes all credential programs offered outside of Canada and joint/dual degree programs with students currently registered, it underrepresents the full scope of the university's international educational activities. First, it does not include stand-alone courses or international co-op and experiential components of domestic programs. Second, it does not fully reflect joint degree programs. In certain joint degree programs, students based at a foreign home university may spend time at the U of A as visiting students during the course of their program, often working with a U of A faculty mentor, but may petition for joint degree status only as they prepare to graduate. These students are not captured in the program enrolment data reported below.

INTERNATIONAL SHARED CREDENTIALS (DUAL/JOINT DEGREE) PROGRAMS

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

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

Notes: Year is calculated starting from the spring term (i.e. 2016/17 includes Spring, Summer, Fall 2016 and Winter 2017) In addition to the programs listed in this table, the university offers the following programs that have no students currently enrolled:

INSTITUTION	NUMBER OF STUDENTS FOR 2016/17* (UA STUDENTS ABROAD)	NUMBER OF STUDENTS FOR 2016/17* (UA STUDENTS IN PROGRAMS AT UA)	NUMBER OF STUDENTS FOR 2016/17* (STUDENTS FROM ABROAD CURRENTLY AT UA FOR PROGRAM)	TYPE OF ACTIVITY (COURSES, RESEARCH, OR POSSIBILITY OF BOTH)	OTHER NOTES
EDHEC Business School	0	0	6 (5 were last registered in Spring 2016)	courses	
Nagoya University of Commerce and Business (NUCB)	0	0	0	courses	
Albert-Ludwigs-University (Freiburg)	4	1	2	both courses and research	Master's programs leading to dual degrees in Forestry and Environmental Management (TRANSFORM-M). Students spend one year in Europe, one year at UAlberta.
Bangor University (Wales);	1	0	0		
University of Eastern Finland	0	1	0		
Ludwig-Maximilians-Universität München (LMU)	1	1	0	both courses and research	
	0	0	0	both courses and research	
	0	0	0	research	
Seoul National University	0	0	2	both courses and research	
University of Lorraine	0 (non-reciprocal)	0	9	both courses and research	Agreement for incoming students only
Universidade de Sao Paulo (USP)	1	0	1	research	
Universiti Putra Malaysia (UPM)	0	0	1	research	

- Dual degree Bachelor of Arts, offered in partnership with Ritsumeikan University (Japan), course-based, delivered in person
- Dual degree MBA from U of A and MBA or MSC from WHU – Otto Beisheim School of Management (Germany), course-based, delivered in person
- Dual degree PhD from U of A and Universidade Estadual de Campinas (Unicamp) (Brazil), research-based, delivered in person

UNIVERSITY OF ALBERTA PROGRAMS DELIVERED OFFSHORE

MASTER OF FINANCIAL MANAGEMENT PROGRAM (ALBERTA SCHOOL OF BUSINESS)	
1. Country location	China
2. Field of study	Business
3. Courses offered (i.e., U of A courses offered abroad)	<ul style="list-style-type: none"> • Introduction to Financial Management • Investments • China Investment Banking • Corporate Finance • International Finance • Risk Management • Fixed Income • History of Finance • Mergers and Acquisitions • Accounting for Managers • Strategic Tax Planning • Financial Statement Analysis • Strategic Financial Management (Capstone)
4. Level of study	Master's
5. Qualification offered (full or partial)	Master of Financial Management
6. Type of operation and principal mode of delivery	U of A degree granted; Joint teaching with Xi'an Jiaotong University, face to face (in person)
7. Name of international program partner	Xi'an Jiaotong University
8. Number of students (heads and FLEs) for 2016-17	91

Source: Alberta School of Business via University of Alberta International

INFORMATION TECHNOLOGY

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

- Support for research: providing consulting and state-of-the-art systems to support innovative research, including high-performance computing and large-scale data storage.
- Support for access: offering enhanced systems and processes for undergraduate admissions and graduate student scholarships and awards, including enrolment management systems and an institutional data warehouse accessible by admissions personnel across Faculties.
- Support for teaching and learning: increasing capacity to use digital technologies to enhance learning experiences in-person and for distance education, including support for alternative delivery programs (such as the Master of Arts in Communications and Technology), blended delivery, and other innovative delivery models (such as enabling satellite course sites for courses in rehabilitation medicine).
- Support for efficiency and sustainability: enhancing the efficiency of administrative systems, including monitoring and performance reporting of student progress, and support for accreditation processes in professional Faculties.

In support of these priorities, the university delivered the following major IT enhancements in 2016-17:

- automated evaluation of high school transcripts, leading to automated evaluation for admission
- full rollout of a new graduate admissions system, and replacement of the system used to administer \$35 million annually in graduate awards
- deployed a commercial tool for marking and grading of assignments and exams in large course sections
- extended Google Classrooms as an ongoing service, to support UofA student teachers during their practicum assignments in several regional school districts
- a major upgrade of our HR system (staffing, payroll, benefits, etc. for all faculty and staff)
- completed the roll-out of our IT Financial Management (ITFM) tool, for managing both operating and capital expenditures within central IT
- collaborated with others in the Alberta postsecondary sector to establish a shared procurement model, within which two initial RFPs were completed

Other major projects that were initiated in 2016-17 and will be completed in 2017:

- substantial upgrades to the research network infrastructure
- roll-out of a new identity and access management system, replacing an at-risk in-house system with a commercial product.

CAPITAL PLAN

INFRASTRUCTURE

With five well-established major campuses to support, the University of Alberta carefully evaluated its academic requirements with a view to prioritizing infrastructure investments to capitalize on the utilization of existing, although functionally inadequate infrastructure. While investments across Edmonton's North and South campuses most immediately come to mind, investments in Augustana and Campus Saint-Jean have been key to maintaining and developing programming for rural liberal arts and sciences as well as the only fully bilingual post-secondary campus in Western Canada.

The functional, operational, and environmental realities of the university's older facilities are that they are simply incapable of meeting the needs of today's students or faculty members. Combining functional and physical renewal projects provides a best-value model for capital projects, minimizing the need for new buildings, while facilitating the needs of today's learners and researchers, all at a significantly reduced capital cost.

Our priorities shifting to reclaiming space resulted in improved program outcomes for many faculties while curtailing the requirements for new builds. Additionally, the requirement for leased space will decrease diverting fewer resources away from learning and research.

In 2016-17, the university's infrastructure objectives were to:

- Support the academic and research goals while maximizing use and life of existing infrastructure by ensuring that space is functional for current and future learning and research.
- Maximize opportunities to identify and proactively address deferred maintenance and functional renewal with a specific focus on energy and carbon footprint reductions.
- Ensure stable, long-term funding for deferred maintenance.
- Maintain the reliability of the university's utility plant through focused investment to address deferred maintenance and increased efficiency with new technology.
- Reduce the risk of building system failures that could affect life safety or result in building closures.
- Maintain and improve the condition through renewal and repurpose to improve the functionality of the university's physical assets, which are critical in attracting, supporting, and retaining the best students, researchers, and faculty.

HIGHLIGHTS IN 2016-17:

- Successfully partnered with the two levels of government involved in the Post-secondary Strategic Investment Fund (SIF) program to undertake ten projects with a combined value of \$131.9 million, directly impacting renewal and repurposing of existing facilities to address teaching and research priorities.
- Successfully completed the Canadian Ice Core Archive resulting in the transfer of 12 ice cores from the Geological Survey of Canada's Ice Core Research Laboratory to the university.
- Successfully obtained national recognition through the Building Owners and Managers Association (BOMA) for facilities operation with the Edmonton Clinic Health Academy recognized regionally and Triffo Hall recognized nationally.
- Completed the final phase of the University Hall renewal extending its life and reducing its deferred maintenance to zero.
- Via the university's District Energy System, provided substantial savings in utility costs, not only to the university, but also other taxpayer-funded institutions such as the Walter C. Mackenzie Health Sciences Centre (University of Alberta Hospital, Stollery Children's Hospital, and Mazankowski Heart Institute); the Cross Cancer Institute, Canadian Blood Services, and the Jubilee Auditorium. Over the past five years, the university's average purchase prices for natural gas and power have been the lowest among the major post-secondary institutions in Alberta, averaging 18 percent less for natural gas and 16 percent less for electricity. These savings, while still significant, continue to drop due to relatively weak market prices for these commodities.
- Continued to support, via the District Energy Plan, the replacement of aging infrastructure and adoption of new technology.
- The university's Energy Management Plan is not only financed through borrowing and repaid through resulting energy savings, but also resulted in significant reductions in greenhouse gas emissions.
- Revised the renewal project for the Cameron Library, which now includes defined energy savings, green construction initiatives, and partnering with student groups for research.
- Conducted extensive building investigation and design reviews in support of the recently announced complete renovation of the Dentistry-Pharmacy building.

CAPITAL PLAN

The University of Alberta's highest priority projects are strategically linked to the 2016 Comprehensive Institutional Plan (CIP) goals and aligned with the Government's adult learning system's principles of accessibility, affordability, quality, coordination, and accountability.

The university has maintained its focus on addressing deferred maintenance and functional renewal / repurposing of existing physical assets, as well as reviewing how underused space can provide cost-effective opportunities for consolidation and repurposing to enhance space in order to build essential teaching and research capacity. With this key work complete, critical expansions would be required only to meet the needs of tomorrow's students, faculty, and researchers with a view to maintaining the institution's competitive global position.

The following tables identify the capital priorities detailed in the 2016 CIP, including those enabled by the Post-Secondary Institutions Strategic Investment Fund (SIF), and the resulting progress made in 2016-2017. Estimated costs, where included, are taken directly from the CIP. As the university prepares its Building and Land Information Management System (BLIMS) submission, some cost projections may be adjusted.

NEW CAPITAL PRIORITIES

The Comprehensive Institutional Plan identified many of the university's highest priority projects as new projects requiring additional funding from government and philanthropic sources. While these projects were seen as supportive of, and strategically linked, to the CIP, the focus of the university has since dramatically shifted to that of functional renewal and better utilization of existing space.

Functional and physical renewal of our current facilities is seen as the best alternative to new buildings, although the challenges inherent with a significant deferred maintenance liability persist.

The table below, which is presented to align with the CIP, reflects the priority projects at a time when consideration of new or expanded buildings was more positively viewed, which is not the case today.

PROJECT	DESCRIPTION	STATUS	EXPECTED COMPLETION	2016-2017 PROGRESS
Faculty of Arts <i>Estimated cost - \$175M</i>	Development of space housing the Department of Music and Department of Arts and Design in partnership with the private sector.	On hold pending philanthropic and government financial support.	TBD	Concept development and budget progression
Maskwa House of Learning <i>Estimated cost - \$30M</i>	Centre focused on indigenous students, faculty, and staff to serve as a community gathering place embracing and providing an inclusive and supportive learning environment.	On hold pending philanthropic and government financial support.	TBD	Project advanced to the design development phase including budget update.
Translational Lab (HUB) - The Edmonton Clinic Diagnostic Centre <i>Estimated cost - \$60M</i>	Addition of one floor to Alberta Health Services' proposed diagnostic centre.	Discussions with government partners continue	TBD	Site selections reviewed.
Twin Arenas - South Campus <i>Estimated cost - \$81M</i>	Supporting the long-range plan to move all varsity programs to South Campus and also having facilities serve the community as well as the university.	Discussions with community and government partners continue. Secured financial commitments of approximately \$45 million.	TBD	Concept development and business case completed. Partnership agreements 90% complete.
Alberta School for Business - New Facility <i>Estimated cost - \$185M</i>	A partnered opportunity with private sector facilitating social sciences programming.	On hold pending government financial support.	TBD	Design progression. Functional programming and concept development underway.
South Campus - Basic Infrastructure <i>Estimated cost - \$15.6M</i>	To support development of the NE sector including deep sewer, water supply, and road lighting.	On hold pending government financial support.	TBD	Advanced storm water pond and electrical service study.
South Campus - Utilities / District Energy Plant <i>Estimated cost - \$132.2M</i>	Modeled after the North Campus system, installing a district energy system incorporating a combined heat and power plant.	On hold pending government financial support.	TBD	N/A

