



# Student centred, future focused

2018/19 ANNUAL REPORT

# Table of contents

- 1** Student centred, future focused
- 2** Vision and mission
- 3** Mandate statement
- 4** Message from the Board chair
- 5** Message from the president and vice-chancellor
- 6** Accountability statement and management's responsibility for reporting
- 7** Governance
- 8** Operational overview
- 10** Goals, priority initiatives, expected outcomes and performance measures
- 44** Enrolment plan and program changes
- 50** Research, applied research and scholarly activities
- 52** Community outreach and underrepresented learners
- 55** Internationalization
- 56** Information technology
- 57** Capital plan
- 59** Financial and budget information
- 64** Public interest disclosure activity

Appendix:

2018/19 consolidated financial statements

*Source for all data is Mount Royal University's Institutional Analysis unit or the Institutional Planning and Assessment unit unless otherwise stated. Data is from July 1, 2018 to June 30, 2019, which is referenced as the 2018/19 year.*

# Student centred, future focused

Mount Royal's focus on students is unique and valued. Since 2015/16, the University has shown among the greatest growth in the Comprehensive and Research University and Undergraduate University sectors in the province, with a 9.1% increase in full load equivalent (FLE) students.

By being student centred and future focused, Mount Royal made excellent progress in 2018/19 towards meeting the outcomes and performance measures of its Comprehensive Institutional Plan. These include:

- adding about 6,000 seats to the course inventory to remove bottlenecks, a 6% rise compared with the previous year
- finishing the 2018/19 academic year with 10,112 FLE, an increase of 303 FLE (3% year over year)
- implementing the new Bachelor of Science – Chemistry program and receiving approval for the delivery of three new majors in the Bachelor of Business Administration: Finance, International Business and Supply Chain Management

- increasing students' access to on-the-job experiences through work terms, co-operative education and community service learning
- providing early support, peer mentoring and wellness programs that removed barriers to students' success
- continuing to be a leader in the Campus Alberta system for depth and breadth of transfer agreements available through the Alberta Council for Admissions and Transfer
- seeing a year-over-year increase of 17.4% in applications to all programs from self-declared Indigenous students
- launching a robust slate of academic, personal and social programming and engagement opportunities for international students

Student satisfaction with their overall experience at Mount Royal is high at 92% among fourth-year students, compared with 80% at comparator institutions; and Mount Royal graduates feel prepared to analyze information (94%) and solve problems (93%) in their current employment. These are among the many highlights of 2018/19 detailed in this annual report.

# Vision

Mount Royal University: an exceptional undergraduate educational experience

# Mission

Since 1910, Mount Royal has built a reputation on a strong, liberal education foundation with an undergraduate focus. More than a century later, we remain responsive to the needs of our community through our enduring commitment to this legacy. We are a community of engaged citizens, providing personalized, experiential and outcome-based learning in an environment of inclusion, diversity and respect. Through our focus on teaching and learning informed by scholarship, we are preparing our graduates for success in their careers and lives.

*Mount Royal University is located in the traditional territories of the Niitsitapi (Blackfoot) and the people of Treaty 7, which includes the Siksika, the Piikani, the Kainai, the Tsuut'ina and the Îyârhe Nakoda. We are situated on land where the Bow River meets the Elbow River. The traditional Blackfoot name of this place is "Mohkinstsis," which we now call the city of Calgary. The city of Calgary is also home to the Métis Nation.*

# Mandate statement

Mount Royal University is a public, board-governed institution operating as a Baccalaureate and Applied Studies Institution under the authority of the *Post-secondary Learning Act* of Alberta. Mount Royal was named a university by an Order in Council on 2 September 2009 and is governed by the *Post-secondary Learning Act*.

Mount Royal University is a learning community that focuses on instruction informed by scholarship. Its mission is excellence in baccalaureate and applied degrees along with certificate and diploma programs. Mount Royal's programs prepare students to be thoughtful and informed citizens by combining liberal and applied studies and by providing graduates with opportunities for individual fulfillment, further study and employment.

Mount Royal offers programs in arts and science, nursing and health, business, communications, community studies, design, education, performing arts and aboriginal\* studies that lead to the following credentials and further studies:

- baccalaureate degrees and transfer programs to prepare learners for further study and employment
- applied degrees to prepare learners for employment
- certificate and diploma programs to prepare learners for employment and lead to further studies and credentials
- post-secondary entrance programs that facilitate learner access to further studies

Mount Royal University plays a pivotal role in the Campus Alberta system. It is both a sending and a receiving institution for students transferring to and from other institutions. The University also develops collaborative degree partnerships with other Alberta institutions.