EXPANSION PRIORITIES

PROJECT	DESCRIPTION	STATUS	EXPECTED COMPLETION	2016-2017 PROGRESS
Augustana - Science Labs and Classrooms <i>Estimated cost - \$90M</i>	Two labs plus a prep lab are being renewed to address capacity, accessibility, and deferred maintenance issues.	Financial support provided with SIF grant; construction underway.	September 2017	Mostly complete.
Campus Saint-Jean - Science Building <i>Estimated cost - \$40M</i>	Chemistry and physics labs are being renewed to address capacity, accessibility, and deferred maintenance issues. Additionally, creating dedicated research space for new programs and partnerships with other faculties.	Program redevelopment will be required in lieu of SIF capital expenditure.	TBD	Re-profiled from an expansion (new build) to a SIF renovation, which will be reviewed in the pending Buildings and Land Information Management System (BLIMS) submission.
Natural Resources Engineering Facility (NREF) <i>Estimated cost - \$38M</i>	Conversion of floors to wet labs, conversion of fume hoods, and base building system upgrades.	On hold pending government financial support.	TBD	Design inputs confirmed.
Science Building <i>Estimated cost - \$21.1M</i>	To address capacity, accessibility, and deferred maintenance issues.	Financial support provided with SIF grant; construction underway.	April 2018	Funding approval permitted design and construction to advance.
Electrical and Computer Engineering Research Facility (ECERF) <i>Estimated cost - \$25M</i>	Convert floors for nano engineering, biomed engineering, and nanobioengineering plus electrical and computer engineering.	Financial support provided with SIF grant; construction underway.	April 2018	Funding approval permitted design and construction to advance.
Mechanical Engineering <i>Estimated cost - \$75M</i>	Higher density development and reduction in deferred maintenance.	On hold pending government financial support.	TBD	Designs assessed.
North Campus - Electrical Utility System Expansion <i>Estimated cost - \$20M</i>	Incorporate addition of future precinct large buildings.	On hold pending government financial support.	TBD	N/A

PRESERVATION PRIORITIES

PROJECT	DESCRIPTION	STATUS	EXPECTED COMPLETION	2016-2017 PROGRESS
Chemical and Materials Engineering Building (CMEB) <i>Estimated cost - \$22.1M</i>	To address capacity, accessibility, and deferred maintenance issues. Additionally, provide wet lab space and address building envelope and operational issues.	Financial support provided with SIF grant; construction underway.	April 2018	Funding approval permitted design and construction to advance.
Turbine Generator 3 <i>Estimated cost - \$89.2M</i>	Install a gas turbine (generator and heat recovery steam boiler) to generate 25 MW of power and 70,000 kg/hr or high pressure steam. Project increases system reliability, reduces GHG emissions, and decreases energy costs.	On hold pending government financial support.	TBD	N/A
Dentistry / Pharmacy <i>Estimated cost - \$270M</i>	To address capacity, accessibility, and deferred maintenance issues. Project restores and reuses an historically significant building allowing for greater administrative efficiencies. Reduces demand for outside leases, frees up space for learning and research priorities, and creates a new front door to our campus.	In Budget 2017 Government committed \$149 million over four years with subsequent confirmation of the remaining \$100 million to come in years five and six of the project.	2024	Initial funding secured and partial demolition commenced.
Medical Science Building <i>Estimated cost - \$30M</i>	To address capacity, accessibility, and deferred maintenance issues.	The SIF grant facilitated select elements of the base building infrastructure to be upgraded, reducing deferred maintenance.	TBD	While the SIF grant allowed for some progress, the need for a significant renewal program remains.
Clinical Science Building <i>Estimated cost - \$11.8M</i>	To address capacity, accessibility, and deferred maintenance issues.	The SIF grant facilitated a major upgrade to central systems.	TBD	While the SIF grant allowed for some progress, the need for significant building envelope and electrical system upgrades remain.
Universiade Pavilion <i>Estimated cost - \$16M</i>	Renewal of building envelope to replace failing tiles markedly improving the building's energy efficiency.	On hold pending government financial support. Continues to be a priority in BLIMS submissions.	TBD	N/A

RENEWAL PRIORITIES

PROJECT	DESCRIPTION	STATUS	EXPECTED COMPLETION	2016-2017 PROGRESS
Chemistry Electrical Vaults <i>Estimated cost - \$11.6M</i>	Switchgear requires replacement to address life safety risk for maintenance activities.	Under review for more economical construction opportunities.	2019	Approved for support under the Infrastructure Maintenance Program (IMP).
Chemical Materials Engineering Building (CMEB) <i>Estimated cost - \$7M</i>	Renewal of elevators, window replacement, and exterior doors.	On hold pending government financial support.	TBD	N/A
Chemistry West <i>Estimated cost - \$4M</i>	To address capacity, accessibility, and deferred maintenance issues.	The SIF grant permitted renewal of the 4th and 5th floors. The 3rd floor commenced as a partner project between the faculty and the institution.	April 2018	Demolition on 4th and 5th floors is complete; moving to rough-in services.
Cameron Library <i>Estimated cost - \$3.6M</i>	Marble exterior panels are falling off.	Project has been profiled for a major upgrade with new technologies enabling significant energy savings and reduced greenhouse gas emissions. On hold pending government financial support. Continues to be a priority in BLIMS submissions.	TBD	N/A
General Elevator Program <i>Estimated cost - \$8.5M</i>	Staged renewal of aged elevator controls, drives and cabs, and single bottom hydraulic cylinder elevators.	Ongoing Infrastructure Maintenance Program (IMP).	N/A	Updated submission in BLIMS.
Agriculture / Forestry Building <i>Estimated cost - \$3.4M</i>	To address capacity, accessibility, and deferred maintenance issues.	Construction of a decant laboratory allowing for renewal of existing laboratories.	N/A	Preparations made for decant to move to construction in the summer of 2017.

OTHER PRIORITY PROJECTS IN PROGRESS

TYPE	DESCRIPTION	EXPECTED COMPLETION	2016-2017 PROGRESS
Residence / academic space	Peter Lougheed Hall (institutionally funded)	June 2017	95% complete
Residence	East Campus Village 9 (institutionally funded)	Sept 2018	20% complete
Residence	Lister Hall Tower 5 (institutionally funded)	Sept 2018	15% complete
Records repository	Research and Collection Resource Facility (RCRF) (institutionally funded)	Sept 2017	90% complete
Infrastructure additions and improvements	Devonian Garden Infrastructure (government funded)	Dec 2018	Design concept completed Consultants retained for construction documentation Roads constructed
Feature garden development	Aga Khan Garden Alberta at the University of Alberta Botanic Garden (government and institutionally funded)	June 2018	Funding solidified Schematic and design development completed Construction design complete Construction progression to 30%
Building Renewal – Strategic Investment Fund (SIF)	Biological Sciences and Earth and Atmospheric Sciences backfill (government and institutionally funded)	April 2018	Progressed to detailed design phase Selective demolition and abatement underway Construction management trade package being prepared for tender
Building Renewal - Strategic Investment Fund (SIF)	Chemical Materials Engineering Building (CMEB) (government funded)	April 2018	Construction drawings complete Tender issuance, demolition activities, construction start up
Building Renewal - Strategic Investment Fund (SIF)	Electrical and Computer Engineering Research Facility (ECERF) (government and institutionally funded)	April 2018	Design development, detailed design, pre-construction planning and interior demolition Tender package issuance
Building Renewal - Strategic Investment Fund (SIF)	Innovation / incubator space (government and institutionally funded)	April 2018	Confirmation of sites to establish program outcomes Plans to include areas in Sciences and Enterprise Square

TYPE	DESCRIPTION	EXPECTED COMPLETION	2016-2017 PROGRESS
Building Renewal - Strategic Investment Fund (SIF)	Campus Saint-Jean lab renewal (government and institutionally funded)	April 2018	Design complete Cabinets, fume hoods, and air handling equipment ordered Project tender complete
Building Renewal - Strategic Investment Fund (SIF)	Chemistry - lab modernization and renewal (government and institutionally funded)	April 2018	Selective demolition and hazardous materials abatement complete Construction for first two Chemistry East teaching labs 80% complete Selective demolition for floors 4 and 5 is 100% complete Design layout for labs complete
Building Renewal - Strategic Investment Fund (SIF)	Clinical Sciences - mechanical system renewal (government and institutionally funded)	April 2018	Design complete Contractor selected and equipment ordered
Building Renewal - Strategic Investment Fund (SIF)	Medical Sciences Building - infrastructure upgrades (government and institutional funded)	April 2018	Plug load work 20% complete Air system upgrade in design phase
Building Renewal	Dentistry-Pharmacy renewal and repurpose (government funded)	Sept 2021	Decant and demolition activities underway Site investigation related to building envelope, structure, and systems continues

CARBON REDUCTION SUCCESSES AND OPPORTUNITIES

The University of Alberta is a leader in wide-spread adoption of energy efficiency practices, building features, and structures. As the most obvious solutions have largely been adopted, attention is being paid to more formidable opportunities.

- Utilities / District Energy System – Endeavouring to incorporate the latest technologies, Utilities is able to realize cost savings through active management of our power production and natural gas purchases, reducing the emissions and operating costs of the university and others relying on us for utilities services.
- Utilities / District Energy System – Endeavouring to incorporate the latest technologies, Utilities is able to realize cost savings through active management of our power production and natural gas purchases, reducing the emissions and operating costs of the university and others relying on us for utilities services.
- Energy Analytics – Employs an Enterprise Energy Information Management System to consolidate, analyse, and normalise various real-time and historical energy related data sources providing energy usage history, benchmarking, recognition of anomalies, dashboard displays, and fault detection and diagnostics.
- Envision – An investment of \$35 million over six years will prevent 30,000 tonnes of greenhouse gas emissions resulting in savings of approximately \$4.5 million in annual energy expenditures. In addition to building on energy initiatives such as lighting retrofits, heating, ventilation, and air conditioning, the emphasis is expanding to include water conservation, infrastructure renewal, ancillary facilities, and renewable energy.
- Universiade Pavilion – This nearly 6,000 m² building is experiencing substantial energy loss due to a failing exterior surface. Included in our BLIMS submission, preliminary estimates suggest annual savings of 846 kW of electricity and 670 tonnes of carbon dioxide.
- Cameron Library – Targeted as an opportunity for a unique partnership with student research, initiatives addressing the building envelope; specialized mechanical; photo voltaic and light shelves, could see this iconic facility achieve up to 50 percent improvement in energy efficiency.
- Green Spaces Certification – Integrates sustainable practices into work and living using a series of guides educating on waste reduction, water conservation, and energy efficiency.
- Green Labs – Infrastructure projects making it easier for researchers to maintain environmentally responsible and healthy laboratories.
- Bike Library – Funding support provided to the Students Union to facilitate bicycle lending.

- Staff LRT – Eligible staff may travel between South Campus and Kingsway/Royal Alex for work purposes.
- Plug-In Power Cycling – Electricity to power outlets in campus parking facilities is cycled commensurate with the ambient temperature.

PUBLIC INTEREST DISCLOSURE ACTIVITY

The University of Alberta provides avenues for the safe disclosure of concerns related to discrimination and harassment, fraud and misconduct, financial irregularity, noncompliance in research, and other related issues. Of 131 disclosures received during the 2016-17 fiscal year, none qualified as a public interest disclosure under the Public Interest Disclosure (Whistleblower Protection) Act.

MANAGEMENT'S RESPONSIBILITY FOR REPORTING

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

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 *Auditor General Act*, performs an annual independent audit of the consolidated financial statements which are prepared in accordance with Canadian public sector accounting standards.

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

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

STATEMENT OF MANAGEMENT RESPONSIBILITY YEAR ENDED MARCH 31, 2017

The consolidated financial statements of the University of Alberta have been prepared by management in accordance with Canadian Public Sector Accounting Standards, and in regards to the net financial assets (net debt) indicator, as directed by the Controller of the Province of Alberta. In that framework, the consolidated financial statements present fairly the financial position of the university as at March 31, 2017 and the results of its operations for the year then ended. The presentation of net financial assets (net debt) includes portfolio investments that are restricted for endowments which cannot be used to pay for liabilities or future expenditures.

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

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

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

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

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

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

Independent Auditor's Report

To the Board of Governors of the University of Alberta

Report on the Consolidated Financial Statements

I have audited the accompanying consolidated financial statements of the University of Alberta, which comprise the consolidated statement of financial position as at March 31, 2017, and the consolidated statements of operations, change in net financial assets, remeasurement gains and losses, and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Consolidated Financial Statements

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

Auditor's Responsibility

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

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

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

Opinion

In my opinion, the consolidated financial statements present fairly, in all material respects, the financial position of the University of Alberta as at March 31, 2017, and the results of its operations, its remeasurement gains and losses, its changes in net financial assets, and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

[Original signed by Merwan N. Saher FCPA, FCA]

Auditor General

May 29, 2017

Edmonton, Alberta

CONSOLIDATED FINANCIAL STATEMENTS FOR THE YEAR ENDED MARCH 31, 2017

STATEMENT OF MANAGEMENT RESPONSIBILITY YEAR ENDED MARCH 31, 2017

The consolidated financial statements of the University of Alberta have been prepared by management in accordance with Canadian public sector accounting standards. The consolidated financial statements present fairly the financial position of the university as at March 31, 2017 and the results of its operations, remeasurement gains and losses, changes in net financial assets and cash flows for the year then ended.

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

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

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

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

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

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

UNIVERSITY OF ALBERTA
CONSOLIDATED STATEMENT OF FINANCIAL POSITION
AS AT MARCH 31, 2017

(thousands of dollars)

	Note	2017	2016
Financial assets excluding portfolio investments restricted for endowments			
Cash and cash equivalents	3	\$ 18,768	\$ 13,091
Portfolio investments - non-endowment	4	849,115	808,612
Accounts receivable		143,216	131,563
Inventory		2,642	3,325
		1,013,741	956,591
Liabilities			
Accounts payable and accrued liabilities		179,148	174,971
Employee future benefit liabilities	6	251,060	259,100
Debt	7	250,562	246,812
Deferred revenue	8	560,420	509,728
		1,241,190	1,190,611
Net debt excluding portfolio investments restricted for endowments			
		(227,449)	(234,020)
Portfolio investments - restricted for endowments	4	1,304,254	1,149,716
Net financial assets			
		1,076,805	915,696
Non-financial assets			
Tangible capital assets	10	2,710,920	2,745,552
Prepaid expenses		7,199	8,517
		2,718,119	2,754,069
Net assets before spent deferred capital contributions			
		3,794,924	3,669,765
Spent deferred capital contributions	9	1,921,756	1,992,440
Net assets			
	11	\$ 1,873,168	\$ 1,677,325
Net assets is comprised of:			
Accumulated surplus		\$ 1,623,869	\$ 1,540,519
Accumulated remeasurement gains		249,299	136,806
		\$ 1,873,168	\$ 1,677,325

Contingent liabilities and contractual obligations (note 12 and 13)

UNIVERSITY OF ALBERTA
CONSOLIDATED STATEMENT OF OPERATIONS
YEAR ENDED MARCH 31, 2017

(thousands of dollars)

	Note	Budget	2017	2016
Revenue				
Government of Alberta grants	15	\$ 969,586	\$ 946,630	\$ 958,157
Federal and other government grants		183,647	208,276	173,483
Student tuition and fees		334,378	319,181	316,795
Sales of services and products		192,433	205,509	196,649
Donations and other grants		133,816	119,451	132,209
Investment income		62,743	68,924	62,678
		1,876,603	1,867,971	1,839,971
Expense				
Learning		1,131,998	1,145,558	1,124,541
Research		476,452	469,436	438,550
Facility operations and maintenance		134,716	140,411	147,282
Ancillary services		95,816	87,489	96,536
		1,838,982	1,842,894	1,806,909
Annual operating surplus		37,621	25,077	33,062
Endowment contributions		15,450	31,996	20,885
Endowment capitalized investment income		-	26,277	8,414
		15,450	58,273	29,299
Annual surplus		53,071	83,350	62,361
Accumulated surplus, beginning of year		1,540,519	1,540,519	1,478,158
Accumulated surplus, end of year	11	\$ 1,593,590	\$ 1,623,869	\$ 1,540,519

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

UNIVERSITY OF ALBERTA
CONSOLIDATED STATEMENT OF CHANGE IN NET FINANCIAL ASSETS
YEAR ENDED MARCH 31, 2017

(thousands of dollars)

	Budget	2017	2016
Annual surplus	\$ 53,071	\$ 83,350	\$ 62,361
Acquisition of tangible capital assets, net of proceeds on disposals	(217,078)	(142,280)	(149,906)
Amortization of tangible capital assets	176,233	173,556	173,301
Loss on disposal of tangible capital assets	-	3,356	1,131
	(40,845)	34,632	24,526
Change in prepaid expenses	(27)	1,318	1,359
Change in spent deferred capital contributions	(56,232)	(70,684)	(57,823)
Change in remeasurement gains and losses	-	112,493	(73,773)
(Decrease) increase in net financial assets	(44,033)	161,109	(43,350)
Net financial assets, beginning of year	915,696	915,696	959,046
Net financial assets, end of year	\$ 871,663	\$ 1,076,805	\$ 915,696

UNIVERSITY OF ALBERTA
CONSOLIDATED STATEMENT OF REMEASUREMENT GAINS AND LOSSES
YEAR ENDED MARCH 31, 2017

(thousands of dollars)

	Note	2017	2016
Accumulated remeasurement gains, beginning of year		\$ 136,806	\$ 210,579
Unrealized gains (losses) attributable to:			
Portfolio investments - non-endowment		18,570	(10,696)
Portfolio investments - restricted for endowments		143,173	(27,901)
Amounts reclassified to consolidated statement of operations:			
Portfolio investments - non-endowment		330	(1,160)
Portfolio investments - restricted for endowments		(49,580)	(34,016)
Net change for the year		112,493	(73,773)
Accumulated remeasurement gains, end of year	11	\$ 249,299	\$ 136,806
Accumulated remeasurement gains is comprised of:			
Portfolio investments - non-endowment		\$ 37,091	\$ 18,191
Portfolio investments - restricted for endowments		212,208	118,615
		\$ 249,299	\$ 136,806

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

UNIVERSITY OF ALBERTA
CONSOLIDATED STATEMENT OF CASH FLOWS
YEAR ENDED MARCH 31, 2017

(thousands of dollars)

	2017	2016
Operating transactions		
Annual surplus	\$ 83,350	\$ 62,361
Add (deduct) non-cash items:		
Amortization of tangible capital assets	173,556	173,301
Expended capital recognized as revenue	(114,315)	(117,027)
Gain on sale of portfolio investments	(49,251)	(35,176)
Loss on disposal of tangible capital assets	3,356	1,131
(Decrease) increase in employee future benefit liabilities	(8,040)	5,711
Change in non-cash items	5,306	27,940
(Increase) decrease in accounts receivable	(11,653)	10,936
Decrease in inventory	683	292
Increase (decrease) in accounts payable and accrued liabilities	4,177	(47,755)
Increase (decrease) in deferred revenue	50,692	(17,102)
Decrease in prepaid expenses	1,318	1,359
Increase in spent deferred capital contributions, less in kind donations	40,709	41,094
Cash provided by operating transactions	174,582	79,125
Capital transactions		
Acquisition of tangible capital assets, net of proceeds on disposals	(139,358)	(131,796)
Cash applied to capital transactions	(139,358)	(131,796)
Investing transactions		
Purchases of portfolio investments	(385,980)	(378,371)
Proceeds on sale of portfolio investments	352,683	363,742
Cash applied to investing transactions	(33,297)	(14,629)
Financing transactions		
Debt repayment	(13,750)	(13,072)
Debt - new financing	17,500	35,500
Cash provided by financing transactions	3,750	22,428
Increase (decrease) in cash and cash equivalents	5,677	(44,872)
Cash and cash equivalents, beginning of year	13,091	57,963
Cash and cash equivalents, end of year	\$ 18,768	\$ 13,091

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

UNIVERSITY OF ALBERTA
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2017
(thousands of dollars)

1. Authority and purpose

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

2. Summary of significant accounting policies and reporting practices

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

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

(b) Valuation of financial assets and liabilities

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

- Portfolio investments - fair value
- Cash and cash equivalents, Accounts receivable, Accounts payable and accrued liabilities, Debt - amortized cost
- Inventory - lower of cost and expected net realizable value

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

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

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

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

(c) Revenue recognition

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

Government grants, non-government grants and donations

Government transfers are referred to as government grants.

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

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2017*(thousands of dollars)*

(c) Revenue recognition

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

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

Grants and donations related to land

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

Endowment donations

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

Investment income

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

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

(d) Endowments

Endowments consist of:

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

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

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

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

(e) Inventory

Inventory is determined using the weighted average method.

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2017

(thousands of dollars)

(f) Tangible capital assets

Tangible capital asset acquisitions are recognized at cost, which includes amounts that are directly related, such as design, construction, development, improvement or betterment of the assets, and costs associated with asset retirement obligations. Cost includes overhead directly attributable to construction and development.

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

Buildings and utilities	10 - 40 years
Equipment, furnishings and systems	3 - 10 years
Learning resources	10 years

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

(g) Asset Retirement Obligations

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

(h) Employee future benefits

Pension

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

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

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

Long-term disability

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

Early retirement

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

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2017*(thousands of dollars)*

(h) Employee future benefits**Supplementary retirement plans**

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

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

Administrative/professional leave

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

General illness

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

(i) Investment in government partnerships

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

- Northern Alberta Clinical Trials and Research Centre (50% interest) - a joint venture with Alberta Health Services to support the shared missions of Alberta Health Services and the university for collaborative clinical research.
- TEC Edmonton (50% interest) - a joint venture with Edmonton Economic Development Corporation to stimulate entrepreneurialism, advance corporate development and accelerate commercialization of new ideas and technologies that benefit society.
- Tri-University Meson Facility (TRIUMF) (8.33% interest) - a joint venture with eleven other universities to operate a sub-atomic physics research facility.
- Western Canadian Universities Marine Sciences Society (20% interest) - provides research infrastructure in the marine sciences for member universities and the world-wide scientific community.

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

(j) Expense by function

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

Learning

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

Research

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

Facility operations and maintenance

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

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS YEAR ENDED MARCH 31, 2017

(thousands of dollars)

(j) Expense by function

Ancillary services

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

(k) Future accounting changes

In March 2015, the Public Sector Accounting Board issued PS 2200 Related party disclosures and PS 3420 Inter-entity transactions. In June 2015, the Public Sector Accounting Board issued PS 3210 Assets, PS 3320 Contingent assets, PS 3380 Contractual rights, and PS 3430 Restructuring transactions. These accounting standards are effective for fiscal years starting on or after April 1, 2017, with the exception of PS 3430, which is effective for fiscal years starting on or after April 1, 2018.

- PS 2200 - Related party disclosures defines a related party and identifies disclosures for related parties and related party transactions, including key management personnel and close family members.
- PS 3420 - Inter-entity transactions, establishes standards on how to account for and report transactions between public sector entities that comprise a government's reporting entity from both a provider and recipient perspective.
- PS 3210 - Assets provides guidance for applying the definition of assets set out in PS 1000, Financial statement concepts, and establishes general disclosure standards for assets.
- PS 3320 - Contingent assets defines and establishes disclosure standards for contingent assets.
- PS 3380 - Contractual rights defines and establishes disclosure standards on contractual rights.
- PS 3430 - Restructuring transactions defines a restructuring transaction and establishes standards for recognizing and measuring assets and liabilities transferred in a restructuring transaction.

Management is currently assessing the impact of these new standards on the consolidated financial statements. The university discloses transactions and balances related to the Government of Alberta in note 15.

3. Cash and cash equivalents

	2017	2016
Cash	\$ 3,789	\$ 7,097
Money market funds	14,979	5,994
	\$ 18,768	\$ 13,091

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

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2017

(thousands of dollars)

4. Portfolio investments

	2017	2016
Portfolio investments - non-endowment	\$ 849,115	\$ 808,612
Portfolio investments - restricted for endowments	1,304,254	1,149,716
	\$ 2,153,369	\$ 1,958,328

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

	2017				2016			
	Level 1 ⁽¹⁾	Level 2 ⁽²⁾	Level 3 ⁽³⁾	Total	Level 1	Level 2	Level 3	Total
Cash and money market funds	\$ 25,923	\$ 537,363	\$ 403	\$ 563,689	\$ 24,562	\$ 540,179	\$ 5,636	\$ 570,377
Canadian government and corporate bonds	-	244,609	-	244,609	-	204,620	-	204,620
Canadian equity	374,432	-	25,952	400,384	320,449	-	11,367	331,816
Foreign equity	791,130	-	14,019	805,149	691,047	-	8,749	699,796
Pooled hedge funds	-	52,064	-	52,064	-	70,819	-	70,819
Real estate funds	-	-	80,688	80,688	-	-	74,155	74,155
	1,191,485	834,036	121,062	2,146,583	1,036,058	815,618	99,907	1,951,583
Other at amortized cost				6,786				6,745
	\$ 1,191,485	\$ 834,036	\$ 121,062	\$ 2,153,369	\$ 1,036,058	\$ 815,618	\$ 99,907	\$ 1,958,328

The fair value measurements are those derived from:

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

As at March 31, 2017, the average effective yields and the terms to maturity are as follows:

- Money market funds: 1.09% (2016 - 0.84%); term to maturity: less than one year.
- Canadian government and corporate bonds: 1.19% (2016 - 0.76%); terms to maturity: range from less than one year to more than 10 years.