Mount Royal supports scholarly activity that contributes to instructional excellence and to the cultural, social and economic well-being of the community locally, provincially, nationally and internationally.

Mount Royal students are supported by a range of services that contribute to academic, social and personal development. Student supports include library services, academic advising, learning skills development, cultural activities, career services, residence services, counselling, recreation and wellness programs. These services are designed to benefit students by increasing their opportunities for success.

Mount Royal's primary service area includes Calgary and the surrounding region. Mount Royal also serves a wider learner population provincially, nationally and internationally through face-to-face and distance delivery and through partnerships with other post-secondary institutions. Mount Royal serves its communities by creating and communicating knowledge and by meeting the needs of the labour market in fields related to its program areas.

Mount Royal University also serves its communities by providing contract training, professional development, international programming and, through its internationally recognized Conservatory, music instruction particularly for younger people. Through these programs, Mount Royal enhances its commitment to continuous, lifelong learning and to global awareness in an interconnected world.

*Approved by the Board of Governors, February 1, 2010*

*Approved by the Minister of Advanced Education and Technology, February 24, 2010*

\* *Indigenous*

# Message from the Board chair



I was pleased to join Mount Royal University as chair of the Board of Governors in August 2019. The Board's priorities include overseeing execution of the University's strategic plan, providing best governance practices, monitoring the sustainability of the University and safeguarding Mount Royal's brand and reputation. The Board's role is also to ensure the University has sound strategies, leadership and processes in place so it can fulfill its vision of providing an exceptional undergraduate educational experience. I fully support this mandate and am excited to contribute to Mount Royal's continued progress toward realizing this vision.

Over the past year, the University successfully navigated through a time of change in the post-secondary sector and the broader economic and operating environment. Most significantly, the Board hired Dr. Tim Rahilly as Mount Royal's president and first vice-chancellor in May. His belief in the transformational power of education for individuals and society will help guide Mount Royal in a direction that best serves students, faculty, staff and the wider community. I'm looking forward to working with Tim.

Effective February 1, 2019, Mount Royal moved to Part 1 of the *Post-secondary Learning Act*, which required changes to the University's governance structure. Many of these changes have already been achieved or are in progress. The composition of the Board has expanded to include alumni members and an additional student member and faculty member. Additionally, the membership and role of the General Faculties Council is being updated, and the search process for a chancellor is underway. In addition, last year the Board also ratified new collective agreements with the Mount Royal Faculty Association and the Mount Royal Staff Association. Both agreements expire on June 30, 2020, and negotiations to renew them are, or will shortly begin to be, underway.

In 2018/19, Mount Royal continued to benefit from sound financial practices and was able to implement additional operational efficiencies. The University was again commended for its financial reporting and this is something we can all be proud of.

These are all strong indicators of an organization focused on the future. Combined with our impressive growth in full load equivalent students, these developments give me confidence that Mount Royal occupies a strong position within Alberta's post-secondary landscape.

Looking to the year ahead, the Government of Alberta has made it clear that it expects post-secondary institutions to reduce costs, rely less on public funding and demonstrate meaningful outcomes. Management at Mount Royal understands this direction and will move forward to align with these expectations while continuing to focus on ensuring the quality of students' programs and services and access for Alberta learners.

As the new Board chair, I look forward to taking up this work and reporting on our progress again in one year's time.

[Original signed by]

Alex Pourbaix  
*Chair, Board of Governors*

# Message from the president and vice-chancellor



At Mount Royal, students receive an undergraduate education with academic merit and the practical skills to succeed as future employees, citizens and leaders who can help shape a strong economy and society.

Our story is one of growth. Since 2015/16, Mount Royal has seen 9.1% overall growth in full load equivalent students, among the greatest growth in the province for institutions in the Comprehensive and Research University and Undergraduate University sectors. Last year, given this strong demand for access to undergraduate degree offerings in the Calgary area, Mount Royal added nearly 6,000 seats to its course inventory.

Mount Royal's commitment to growing the student body almost exclusively through increases in student retention and persistence, rather than additions to program intakes, is an uncommon model that is desired, but hard to achieve, by post-secondary institutions.

I joined Mount Royal as president and vice-chancellor in May 2019, late in this reporting year, and I was pleased to see its student focus so evident across campus, in both the work that was accomplished last year and the work that is ongoing. Important gains were made last year in the Ministry's four key targets of accessibility, affordability, quality and coordination.