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

	2017	2016
Balance, beginning of year	\$ 99,907	\$ 90,019
Unrealized gains	531	4,362
Purchases	35,432	11,151
Proceeds on sale	(14,808)	(5,625)
	\$ 121,062	\$ 99,907

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS YEAR ENDED MARCH 31, 2017

(thousands of dollars)

5. Financial risk management

The university is exposed to the following risks:

Market price risk

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

The university assesses its portfolio sensitivity to a percentage increase or decrease in the market prices. The sensitivity rate is determined using the historical annualized standard deviation for the total Unitized Endowment Pool over a four year period as determined by the BNY Mellon Asset Servicing Global Risk Solutions consulting report. At March 31, 2017, if market prices had a 5.2% (2016 - 6.0%) increase or decrease, with all other variables held constant, the increase or decrease in accumulated remeasurement gains for the year would be \$67,821 (2016 - \$68,983).

Foreign currency risk

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

The impact of a change in value of the U.S. dollar is as follows:

Currency		Fair Value	2.5% decrease	1.0% decrease	1.0% increase	2.5% increase
U.S. dollar	U.S. and International Equity	\$ 805,149	\$ 785,020	\$ 797,098	\$ 813,200	\$ 825,278

Credit risk

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

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

- Money market funds: R-1(high) 59.2% (2016 - 66.9%); R-1(mid) 40.8% (2016 - 33.1%).
- Bonds: AAA 85.3% (2016 - 95.4%); AA 12.5% (2016 - 3.0%); not rated 0.2% (2016 - 1.6%).

Liquidity risk

Liquidity risk is the risk that the university will encounter difficulty in meeting obligations associated with its financial liabilities. The university maintains a portfolio of short-term investments with rolling maturity dates to manage short-term cash requirements. The university maintains a short-term line of credit to ensure that funds are available to meet current and forecasted financial requirements. In 2017, the line of credit was not drawn upon.

Interest rate risk

Interest rate risk is the risk to the university's earnings that will be affected by the fluctuation and degree of volatility in interest rates. This risk is managed by investment policies that limit the term to maturity of certain fixed income instruments that the university holds. Interest rate risk on the university's debt is managed through fixed rate agreements with Alberta Capital Finance Authority (note 7).

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

	< 1 year	1 - 5 years	> 5 years	Average effective market yield
	%	%	%	%
Money market funds	100.0	-	-	1.1
Canadian government and corporate bonds	-	65.4	34.6	1.2

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2017

(thousands of dollars)

6. Employee future benefit liabilities

	2017			2016		
	Academic staff	Support staff	Total	Academic staff	Support staff	Total
Universities Academic Pension Plan	\$ 157,557	\$ -	\$ 157,557	\$ 170,670	\$ -	\$ 170,670
Long-term disability	7,211	21,710	28,921	6,048	21,559	27,607
Early retirement	-	26,404	26,404	-	25,964	25,964
SRP (defined contribution)	22,339	-	22,339	18,271	-	18,271
SRP (defined benefit)	9,694	-	9,694	10,380	-	10,380
Administrative/professional leave	3,916	-	3,916	4,795	-	4,795
General illness	1,387	842	2,229	737	676	1,413
	\$ 202,104	\$ 48,956	\$ 251,060	\$ 210,901	\$ 48,199	\$ 259,100

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

Universities Academic Pension Plan (UAPP)

The UAPP is a multi-employer contributory joint defined benefit pension plan for academic staff members. An actuarial valuation of the UAPP was carried out as at December 31, 2014 and was then extrapolated to March 31, 2017, resulting in a UAPP deficit of \$763,861 (2016 - \$868,735) consisting of a pre-1992 deficit (\$806,430) and a post-1991 surplus (\$42,569). The university's portion of the UAPP deficit has been allocated based on its percentage of the plan's total employer contributions for the year.

The unfunded deficit for service prior to January 1, 1992 is financed by additional contributions of 1.25% (2016 - 1.25%) of salaries by the Government of Alberta. Employees and employers equally share the balance of the contributions of 3.54% (2016 - 3.54%) of salaries required to eliminate the unfunded deficit by December 31, 2043. The Government of Alberta's obligation for the future additional contributions is \$293,557 at March 31, 2017.

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

The university provides long-term disability and general illness defined benefits to its academic and support staff. An actuarial valuation of these benefits was carried out as at March 31, 2017. The long-term disability plan provides pension and non-pension benefits after employment, but before the employee's normal retirement date. The general illness plan provides similar benefits but for a maximum of 26 weeks (academic staff) or 120 days (support staff).

Early retirement

The early retirement benefits for support staff include a bridge benefit (2017 - \$19,511; 2016 - \$19,153) and a retirement allowance (2017 - \$6,893; 2016 - \$6,811). An actuarial valuation of these benefits was carried out as at March 31, 2017. The bridge benefit allows eligible employees who retire early to continue participating in several staff benefit programs between the date of early retirement and the end of the month in which the employee turns 65. Benefits include group life insurance, employee family assistance program, supplementary health care and dental care. The support staff retirement allowance provides eligible employees (those with 20 years of pensionable service at retirement date) one week's base pay per full year of employment to a maximum 25 days pay.

Supplementary retirement plan (SRP)

The university provides a non-contributory defined benefit supplementary retirement benefit to executive. The SRP obligation is calculated based on assumptions, including inflation, which are prescribed each month by the Canadian Institute of Actuaries. An actuarial valuation of these benefits was carried out as at March 31, 2017. The SRP was closed to new members effective June 30, 2014, as part of the approval of the new defined contribution SRP for executives.

Administrative/professional leave (leave)

The university provides for certain executive to accrue a paid leave at the end of their executive appointment. Upon completing their term of service, the individual's salary and benefits in effect at the end of the service are paid for the duration of the leave. The leave obligation is calculated based on assumptions, including inflation, which are prescribed each month by the Canadian Institute of Actuaries, which management has adopted as their best estimate. An actuarial valuation of these benefits was carried out as at March 31, 2017.

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2017

(thousands of dollars)

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

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

	2017				2016			
	UAPP	LTD, GI ⁽¹⁾	Early retirement ⁽¹⁾	SRP, leave ⁽¹⁾	UAPP	LTD, GI ⁽¹⁾	Early Retirement ⁽¹⁾	SRP, leave ⁽¹⁾
Expense								
Current service cost	\$ 42,135	\$ 16,393	\$ 1,019	\$ 1,066	\$ 41,758	\$ 12,747	\$ 1,092	\$ 1,139
Interest cost	9,222	1,735	1,055	656	13,169	1,671	1,108	684
Past service cost	-	-	-	-	-	-	-	175
Amortization of actuarial (gains) losses	(2,609)	376	(280)	(455)	3,139	59	(250)	(266)
	\$ 48,748	\$ 18,504	\$ 1,794	\$ 1,267	\$ 58,066	\$ 14,477	\$ 1,950	\$ 1,732
Liability								
Accrued benefit obligation								
Balance, beginning of year	\$ 1,071,971	\$ 30,317	\$ 23,099	\$ 14,326	\$ 1,076,035	\$ 29,634	\$ 22,628	\$ 13,415
Current service cost	42,135	16,393	1,019	1,066	41,758	12,747	1,092	1,140
Interest cost	65,463	1,735	1,055	656	66,708	1,671	1,108	684
Past service cost	-	-	-	-	-	-	-	175
Benefits paid	(46,125)	(16,374)	(1,354)	(2,832)	(48,447)	(15,171)	(1,251)	(608)
Actuarial (gains) losses	14,312	1,695	(4,617)	832	(64,083)	1,436	(478)	(480)
Balance, end of year	1,147,756	33,766	19,202	14,048	1,071,971	30,317	23,099	14,326
Plan assets	(1,030,922)	-	-	-	(929,474)	-	-	-
Plan deficit	116,834	33,766	19,202	14,048	142,497	30,317	23,099	14,326
Unamortized actuarial gains (losses)	40,723	(2,616)	7,202	(438)	28,173	(1,297)	2,865	849
	\$ 157,557	\$ 31,150	\$ 26,404	\$ 13,610	\$ 170,670	\$ 29,020	\$ 25,964	\$ 15,175

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

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

	2017			2016		
	UAPP	SRP, leave	LTD, GI, early retirement	UAPP	SRP, leave	LTD, GI, early retirement
	%	%	%	%	%	%
Accrued benefit obligation						
Discount rate	6.0	4.4	4.4	6.0	4.5	4.5
Long-term average compensation increase	3.0	2.0	3.0	3.0	2.0	3.0
Benefit cost						
Discount rate	6.0	4.5	4.4	6.1	4.8	4.5
Long-term average compensation increase	3.0	2.0	3.0	3.5	2.0	3.0
Alberta inflation (long-term)	2.0	2.2	2.0	2.0	1.8	2.0
Estimated average remaining services life	10.8 yrs	- ⁽¹⁾	1 - 14 yrs	10.8 yrs	- ⁽¹⁾	3 - 11 yrs

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

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS YEAR ENDED MARCH 31, 2017

(thousands of dollars)

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

Public Service Pension Plan (PSPP)

The PSPP is a multi-employer contributory defined benefit pension plan for support staff members. As the university does not have sufficient information to follow the accounting standards for defined benefit plans, it is accounted for on a defined contribution basis. The pension expense recognized in these consolidated financial statements is \$32,769 (2016 - \$32,342).

An actuarial valuation of the PSPP was carried out as at December 31, 2014 and was then extrapolated to December 31, 2016. At December 31, 2016, the PSPP reported an actuarial surplus of \$302,975 (2015 - deficit of \$133,188). For the year ended December 31, 2016 PSPP reported employer contributions of \$350,083 (2015 - \$347,759). For the 2016 calendar year, the university's employer contributions were \$32,256 (2015 calendar year - \$32,342).

(c) Defined contribution plans

Supplementary retirement plans (SRP)

The university provides non-contributory defined contribution supplementary retirement benefits to eligible executive and academic staff members. The expense recognized in these consolidated financial statements is \$4,068 (2016 - \$1,745).

7. Debt

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

	Maturity Date	Interest rate %	2017	2016
Collateral				
Title to land, building	August 2024 - June 2045	3.243 - 6.000	\$ 129,565	\$ 116,184
Cash flows from facility	June 2017 - December 2047	4.814 - 6.250	49,988	53,186
General Security Agreement	December 2028 - June 2034	2.459 - 3.623	50,959	53,350
None	June 2017 - September 2036	2.599 - 8.750	20,050	24,092
Balance, end of year			\$ 250,562	\$ 246,812

Interest expense on debt recognized in these consolidated financial statements is \$9,585 (2016 - \$10,137).

Land and buildings pledged as collateral have a net book value of \$239,294 (2016 - \$181,193).

The university has entered into agreements for an additional \$104,700 in debt for fiscal 2018.

Principal and interest payments are as follows:

	Principal	Interest	Total
2018	\$ 13,314	\$ 10,731	\$ 24,045
2019	11,584	10,142	21,726
2020	11,693	9,610	21,303
2021	12,239	9,064	21,303
2022	11,304	8,491	19,795
Thereafter	190,428	74,543	264,971
	\$ 250,562	\$ 122,581	\$ 373,143

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2017

(thousands of dollars)

8. Deferred revenue

	2017			2016
	Unspent externally restricted grants and donations	Student tuition and other revenue	Total	Total
Balance, beginning of year	\$ 487,235	\$ 22,493	\$ 509,728	\$ 526,830
Net change for the year				
Grants, donations, endowment spending allocation and tuition	629,274	328,024	957,298	865,700
Transfers to spent deferred capital contributions	(43,631)	-	(43,631)	(59,204)
Recognized as revenue	(538,430)	(324,545)	(862,975)	(823,598)
Net change for the year	47,213	3,479	50,692	(17,102)
Balance, end of year	\$ 534,448	\$ 25,972	\$ 560,420	\$ 509,728

9. Spent deferred capital contributions

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

	2017	2016
Balance, beginning of year	\$ 1,992,440	\$ 2,050,263
Net change for the year		
Transfers from unspent externally restricted grants and donations	43,631	59,204
Expended capital recognized as revenue	(114,315)	(117,027)
Net change for the year	(70,684)	(57,823)
Balance, end of year	\$ 1,921,756	\$ 1,992,440

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2017

(thousands of dollars)

10. Tangible capital assets

	2017					2016
	Buildings and utilities	Equipment, furnishings and systems	Learning resources	Land	Total	Total
Cost						
Beginning of year	\$ 3,409,044	\$ 1,327,465	\$ 404,693	\$ 88,783	\$ 5,229,985	\$ 5,088,349
Acquisitions	77,652	42,058	25,001	564	145,275	149,906
Disposals	(1,413)	(37,760)	-	(5,390)	(44,563)	(8,270)
	3,485,283	1,331,763	429,694	83,957	5,330,697	5,229,985
Accumulated amortization						
Beginning of year	1,168,477	1,018,702	297,254	-	2,484,433	2,318,271
Amortization expense	86,635	67,973	18,948	-	173,556	173,301
Disposals	(1,165)	(37,047)	-	-	(38,212)	(7,139)
	1,253,947	1,049,628	316,202	-	2,619,777	2,484,433
Net book value, March 31, 2017	\$ 2,231,336	\$ 282,135	\$ 113,492	\$ 83,957	\$ 2,710,920	\$ 2,745,552
Net book value, March 31, 2016	\$ 2,240,567	\$ 308,763	\$ 107,439	\$ 88,783	\$ 2,745,552	

Included in buildings and utilities is \$107,711 (2016 - \$35,709) recognized as construction in progress, which is not amortized as the assets are not in service.

Acquisitions include in kind donations in the amount of \$2,922 (2016 - \$18,110).

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

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2017

(thousands of dollars)

11. Net assets

	2017				2016			
	Accumulated deficit from operations	Investment in tangible capital assets	Endowments	Total	Accumulated deficit from operations	Investment in tangible capital assets	Endowments	Total
Net assets, beginning of year	\$ (23,782)	\$ 551,391	\$ 1,149,716	\$ 1,677,325	\$ (2,187)	\$ 509,431	\$ 1,181,493	\$ 1,688,737
Annual operating surplus	25,077	-	-	25,077	33,062	-	-	33,062
Endowments								
New donations	-	-	31,996	31,996	-	-	20,885	20,885
Capitalized investment income	-	-	26,277	26,277	-	-	8,414	8,414
Transfer to endowments	(2,672)	-	2,672	-	(841)	-	841	-
Tangible capital assets								
Acquisitions	(97,494)	97,494	-	-	(91,917)	91,917	-	-
Debt repayment	(10,551)	10,551	-	-	(10,201)	10,201	-	-
Debt - new financing	15,215	(15,215)	-	-	3,884	(3,884)	-	-
Amortization	59,241	(59,241)	-	-	56,274	(56,274)	-	-
Change in accumulated remeasurement gains	18,900	-	93,593	112,493	(11,856)	-	(61,917)	(73,773)
Net assets, end of year	\$ (16,066)	\$ 584,980	\$ 1,304,254	\$ 1,873,168	\$ (23,782)	\$ 551,391	\$ 1,149,716	\$ 1,677,325

Net assets is comprised of:

Accumulated surplus	\$ (53,157)	\$ 584,980	\$ 1,092,046	\$ 1,623,869	\$ (41,973)	\$ 551,391	\$ 1,031,101	\$ 1,540,519
Accumulated remeasurement gains	37,091	-	212,208	249,299	18,191	-	118,615	136,806
	\$ (16,066)	\$ 584,980	\$ 1,304,254	\$ 1,873,168	\$ (23,782)	\$ 551,391	\$ 1,149,716	\$ 1,677,325

12. Contingent liabilities

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

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2017

(thousands of dollars)

13. Contractual obligations

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

	Capital projects	Service contracts	Long-term leases	Total
2018	\$ 167,750	\$ 75,340	\$ 4,845	\$ 247,935
2019	16,202	36,810	3,646	56,658
2020	4,462	21,910	2,805	29,177
2021	1,937	5,506	1,905	9,348
2022	-	-	1,254	1,254
Thereafter	-	-	4,568	4,568
	\$ 190,351	\$ 139,566	\$ 19,023	\$ 348,940

The significant service contracts are as follows:

- In order to manage its exposure to the volatility in the electrical industry, the university has entered into contracts to fix a portion of its electrical cost. The six contracts (2016 - five contracts) with expenditures totaling \$44,032 (2016 - \$67,552) expire over the next three years.
 - Effective August 1, 2015, the university entered into an agreement with an external party for dining and catering services. The agreement has three years remaining with a total estimated cost of \$34,667 (2016 - \$45,067).
 - Effective July 1, 2015, the university entered into an agreement for infrastructure management services. The agreement has four years remaining with a cost of \$14,625 (2016 - \$14,809). Effective July 1, 2015, the university entered into an agreement for application management services. The agreement has three months remaining with a cost of \$1,125 (2016 - \$3,761, one year remaining).
 - Effective August 1, 2014, the university entered into an agreement with an external party for custodial services. The agreement has four months remaining with a cost of \$3,000 (2016 - \$9,911).
- (b) The university is one of 61 members of CURIE, the Canadian Universities Reciprocal Insurance Exchange, a self-insurance reciprocal established to share the insurable property, liability, and errors and omissions risks of member universities. The projected cost of claims against the exchange is based on actuarial projections and is funded through members' premiums. As at December 31, 2016, CURIE had a surplus of \$84,907 (2015 - \$69,679), of which the university's pro rata share is approximately 7.23% (2016 - 7.19%). This surplus is not recognized in the consolidated financial statements.

14. Budget

The university's 2016-17 budget was approved by the Board of Governors and was presented to the Minister of Advanced Education as part of the university's submission of its 2016-17 Comprehensive Institutional Plan.

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2017
(thousands of dollars)

15. Government of Alberta grants

	2017	2016
Advanced Education - Campus Alberta grant	\$ 628,276	\$ 607,963
Advanced Education - other grants	128,775	105,907
Health - Academic Alternative Relationship Plans	73,000	75,753
Health - other grants	23,940	65,439
Economic Development and Trade	61,019	-
Alberta Health Services	9,448	9,191
Other departments and agencies	10,725	15,200
	935,183	879,453
Expended capital recognized as revenue	71,351	86,482
Deferred revenue	(59,904)	(7,778)
	\$ 946,630	\$ 958,157
Accounts Receivable		
Advanced Education	\$ 1,984	\$ 1,354
Other GOA departments and agencies	20,177	8,254
Other post secondary institutions	1,142	821
	\$ 23,303	\$ 10,429
Accounts Payable		
Advanced Education	\$ 423	\$ 1,675
Other GOA departments and agencies	3,441	3,549
Other post secondary institutions	188	1,662
	\$ 4,052	\$ 6,886

The university holds \$6,347 (2016 - \$8,511) on behalf of government agencies.

In fiscal 2017, the four Alberta Innovates corporations (previously under Advanced Education and Health) were placed under Economic Trade and Development.

16. Expense by object

	2017 Budget	2017	2016
Salaries	\$ 930,206	\$ 938,672	\$ 900,113
Employee benefits	188,462	182,949	183,340
Materials, supplies and services	306,371	294,276	305,594
Maintenance and repairs	91,960	95,561	111,398
Scholarships and bursaries	87,105	108,066	89,303
Utilities	58,645	49,814	43,860
Amortization of tangible capital assets	176,233	173,556	173,301
	\$ 1,838,982	\$ 1,842,894	\$ 1,806,909

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2017

(thousands of dollars)

17. Salaries and employee benefits

2017								
	Base salary ⁽⁷⁾	Other cash benefits ⁽⁸⁾	Non-cash benefits ⁽⁹⁾	Non-cash benefits (DB SRP) ⁽¹⁰⁾	Non-cash benefits (DC SRP) ⁽¹¹⁾	Non-cash benefits (leave) ^{(12),(13)}	Total	
Governance ⁽¹⁾								
Board of Governors	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Executive								
President	500	95	48	25	65	91	824	
Provost and Vice-President (Academic) ⁽¹³⁾	415	-	41	-	37	-	493	
Vice-President (Research)	520	-	7	115	-	104	746	
Vice-President (Facilities and Operations) ⁽²⁾	425	5	43	64	13	41	591	
Vice-President (Finance and Administration) ⁽²⁾	442	5	44	85	16	46	638	
Vice-President (University Relations) ⁽³⁾	313	40	45	50	-	38	486	
Vice-President (Advancement)	375	9	42	-	24	33	483	
2016								
	Base salary ⁽⁷⁾	Other cash benefits ⁽⁸⁾	Non-cash benefits ⁽⁹⁾	Non-cash benefits (DB SRP) ⁽¹⁰⁾	Non-cash benefits (DC SRP) ⁽¹¹⁾	Non-cash benefits (leave) ^{(12),(13)}	Total	
Governance ⁽¹⁾								
Board of Governors	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Executive								
President ⁽⁴⁾	508	39	89	127	21	104	888	
Provost and Vice-President (Academic) ^{(5),(13)}	375	27	37	-	18	-	457	
Vice-President (Research)	506	-	42	109	-	125	782	
Vice-President (Facilities and Operations)	479	-	41	156	-	92	768	
Vice-President (Finance and Administration)	469	-	32	131	-	40	672	
Vice-President (University Relations)	375	9	41	89	-	208	722	
Vice-President (Advancement) ⁽⁶⁾	374	11	42	-	7	16	450	

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

⁽²⁾ In 2017, two individuals held this position.

⁽³⁾ In 2017, two individuals held this position. The interim Vice-President (University Relations) did not participate in any executive benefit programs.

⁽⁴⁾ In 2016, two individuals held this position.

⁽⁵⁾ In 2016, two individuals held this position. The interim Provost and Vice-President (Academic) did not participate in any executive benefit programs.

⁽⁶⁾ In 2016, two individuals held this position. The interim Vice-President (Advancement) did not participate in any executive benefit programs.

⁽⁷⁾ Base salary includes pensionable base pay for all executive. Certain base salary amounts also include a retroactive salary settlement and a reduction for the optional personal leave program (days off without pay).

⁽⁸⁾ Other cash benefits include market supplements, academic executive allowances, car allowances, mobile device allowances and honoraria.

⁽⁹⁾ Non cash benefits include the university's share of all employee benefits and contributions or payments made on behalf of employees including pension, group life insurance, employee and family assistance program, critical illness, supplementary health care, short and long term disability plans, and dental plan. Benefits for some of the executive also include parking, supplemental life insurance, forgivable housing loans, reimbursement for legal fees and club dues. Additional non cash benefits for the former President include expenses related to the personal use portion of the residence which the former President rented from the university.

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS YEAR ENDED MARCH 31, 2017

(thousands of dollars)

17. Salaries and employee benefits

⁽¹⁰⁾ Under the terms of the Defined Benefit Supplementary Retirement Plan (DB SRP), the executive may receive supplemental payments. Retirement arrangement costs as detailed below are not cash payments in the period but are period expenses for the rights to future compensation. Costs shown reflect the total estimated cost to provide supplementary retirement benefits. The DB SRP provides future benefits to participants based on years of service and earnings. The cost of these benefits is actuarially determined using the projected benefit method pro rated on service, a market interest rate, and other assumptions included in the Canadian Institute of Actuaries' lump sum commuted value standard. Net actuarial gains and losses of the benefit obligations are amortized over the remaining terms of the participants' contracts. Current service cost is the actuarial present value of the benefits earned in the current year. The DB SRP was closed to new members effective June 30, 2014.

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

	2016		2017			
	Years of eligible University of Alberta service	Accrued obligation	Service costs	Interest and other costs	Actuarial (gain) loss	Accrued obligation ^(10e)
President ^(10a)	1.8	\$ 18	\$ 24	\$ 1	\$ (13)	\$ 30
Vice-President (Research)	9.8	812	93	22	44	971
Former Vice-President (Facilities and Operations) ^(10b)	14.1	1,260	40	24	-	1,324
Former Vice-President (Finance and Administration) ^(10c)	14.9	1,236	51	34	-	1,321
Former Vice-President (University Relations) ^(10d)	6.3	443	39	11	209	702

^(10a) The DB SRP was closed to new members effective June 30, 2014. However, a portion of the supplementary retirement benefit for the current President is calculated on a defined benefit basis, and the liability will be disclosed on this basis as service is provided.

^(10b) Includes service to August 31, 2016 and the accrued obligation shown is at August 31, 2016.

^(10c) Includes service to October 31, 2016 and the accrued obligation shown is at October 31, 2016.

^(10d) Includes service to September 30, 2016, amount to be paid out in fiscal 2018.

^(10e) The significant actuarial assumptions used to measure the accrued obligation are disclosed in (note 6).

⁽¹¹⁾ Under the terms of the executive Defined Contribution Supplementary Retirement Plan (DC SRP), the executive may receive supplemental payments. Retirement arrangement costs as detailed below are not cash payments in the period but are period expenses for the rights to future compensation. Costs shown reflect the total cost to provide supplementary retirement benefits. The DC SRP provides future benefits to participants based on the value of the contributions at the end of their service. The cost of these benefits is calculated based on pensionable salary multiplied by a factor based on age and service. The DC SRP was introduced effective July 1, 2014, for all executives commencing employment on or after that date.