With a focus on the future, Mount Royal is helping to identify emerging skills and building new undergraduate degrees and majors, particularly in professional areas and in the foundational areas of the arts and sciences, wherein all students graduate job-ready. In 2018/19, we added one major, received approval for three more in 2019/20 and submitted proposals for four others for the future.

We have made the operation of our campus more cost efficient, we are collaborating to share resources within the sector, and we continue to identify ways to diversify and increase sources of revenue. These measures position us well to contribute to the revitalization of the local and provincial economy.

[Original signed by]

Tim Rahilly, PhD  
*President and vice-chancellor,  
Mount Royal University*

# Accountability statement

Mount Royal University's annual report for the year ended June 30, 2019 was prepared under the Board's direction in accordance with the *Fiscal Planning and Transparency Act* and ministerial guidelines established pursuant to the *Post-secondary Learning Act*. All material economic, environmental or fiscal implications of which we are aware have been considered in the preparation of this report.

[Original signed by]

Alex Pourbaix  
*Chair, Board of Governors*

*December 6, 2019*

# Management's responsibility for reporting

Mount Royal University'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's Finance Committee and approved by the Board of Governors. It 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]

Tim Rahilly, PhD  
*President and vice-chancellor,  
Mount Royal University*

*December 6, 2019*

[Original signed by]

Annalise Van Ham, CPA, CGA  
*Vice-President, Finance and  
Administration, Mount Royal University*

# Governance

## Mandate

The Board provides oversight and guidance to the University to ensure it has the right strategies, talent and processes aligned with its vision and mission to create sustainable value to all stakeholders. The Board monitors performance to ensure the necessary steps are being taken by the University to achieve the goals outlined in the Strategic Plan.

## Priorities

- Oversee the execution of the Strategic Plan
- Ensure effective leadership begins at the top, with the best governance practices
- Monitor the sustainability of the University
- Build Mount Royal University's brand and protect its reputation

## Members of the Board of Governors

(Current as of Aug. 7, 2019)



Alex Pourbaix, *Chair*



Paul Kundan, *Vice-Chair*



Shayla Breen



Kainat Javed



Karl Johansson



Chris Lee



Roberta Lexier



Carrie Lonardelli



Jen Magnus



Kenna Olsen



Shannon Pestun



Tim Rahilly, *President*



Sue Riddell Rose



David Routledge



Sarah Rude



Shannon Ryhorchuk



Keri Smith



Michèle Stanners

# Operational overview

*This operational overview highlights progress in priority initiatives and overall operations during 2018/19 that differed materially from projections in the Comprehensive Institutional Plan (CIP).*

Since 2015/16, Mount Royal has grown its overall full load equivalents (FLE) by 9.1%. In 2018/19, Mount Royal reported a year-over-year increase of 303 FLE, an increase of 3.1%. This achievement represents the fifth consecutive year of FLE gains for the University. Mount Royal grew the student body almost exclusively through increases in student retention and persistence, a difficult-to-achieve approach that is cost-effective and focuses on student success.

Since 2016/17, Mount Royal has increased its total seat offerings by 10.6%. In 2018/19, approximately 6,000 seats were added to the course inventory, a 6.0% increase over the previous year.

## **The effect of market conditions**

At the beginning of the CIP reporting period, it was projected that Mount Royal would achieve a target of 10,275 FLE for 2018/19. The University fell slightly below that target at 10,112 FLE; however, the variance falls within acceptable thresholds established for projections and is primarily the result of decreases in Academic Upgrading and English as an Additional Language programming.

Total international student enrolment in Learner and Enrolment Reporting System (LERS) programs was 3.3% for 2018/19. International credit student enrolment in 2018/19 was below target at 1.8%, primarily as a result of growth in Mount Royal's credit student body as a whole, which outpaced growth in the international student population. Annual growth targets for outbound mobility were established, with the goal of 20% of all Mount Royal students having had an outbound mobility experience by graduation in 2025. In 2018/19, 134 students studied abroad, representing 6.9% of 1,962 graduates.

Mount Royal remains focused on strategic growth. While post-secondaries across Canada struggle to maintain stable enrolment levels, Mount Royal and other post-secondary institutions in the Calgary region continue to see strong demand for access to undergraduate degree offerings. Future growth will focus on adjusting intake targets based on analysis of high-demand programs and efforts to achieve international student enrolment targets.

Through 2018/19, ancillary and commercial services achieved substantial improvements in net financial contributions over previous fiscal periods. Increased community uptake for the Taylor Centre for the Performing Arts and other event offerings through the Event and Theatre Services area contributed to revenue growth. Collective efforts to mobilize initiatives in all revenue-generating areas, along with an increased student population, resulted in beyond-budgeted activity in recreation, residence and hospitality functions. Higher realized revenue also resulted from implementing a new credit-free programming strategy.