The DC SRP current service cost and amount due is as follows:

	2016		2017		
	Years of eligible University of Alberta service	Amounts due to participants	Service costs	Interest and investment earnings ^(11a)	Amounts due to participants
President	1.8	\$ 21	\$ 61	\$ 4	\$ 86
Provost and Vice-President (Academic)	1.8	18	35	2	55
Vice-President (Facilities and Operations)	0.6	-	13	-	13
Vice-President (Finance and Administration)	0.4	-	16	-	16
Vice-President (Advancement)	1.5	7	23	1	31

^(11a) Contributions are made on an annual basis at the end of the plan (calendar) year. Interest is paid in lieu of contributions being made every month. Investment earnings are distributed to each plan participant based on the overall return of the plan's investments.

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2017

(thousands of dollars)

(12) The leave plan current service cost and accrued obligation is as follows:

	2016		2017			
	Years of eligible University of Alberta service	Accrued obligation	Service costs	Interest and other costs	Actuarial losses (gains)	Accrued obligation ^(12c)
President	1.8	\$ 65	\$ 87	\$ 4	\$ 3	\$ 159
Vice-President (Research)	9.8	903	103	1	40	1,047
Vice-President (Facilities and Operations)	0.6	-	18	1	-	19
Former Vice-President (Facilities and Operations) ^(12a)	13.0	1,219	-	22	-	1,241
Vice-President (Finance and Administration)	0.4	-	14	1	-	15
Former Vice-President (Finance and Administration) ^(12b)	13.0	1,211	-	31	-	1,242
Former Vice-President (University Relations)	6.3	210	37	1	(248)	-
Vice-President (Advancement)	1.5	16	32	1	1	50

^(12a) Includes service to August 31, 2016 and the accrued obligation shown is at August 31, 2016.

^(12b) Includes service to October 31, 2016 and the accrued obligation shown is at October 31, 2016.

^(12c) The significant actuarial assumptions used to measure the accrued obligation are disclosed in (note 6).

⁽¹³⁾ The Provost and Vice-President (Academic) participates in the administrative leave program available to faculty members in eligible administrative positions. Under that administrative leave program, an individual must apply for and receive approval for a leave; therefore, there is no leave accrual.

18. Approval of financial statements

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

19. Comparative figures

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



APPENDIX A: ENROLMENT TABLE

ANNUAL REPORT 2016-17

U OF A INFORMATION

GOA INFORMATION

FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM
Agric, Life & Environ Sciences	Undergraduate	Degree	Bachelor of Arts in Environmental Studies
			Bachelor of Science in Agricultural/Food Business Management
			Bachelor of Science in Agriculture
			Bachelor of Science in Animal Health
			Bachelor of Science in Environmental and Conservation Sciences
			Bachelor of Science in Forest Business Management
			Bachelor of Science in Forestry
			Bachelor of Science in Human Ecology

TARGETS

GOA SPECIALIZATION	2015-16 ACTUAL FLE	2016-17 PRELIMINARY FLE	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET
	1245.707	1261.998	1227	1227	1227
Environmental Studies	27.100	29.800			
Agricultural Business Management	33.000	24.581			
Agricultural/Food Business Management	3.400	4.763			
Food Business Management	14.300	13.400			
Agriculture	18.991	23.102			
Agriculture and Resource Economics	22.627	22.932			
Animal Science	59.314	66.015			
Crop and Horticultural Science	27.656	0			
Crop Science	0	30.859			
Range and Pasture Management	0	0			
Sustainable Agricultural Systems	15.838	17.138			
Companion Animal Health	115.700	128.800			
Food Animal Health	15.300	19.300			
Food Safety and Quality	3.300	1.300			
Conservation Biology	119.776	124.844			
Environmental and Conservation Sciences	1.426	3.320			
Environmental Economics and Policy	35.281	27.731			
Human Dimensions of Environmental Management	20.625	15.913			
Land Reclamation	106.082	96.062			
Northern Systems	13.600	13.000			
Wildlife and Rangeland Conservation	11.913	12.182			
Forest Business Management	7.006	6.259			
Forest Management	0	0			
Forest Resources	0	0			
Forestry	51.345	54.513			
Clothing, Textiles and Material Culture	52.825	46.314			
Family Ecology	76.951	94.678			
Human Ecology	5.256	3.170			

U OF A INFORMATION

GOA INFORMATION

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

TARGETS

GOA SPECIALIZATION	2015-16 ACTUAL FLE	2016-17 PRELIMINARY FLE	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET
Dietetics	0	32.700			
Food Science and Technology	35.500	27.800			
Nutrition	113.643	74.105			
Nutrition and Food	116.517	65.978			
Nutrition and Food Science	104.428	173.857			
Car and Tech Studies:Human Ecology	11.969	3.500			
Human Dimensions in Environmental Management	5.038	4.082			
	445.234	461.817	225	225	225
Agricultural, Food, and Nutritional Science	0	0.476			
Renewable Resources	0.572	0.858			
Rural Economy	2.716	1.001			
Human Ecology	10.218	13.722			
Agricultural, Food, and Nutritional Science	0.905	0.572			
Renewable Resources	5.716	10.578			
Agricultural, Food, and Nutritional Science	193.619	186.618			
Human Ecology	15.946	20.169			
Renewable Resources	158.229	172.672			
Rural Economy	57.313	55.151			
	369.024	370.140	215	215	215
Agricultural, Food, and Nutritional Science	234.724	234.153			
Human Ecology	22.940	20.910			
Renewable Resources	92.032	95.752			
Rural Economy	19.328	19.325			

U OF A INFORMATION

GOA INFORMATION

FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM
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Arts	Undergraduate		
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		Degree	
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			Bachelor of Arts
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TARGETS

GOA SPECIALIZATION	TARGETS				
	2015-16 ACTUAL FLE	2016-17 PRELIMINARY FLE	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET
	4764.729	4733.726	4871	4871	4871
Ancient and Medieval History	4.700	7.300			
Anthropology	118.800	103.900			
Art and Design	121.500	108.100			
Art History	21.000	15.300			
Arts General	846.402	845.020			
Chinese Language and Literature	7.400	4.700			
Classics	24.000	20.500			
Classics/Greek/Latin Combination	1.000	2.600			
Combined Chinese/Japanese	3.000	1.700			
Combined French/Italian	0	0			
Combined French/Spanish	7.300	4.600			
Combined German/Scandinavian	0	0			
Combined Italian/Spanish	0	0			
Combined Polish/Russian	0	0			
Combined Russian/Ukrainian	0	0			
Comparative Literature	6.900	9.600			
Drama	60.300	82.733			
East Asian Languages and Literature	21.200	7.600			
East Asian Studies	46.302	65.300			
Economics	866.600	734.454			
English	220.500	219.300			
Film and Media Studies	22.600	23.200			
French Language and Literature	27.200	29.400			
German Language and Literature	18.900	19.666			
History	141.750	147.000			
Human Geography	68.400	76.150			
Italian Studies	0	0			
Japanese Language and Literature	0	0			
Latin American Studies	5.400	3.600			
Linguistics	107.650	105.533			
Mathematics (Arts)	40.200	67.200			
Middle Eastern and African Studies	1.100	0			
Music	19.800	24.750			
Philosophy	56.500	57.800			
Planning	53.300	45.100			
Political Science	369.500	373.666			

U OF A INFORMATION

GOA INFORMATION

FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM
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Bachelor of Arts in Criminology

Bachelor of Arts in Drama/Bachelor of Education Secondary

Bachelor of Arts in Environmental Studies

Bachelor of Design

Bachelor of Fine Arts in Art and Design

Bachelor of Fine Arts in Drama

Bachelor of Music

Combined Bachelor of Music/Bachelor of Education

TARGETS

GOA SPECIALIZATION	TARGETS				
	2015-16 ACTUAL FLE	2016-17 PRELIMINARY FLE	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET
Psychology (Arts)	686.000	716.850			
Religious Studies	8.800	11.200			
Romance Languages	0.500	0			
Russian Language and Literature	0	0			
Scandinavian Language and Literature	6.200	3.800			
Sociology	286.600	295.700			
Spanish Language and Literature	21.200	17.800			
Ukrainian Folklore	0	0			
Ukrainian Language and Literature	0.500	0			
Women's and Gender Studies	28.700	37.050			
Women's History	0	0			
Criminology	41.900	40.900			
Drama	35.150	32.200			
Environmental Studies	5.600	7.900			
Business/Marketing Route	30.966	37.539			
Computing Science Route	0.800	0.600			
Design Engineering Route	12.614	20.376			
Design General Route	62.828	63.191			
Printmaking Route	1.419	0			
Social Sciences Route	8.400	8.847			
Art and Design	71.000	81.100			
Acting	34.707	33.984			
Technical Theatre	28.061	29.019			
Theatre Design	9.637	13.170			
Composition and Theory	1.091	1.183			
General Route	34.142	39.597			
Music History	0	0			
Performance	16.004	14.367			
School Music	0	0			
Music	22.706	21.581			
Music and Secondary Education	0	0			

U OF A INFORMATION

GOA INFORMATION

FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM
Arts	Masters & Other GS	Degree	Combined Master of Arts/Master of Library Information Studies
			Master of Arts
			Master of Arts in Humanities Computing
			Master of Design
			Master of Fine Arts
			Master of Music

TARGETS

GOA SPECIALIZATION	2015-16 ACTUAL FILE	2016-17 PRELIMINARY FILE	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET
	438.717	462.021	393	393	393
Humanities Computing	11.566	10.300			
Anthropology	24.659	34.989			
Art and Design	14.497	12.996			
Comparative Literature Program	2.332	0.666			
Drama	8.669	7.499			
East Asian Studies	21.993	23.495			
Economics	55.861	52.687			
English and Film Studies	26.163	25.496			
Gender and Social Justice Studies	0	8.002			
History and Classics	33.777	37.224			
Linguistics	0.667	1.500			
Modern Languages and Cultural Studies	24.664	22.495			
Music	13.328	5.832			
Philosophy	15.165	22.495			
Political Science	25.666	25.497			
Psychology	6.831	5.498			
Religious Studies Program	9.998	5.998			
Sociology	21.660	24.830			
Anthropolgy	1	1.666			
English and Film Studies	0.500	0			
Humanities Computing	2.333	2			
Interdisciplinary Studies	31.656	32.491			
Library and Information Studies	1.000	3.666			
Modern Languages and Cultural Studies	0	0			
Religious Studies Program	1.167	1.833			
Sociology	0	1			
Art and Design	9.625	11.750			
Art and Design	18.625	16.125			
Drama	17.792	15.875			
Music	14.529	19.622			

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GOA INFORMATION

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

GOA SPECIALIZATION	2015-16 ACTUAL FILE	2016-17 PRELIMINARY FILE	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET
Linguistics	7.332	10.332			
Psychology	15.662	18.162			
	579.445	609.445	449	449	449
Music	23.771	23.825			
Anthropology	37.156	40.319			
Art and Design (Dept)	6.998	6.664			
Comparative Literature Program	16.661	15.495			
Drama	6.333	7.998			
Economics	29.660	29.492			
English and Film Studies	97.809	110.633			
History and Classics	50.931	56.596			
Linguistics	32.159	34.491			
Modern Languages and Cultural Studies	53.487	49.317			
Music	22.994	25.327			
Philosophy	24.164	26.992			
Political Science	49.653	48.486			
Psychology	48.152	50.648			
Religious Studies	12.664	17.330			
Sociology	66.853	65.832			
	896.365	915.812	899	899	899
Art	23.199	27.666			
Arts General	61.030	51.982			
Biology	7.882	5.533			
Chemistry	1.400	1.500			
Drama	8.149	14.899			
Economics	13.933	13.650			
English	25.666	23.099			
Environmental Studies	16.232	18.033			
History	20.733	22.132			
Mathematics and Physics	1.800	1.200			
Modern Languages	3.000	6.034			
Music	10.683	8.816			

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GOA INFORMATION

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

GOA SPECIALIZATION	2015-16 ACTUAL FILE	2016-17 PRELIMINARY FILE	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET
Philosophy and Religion	4.600	6.000			
Physical Education	54.209	63.893			
Political Studies	13.349	16.366			
Psychology	53.862	79.748			
Sociology	16.599	16.233			
Bachelor of Management in Business Economics	115.827	106.399			
Comprehensive	2.565	4.027			
Piano	2.917	3.044			
Voice	8.025	8.442			
Biology	105.145	110.893			
Chemistry	43.081	40.148			
Computing Science	23.482	27.631			
Environmental Science	43.132	40.701			
Mathematics and Physics	19.298	21.665			
Physical Education	124.869	115.797			
Psychology	27.916	25.865			
Science General	43.782	34.416			
	1743.200	1740.766	1786	1786	1786
Accounting	574.500	563.750			
Business	84.550	79.900			
Business Economics and Law	121.950	117.083			
Business Studies	25.600	29.300			
Decision and Information Systems	0	0			
East Asian Business Studies	2.300	3.000			
European Business Studies	1	1.200			
Finance	469.400	480.100			
Human Resource Management	93.500	80.700			
International Business	41.350	33.600			
Latin American Business Studies	1.400	0			
Management Information Systems	49.150	63.300			
Management Science	1.000	0.500			
Marketing	156.600	166.483			
Operations Management	59.900	63.600			

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

TARGETS

GOA SPECIALIZATION	2015-16 ACTUAL FLE	2016-17 PRELIMINARY FLE	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET
Retailing and Service	1.500	1.400			
Strategic Management and Organization	59.500	56.850			
	511.296	530.040	234	234	234
Business-MBA	4.102	3.108			
Business-MBA	0.100	0			
Business-MBA	0.717	0.400			
Business-MBA	0	0			
Business PhD	65.259	72.643			
Business-MBA	73.473	66.952			
Business-MBA	229.017	244.897			
FastTrack MBA	42.878	43.962			
Financial Management	95.750	97.078			
Innovation and Entrepreneurship	0	1.000			
	65.259	72.643	60	60	60
Business PhD	65.259	72.643			
	2443.639	2582.944	2551	2551	2551
Drama	6.200	9.400			
Drama Education	1.600	0			
Elementary Education	1157.800	1162.616			

TARGETS

GOA SPECIALIZATION	TARGETS				
	2015-16 ACTUAL FILE	2016-17 PRELIMINARY FILE	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET
Art	51.900	58.200			
Biological Sciences Education	154.800	180.550			
Chemistry Education	44.800	54.100			
CTS: Business, Administration and Finance	1.400	2.700			
CTS: Computer Science	22.400	38.500			
CTS: Human Sciences	44.200	57.100			
Drama Education	34.200	31.900			
English Language Arts	221.500	226.250			
General Science	39.900	51.200			
Mathematics Education	118.300	134.000			
Music Education	21.400	26.900			
Physical Education	36.050	52.900			
Physical Sciences Education	9.500	17.300			
Physics Education	32.300	35.100			
Second Language - Cree	1.700	1.100			
Second Language - French	29.300	33.800			
Second Language - German	4.300	4.800			
Second Language - Italian	0.400	1.400			
Second Language - Japanese	8.300	8.200			
Second Language - Spanish	21.600	26.500			
Second Language - Ukrainian	1.200	0			
Second Languages - Other	3.400	2.400			
Social Studies	253.950	257.000			
Elementary Education	0.900	0.900			
Native Studies	1.200	0.900			
Native Studies and Elementary Education	0.600	1.600			
Art	0	0.600			
Physical Education	0	0			
Social Studies	4.100	2.700			
Generalist	2.865	4.400			
Physical Educ and Elementary Educ	6.355	0			
Physical Education and Health	64.921	47.900			

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GOA INFORMATION

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

TARGETS

GOA SPECIALIZATION	2015-16 ACTUAL FILE	2016-17 PRELIMINARY FILE	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET
Music	5.900	4.000			
Music and Secondary Education	0.500	0			
Music Education	2.365	2.928			
Biological Sciences Education	3.600	4.800			
Chemistry Education	0	1.000			
Mathematical Sciences Education	1.100	1.000			
Physical Sciences Education	0.800	2.800			
Science & Education - Secondary Rt	19.133	15.300			
Career and Technology Studies: Human Ecology	2.100	6.000			
Human Ecology and Education	0	0.900			
Human Ecology Concentration	0.800	1.000			
Educational Psychology	1.600	1.900			
Elementary Education	0.100	3.400			
Secondary Education	2.300	5.000			
	461.186	453.571	409	409	409
Educational Policy Studies	51.191	53.762			
Educational Psychology	94.830	96.230			
Educational Studies	75.504	63.778			
Elementary Education	49.360	49.662			
Health Sciences Education	15.423	15.140			
Secondary Education	34.889	32.170			
Library and Information Studies	139.703	142.829			
Educational Policy Studies	0.286	0			
	354.194	355.188	349	349	349
Educational Policy Studies	3.668	3.668			
Elementary Education	0	1.333			
Secondary Education	15.163	13.996			

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GOA INFORMATION

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

TARGETS

GOA SPECIALIZATION	2015-16 ACTUAL FILE	2016-17 PRELIMINARY FILE	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET
Educational Policy Studies	74.485	74.817			
Educational Psychology	130.077	144.079			
Elementary Education	47.821	37.487			
Secondary Education	82.980	79.808			
	4205.760	4096.999	4500	4500	4500
Chemical Engineering	225.916	208.904			
Chemical Engineering - Process Control	30.231	30.920			
Chemical Engineering Co-op	337.120	289.355			
Chemical Engineering - Process Control Co-op	33.670	27.134			
Civil Engineering	185.417	200.215			
Civil Engineering Co-op	343.618	341.548			
Environmental Engineering	56.205	61.182			
Environmental Engineering Co-op	52.662	57.091			
Computer Engineering	60.022	74.728			
Computer Engineering - Software Engineering	4.504	3.113			
Computer Engineering Co-op	56.912	60.087			
Computer Engineering - Software Engineering Co-op	53.384	69.563			
Electrical Engineering	248.544	242.818			
Electrical Engineering Co-op	157.932	171.599			
Engineering General	907.188	837.061			
Engineering Physics	48.794	61.003			

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GOA INFORMATION

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

TARGETS

GOA SPECIALIZATION	2015-16 ACTUAL FILE	2016-17 PRELIMINARY FILE	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET
Materials Engineering	80.062	49.648			
Materials Engineering Co-op	70.212	69.616			
Mechanical Engineering	348.940	345.267			
Mechanical Engineering Co-op	512.894	563.281			
Mining Engineering	2.083	14.842			
Mining Engineering Co-op	180.730	157.401			
Petroleum Engineering	120.189	95.875			
Petroleum Engineering Co-op	88.531	64.748			
	868.041	995.110	708	708	708
Chemical and Materials Engineering	2.905	13.762			
Civil and Environmental Engineering	9.105	67.005			
Electrical and Computer Engineering	4.886	20.837			
Mechanical Engineering	3.075	8.409			
Chemical and Materials Engineering	221.153	210.597			
Civil and Environmental Engineering	293.035	294.824			
Electrical and Computer Engineering	150.706	160.531			
Mechanical Engineering	183.176	219.145			
	1032.237	1075.731	612	612	612
Chemical and Materials Engineering	252.531	259.741			
Civil and Environmental Engineering	322.155	337.338			
Electrical and Computer Engineering	303.097	316.425			
Mechanical Engineering	154.454	162.227			
	32.879	45.596	30	30	30

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GOA INFORMATION

FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM
		Degree	
			Master of Arts
		Certificate	
			Post-Baccalaureate Certificate
Faculté Saint-Jean	Undergraduate	Degree	
			Bacc en sciences de l'environnement et de la conservation/BSc in Environmental and Conservation
			Baccalaureat bilingue en Administration des affaires/Bilingual Bachelor of Commerce
			Baccalaureat en Education Elementaire
			Baccalaureat es arts

TARGETS

GOA SPECIALIZATION	2015-16 ACTUAL FLE	2016-17 PRELIMINARY FLE	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET
Communications and Technology	32.879	45.596			
Teaching and Learning in Higher Education	0	0			
	510.928	546.678	544	544	544
Sci					
Economie et politique environnement	0	0			
Environmental and Conservation Science	0.900	0			
La biologie de la conservation	3.000	1.600			
Rehab des ressources naturelles	4.400	0.600			
Accounting	1.664	0.363			
Business Bilingual	1.782	0.891			
Business Economics and Law	0	0.900			
Etudes d'admin des affaires	0	0			
Finances	3.882	3.191			
Gestion des ressources humaines	0	0			
International Business	0.900	0			
Marketing	2.400	1.000			
Generaliste	104.900	117.700			
milieu francophone minoritaire	3.100	2.200			
Enseignement de Musique	3.700	7.100			
Enseignement des Mathematiques	11.600	16.400			
Etudes sociales	28.600	38.400			
Langue seconde-Francais	17.700	20.700			
milieu d'immersion francaise	2.000	2.000			
milieu francophone minoritaire	2.100	0.900			
Sciences generales	11.600	12.800			
Arts generales	21.300	19.283			

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GOA INFORMATION

FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM
			Baccalaureat es sciences
			Combined Baccalaureat en Education Secondaire/Bachelor of Science
		Diploma	Gestion touristique
			Techniques d'administration des affaires (TAA)
Faculté Saint-Jean	Masters & Other GS	Degree	Master of Education
Faculty of Native Studies	Undergraduate	Degree	

TARGETS

GOA SPECIALIZATION	2015-16 ACTUAL FLE	2016-17 PRELIMINARY FLE	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET
Economie	14.800	23.700			
Etudes canadiennes	2.700	1.500			
Etudes interdisciplinaires	1.900	1.500			
Francais-langue	6.900	7.850			
Francais-litterature	1.800	1.800			
Psychologie (Arts)	34.300	29.200			
Science politique	17.300	17.100			
Sociologie	11.100	8.000			
Biologie	20.900	1.900			
Chimie	14.500	19.200			
Mathematiques	4.700	3.500			
Physique	2.000	5.400			
Psychologie	9.400	13.500			
Sciences biologiques	91.200	111.900			
Sciences de la terre	0	0			
Sciences General	0	0			
Sciences mathematiques	2.100	4.100			
Sciences physiques	2.800	4.400			
Science & Education - Secondaire	0.900	0			
Sciences biologiques	13.800	12.300			
Sciences mathematiques	5.400	5.000			
Sciences physiques	4.600	5.500			
Gestion touristique	0	3.500			
TAA Comtabilite	1.450	2.000			
TAA General	13.700	17.800			
TAA Management	7.150	0			
	19.734	18.447	28	28	28
Sciences de l'education	19.734	18.447			
	101.731	129.946	130	130	130

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GOA INFORMATION

FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM
			Bachelor of Arts in Native Studies
			Combined Bachelor of Arts in Native Studies/Bachelor of Education (Elementary)
			Combined Bachelor of Arts in Native Studies/Bachelor of Education (Secondary)
			Combined Bachelor of Arts in Native Studies/BSc in Environmental and Conservation Sciences
		Certificate	Aboriginal Governance and Partnership
Faculty of Native Studies	Masters & Other GS	Degree	Master of Arts in Native Studies
Graduate Studies and Research	Masters & Other GS	Degree	Master of Science
Law	Undergraduate	Degree	Combined Juris Doctor/ Master of Business Administration
			Juris Doctor
Law	Masters & Other GS	Degree	Master of Laws
Law	PhD	Degree	Doctor of Philosophy

TARGETS

GOA SPECIALIZATION	2015-16 ACTUAL FLE	2016-17 PRELIMINARY FLE	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET
Native Studies	76.300	97.833			
Native Studies	0	0.800			
Native Studies and Elementary Education	7.700	7.900			
Native Studies	0.600	0.600			
Native Studies and Secondary Education	8.100	14.700			
Second Language-Cree	0.400	1.900			
Human Dimensions in Environmental Management	7.337	5.513			
Native Studies	1.094	0			
Aboriginal Governance and Partnership	0.200	0.700			
	16.829	25.659	8	8	8
Native Studies	16.829	25.659			
	0	0	0	0	0
Graduate Studies and Research General	0	0			
	544.448	559.790	525	525	525
Law	2.7	0			
Juris Doctor	541.748	559.790			
	6.578	7.720	4	4	4
Law	6.578	7.720			
	9.664	10.664	8	8	8

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

TARGETS

GOA SPECIALIZATION	2015-16 ACTUAL FILE	2016-17 PRELIMINARY FILE	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET
Law	9.664	10.664			
	2069.581	2066.868	1040	1040	1040
Dental Hygiene	30.498	29.677			
Medical Laboratory Science	75.133	72.032			
Radiation Therapy	13.224	27.326			
Medicine	1.262	6.777			
Dental Surgery	167.965	164.331			
Medicine	706.073	687.799			
Dental Hygiene	75.426	70.926			
Dentistry Specialty	6.000	5.000			
Medicine Speciality	994.000	1003.000			
	409.210	431.474	259	259	259
Biochemistry	23.546	30.220			
Biomedical Engineering	13.387	19.108			
Cell Biology	13.771	8.165			
Medical Microbiology and Immunology	17.760	14.319			
Medical Sciences	132.184	130.131			
Medicine	51.432	73.647			
Neuroscience	39.486	36.487			
Oncology	44.271	50.876			
Pharmacology	13.200	13.000			
Physiology	23.824	20.325			
Psychiatry	14.328	13.995			

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GOA INFORMATION

FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM
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Medicine and Dentistry

PhD

Degree

Combined Doctor of Philosophy/Doctor of Medicine

Doctor of Philosophy

Nursing

Undergraduate

Degree

Bachelor of Science in Nursing

Bachelor of Science in Nursing (Bilingual)/Baccalaureat es sciences infirmieres (bilingue)

Nursing

Masters & Other GS

Degree

Master of Nursing

Nursing

PhD

Degree

Doctor of Philosophy

TARGETS

GOA SPECIALIZATION	2015-16 ACTUAL FLE	2016-17 PRELIMINARY FLE	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET
Surgery	22.021	21.201			
	497.972	526.432	279	279	279
Biochemistry	1.666	1.666			
Biomedical Engineering	0	0			
Medical Microbiology and Immunology	1.000	1.666			
Oncology	0	1			
Pharmacology	0	1			
Surgery	0	0			
Agricultural, Food, and Nutritional Science	48.987	57.650			
Biochemistry	55.654	65.145			
Biomedical Engineering	18.718	17.773			
Cell Biology	22.496	28.490			
Medical Microbiology and Immunology	35.489	39.986			
Medical Sciences	118.354	117.738			
Neuroscience	50.651	41.484			
Oncology	43.710	46.262			
Pharmacology	16.996	19.659			
Physiology	28.658	37.153			
Psychiatry	16.496	16.660			
Surgery	39.097	33.100			
	1495.029	1287.687	1354	1354	1354
Nursing	1034.583	951.515			
Nursing - After Degree	390.331	273.127			
Nursing	70.115	63.045			
	62.307	49.509	84	84	84
Nursing	62.307	49.509			
	97.863	106.524	84	84	84

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FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM
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Open Studies	Undergraduate		
		Non-Credential	
			Open Studies

Pharmacy & Pharmaceutical Sci	Undergraduate		
		Degree	
			Bachelor of Science in Pharmacy
			Doctor of Pharmacy

Pharmacy & Pharmaceutical Sci	Masters & Other GS		
		Degree	Master of Science

Pharmacy & Pharmaceutical Sci	PhD		
		Degree	Doctor of Philosophy

Physical Educ & Recreation	Undergraduate		
		Degree	Bachelor of Arts in Recreation, Sport and Tourism
			Bachelor of Kinesiology

TARGETS

GOA SPECIALIZATION	2015-16 ACTUAL FLE	2016-17 PRELIMINARY FLE	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET
Nursing	97.863	106.524			
	538.648	584.000	543	543	543
Fresh Start	132.100	145.800			
Open Studies	335.898	359.984			
Transition Year Program	45.750	50.316			
Visiting Student Certificate Program	24.900	27.900			
	480.091	496.154	467	467	467
Pharmacy	460.592	475.833			
Pharmacy	19.499	20.321			
	31.754	36.446	15	15	15
Pharmacy and Pharmaceutical Sciences	31.754	36.446			
	44.964	45.175	31	31	31
Pharmacy and Pharmaceutical Sciences	44.964	45.175			
	802.707	852.649	800	800	800
Recreation, Sport and Tourism	149.700	140.400			
Activity and Nutrition	0	0			
Adapted Physical Activity	43.900	61.700			

TARGETS

GOA SPECIALIZATION	2015-16 ACTUAL FLE	2016-17 PRELIMINARY FLE	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET
Cultural and Managerial Study of Sport and Leisure	0	0			
Individualized Concentration	8.400	14.700			
Physical Activity and Health	57.000	107.900			
Physical Education and Health	2.000	0.700			
Physical Education and Recreation General	70.100	39.133			
Sport Coaching	8.500	12.200			
Sport Performance	150.500	155.200			
Kinesiology	251.100	247.700			
Generalist	9.033	17.382			
Physical Education and Health	6.257	1.000			
Physical Education and Secondary Education	46.217	54.634			
	75.742	80.663	55	55	55
Physical Education and Recreation	36.827	40.821			
Coaching	9.200	7.800			
Physical Education and Recreation	29.715	32.042			
	75.314	78.809	56	56	56
Physical Education and Recreation	75.314	78.809			
	203.459	195.156	147	147	147
Public Health Sciences	98.041	89.458			
Health Promotion	5.331	4.000			
Public Health Sciences	100.087	101.698			
Health Promotion	0	0			

U OF A INFORMATION

GOA INFORMATION

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

TARGETS

GOA SPECIALIZATION	2015-16 ACTUAL FLE	2016-17 PRELIMINARY FLE	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET
	72.259	75.531	30	30	30
Public Health Sciences	72.259	75.531			
	3.030	2.136			
Occupational Therapy	0.396	0.396			
Rehabilitation Medicine	2.634	1.740			
	880.208	917.502	835	835	835
Rehabilitation Medicine	45.274	57.872			
Speech Pathology and Audiology	42.020	39.77			
Occupational Therapy	281.703	318.621			
Physical Therapy	344.183	332.031			
Speech Pathology and Audiology	145.151	143.491			
Pain Management	16.867	15.698			
Sexual Health	0	6.846			
Stroke Rehabilitation	5.010	3.173			
	196.799	195.684	32	32	32
Rehabilitation Medicine	53.315	52.593			
Speech Pathology and Audiology	143.484	143.091			
	5300.457	5447.294	5488	5488	5488

TARGETS

GOA SPECIALIZATION	2015-16 ACTUAL FILE	2016-17 PRELIMINARY FILE	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET
Animal Biology	51.300	44.000			
Applied Mathematics	13.400	17.900			
Atmospheric Sciences	8.100	9.000			
Biochemistry	126.600	140.750			
Bioinformatics	2.700	0.900			
Biological Sciences	1480.066	1477.413			
Cell Biology	33.700	33.000			
Chemistry	398.550	380.904			
Computing Science	645.288	782.731			
Earth Sciences	173.966	153.666			
Environmental Biology	17.900	23.800			
Evolutionary Biology	9.200	7.933			
Geology	75.200	68.700			
Geophysics	52.100	34.533			
Immunology	129.100	153.333			
Mathematical Physics	15.200	10.500			
Mathematical Sciences	8.200	2.900			
Mathematics	198.400	247.500			
Mathematics and Finance	32.200	38.200			
Mathematics/Economics	57.300	52.100			
Neuroscience	133.000	130.250			
Pharmacology	97.700	133.950			
Physical Sciences	30.350	28.100			
Physics	186.200	179.200			
Physiology	44.000	70.200			
Planning	12.900	13.200			
Psychology	438.704	468.849			
Science General	746.033	658.449			
Statistics	69.800	68.700			
Science and Business	0	0			
Biological Sciences	11.100	13.233			
Mathematical Sciences	0	0			
Physical Sciences	2.200	3.400			
	735.874	756.556	517	517	517

TARGETS

GOA SPECIALIZATION	2015-16 ACTUAL FILE	2016-17 PRELIMINARY FILE	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET
Earth and Atmospheric Sciences	12.329	12.329			
Biological Sciences	166.441	170.722			
Chemistry	69.205	73.281			
Computing Science	147.450	160.624			
Earth and Atmospheric Sciences	81.803	98.417			
Integrated Petroleum Geosciences	36.750	37.000			
Internetworking	45.002	41.344			
Mathematical and Statistical Sciences	83.591	63.377			
Physics	93.303	99.462			
	832.473	889.990	563	563	563
Biological Sciences	1.666	1.666			
Biological Sciences	148.235	161.055			
Chemistry	212.099	231.930			
Computing Science	112.638	116.960			
Earth and Atmospheric Sciences	115.964	125.790			
Mathematical and Statistical Sciences	104.249	110.137			
Physics	137.622	142.452			
	36,363.822	36,968.956			

FLE INTERNATIONAL ENROLLMENT

GOA INFORMATION

GOA
CREDENTIAL

GOA PROGRAM

Degree	Bachelor of Arts
Degree	Bachelor of Arts in Environmental Studies
Degree	Bachelor of Commerce
Degree	Bachelor of Management in Business Economics (Augustana Faculty)
Degree	Bachelor of Science
Degree	Bachelor of Science in Agricultural/Food Business Management
Degree	Bachelor of Science in Agriculture
Degree	Bachelor of Science in Chemical Engineering
Degree	Bachelor of Science in Chemical Engineering - Process Control
Degree	Bachelor of Science in Civil Engineering
Degree	Bachelor of Science in Civil Engineering - Environmental Engineering
Degree	Bachelor of Science in Computer Engineering
Degree	Bachelor of Science in Electrical Engineering
Degree	Bachelor of Science in Engineering
Degree	Bachelor of Science in Engineering Physics
Degree	Bachelor of Science in Forest Business Management
Degree	Bachelor of Science in Materials Engineering
Degree	Bachelor of Science in Mechanical Engineering
Degree	Bachelor of Science in Mining Engineering
Degree	Bachelor of Science in Nutrition and Food Sciences
Degree	Bachelor of Science in Occupational Therapy
Degree	Bachelor of Science in Petroleum Engineering
Degree	Bachelor of Science in Petroleum Engineering Co-op
Degree	Combined BSc in Environmental and Conservation Sciences/Bachelor of Arts in Native Studies
Degree	Doctor of Education
Degree	Doctor of Music
Degree	Doctor of Philosophy
Degree	Master of Agriculture
Degree	Master of Arts
Degree	Master of Arts in Humanities Computing
Degree	Master of Business Administration
Degree	Master of Design
Degree	Master of Engineering
Degree	Master of Financial Management
Degree	Master of Fine Arts
Degree	Master of Forestry
Degree	Master of Laws
Degree	Master of Music
Degree	Master of Nursing
Degree	Master of Science
Diploma	Techniques d'administration des affaires (TAA)
Certificate	Certificate in Medicine
Non-Credential	Open Studies

PROJECTIONS (NUMBER)					PROJECTIONS (% OF TOTAL)			
2015-16 ACTUAL FLE	2016-17 PRELIMINARY FLE	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET	2016-17 PRELIMINARY FLE	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET
1,111.200	1,090	1,090	1,090	1,090	25%	25%	25%	25%
13.800	16	16	16	16	41%	41%	41%	41%
362.400	350	350	350	350	20%	20%	20%	20%
36.716	37	37	37	37	35%	35%	35%	35%
869.823	954	954	954	954	18%	18%	18%	18%
34.900	29	29	29	29	68%	68%	68%	68%
37.755	38	38	38	38	24%	24%	24%	24%
81.401	65	65	65	65	31%	31%	31%	31%
12.855	14	14	14	14	47%	47%	47%	47%
57.214	64	64	64	64	32%	32%	32%	32%
10.488	9	9	9	9	15%	15%	15%	15%
7.285	15	15	15	15	20%	20%	20%	20%
57.236	67	67	67	67	28%	28%	28%	28%
210.069	199	199	199	199	24%	24%	24%	24%
5.300	9	9	9	9	15%	15%	15%	15%
2.000	2	2	2	2	30%	30%	30%	30%
16.882	10	10	10	10	20%	20%	20%	20%
86.980	94	94	94	94	27%	27%	27%	27%
	3	3	3	3	22%	22%	22%	22%
80.264	98	98	98	98	26%	26%	26%	26%
0.689	0	0	0	0	16%	16%	16%	16%
80.170	60	60	60	60	62%	62%	62%	62%
12.778	12	12	12	12	18%	18%	18%	18%
0.938	1	1	1	1	19%	19%	19%	19%
4.666	5	5	5	5	26%	26%	26%	26%
6.109	4	4	4	4	18%	18%	18%	18%
2,008.642	2,168	2,168	2,168	2,168	51%	51%	51%	51%
2.001	1	1	1	1	49%	49%	49%	49%
132.994	138	138	138	138	32%	32%	32%	32%
9.998	14	14	14	14	33%	33%	33%	33%
86.521	73	73	73	73	25%	25%	25%	25%
3.750	5	5	5	5	44%	44%	44%	44%
8.484	35	35	35	35	32%	32%	32%	32%
90.814	95	95	95	95	98%	98%	98%	98%
7.042	6	6	6	6	19%	19%	19%	19%
3.429	6	6	6	6	53%	53%	53%	53%
2.288	4	4	4	4	52%	52%	52%	52%
3.810	4	4	4	4	21%	21%	21%	21%
10.586	9	9	9	9	19%	19%	19%	19%
1,169.657	1,204	1,204	1,204	1,204	43%	43%	43%	43%
10.600	11	11	11	11	57%	57%	57%	57%
153.000	158	158	158	158	16%	16%	16%	16%
112.700	106	106	106	106	18%	18%	18%	18%



2016-2017

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