Recognizing the uncertain funding environment, the University also undertook fiscal restraint measures, initiating opportunities for process improvements, while retaining an institutional focus on advancing the academic mission and effective student services.

Mount Royal's total endowment principal dedicated to student awards increased from \$34.6 million to \$39.5 million over the past year. The proportion of student awards funded through philanthropic commitments rather than operating dollars declined slightly from 59.8% in 2017/18 to 53.2% in 2018/19. However, at \$1.8 million, the dollar value of donor-funded awards exceeded the \$1.3 million in awards funded through operating dollars the previous year.

## **Programming**

The six-year Fall 2012 cohort graduation rate was 64.4%, which is a slight decrease when compared with the 65.4% rate for the Fall 2011 cohort. The four-year graduation rate for the Fall 2014 cohort, however, increased to 38.8% when compared with the 37.1% rate for the Fall 2013 cohort. All data trends indicate that the overall graduation rates for Mount Royal students will increase over time.

Mount Royal's program planning continues to focus on the institution's overall academic and enrolment planning objectives. The main elements include building new undergraduate degrees and majors, wherein all students graduate job-ready, and sustaining and expanding a core suite of diplomas and certificates that are driven by student and market demands. In 2018/19, Mount Royal added a Bachelor of Science - Chemistry.

New degree programs have been funded internally through a reallocation of seats to higher-demand disciplines. In 2018/19, program admission intakes were virtually identical to the previous year, as the institution's growth strategies have been predicated on increased registrations generated through gains in the retention and persistence of continuing students.

## **Financial health indicators and capital plan**

The University's net operating position has fluctuated over the past several years, but at the close of 2018/19, as a direct result of exercising prudence across all functions, initiating process efficiencies and increasing revenue-generating capacity, the University was at its strongest position over the past five years, with an achieved surplus necessary to invest in future strategic requirements.

Ending the 2018/19 fiscal year with uncertainty on the future of post-secondary provincial funding levels, the University faces increased financial risk in its ability to achieve its strategic goals.

Total maintenance and repair activities, not inclusive of \$1.8 million of reserve fund spending, were significantly lower than in 2017/18. Uncertainty about the provincial Infrastructure Maintenance Program grants caused the University to delay discretionary projects until funding levels are confirmed. This presents a risk to the University, as without dedicated resources, the deferred maintenance liability on aging facilities continues to grow.

In 2018, two years ahead of schedule, Mount Royal revised its executive compensation structure to comply with provincial legislation.

## **Student success and satisfaction measures**

Applications to all programs from self-declared Indigenous students rose by 17.4% in fall 2018 compared with fall 2017. When asked if they had been successful in feeling as though they belong at their university, 92% of self-identified, first-year Indigenous degree students said they had "very much" or "some" success compared with 85% of non-Indigenous students.

The Early Support program, piloted in 2016/17, saw a 31% year-over-year increase in referrals. The number of students served by academic support programs that help with their curriculum requirements in a personalized learning environment (e.g., one-on-one or small group settings) increased by 20% last year compared with 2017/18. Students reported their academic success increased as a result of participating. Student attendance at open workshops rose by 32% in the Fall 2018 semester compared with Fall 2017, and by 29% in Winter 2019 compared with Winter 2018.

There was a 15% year-over-year increase in the number of students completing experiential learning opportunities through work terms and co-operative education.

Among fourth-year students, 92% rated their overall educational experience as excellent or good, compared with 80% at Canadian comparator institutions. The proportion of first-year students who agreed most of their professors take a personal interest in their academic progress decreased from 85% in 2016 to 71% in 2019. Despite this decrease, at 71%, first-year students at Mount Royal were more likely to agree their professors take a personal interest in their academic progress than students at comparator universities, where only 63% of students agreed.

## Goals, priority initiatives, expected outcomes and performance measures

Goal	
<b>G 1</b>	<b>Accessibility</b>

Priority initiative					
PI 1	Grow to meet the demands of Alberta learners				
Expected outcomes					
TYPE	DESCRIPTION	EXPECTED COMPLETION DATE	STATUS <sup>1</sup>	PROGRESS MADE IN LAST 12 MONTHS	REVISED EXPECTED COMPLETION DATE
EO 1	Enrolment growth and additional capacity to address higher demand for post-secondary access in the Calgary region	June 2021	In progress	<p>At the beginning of the Comprehensive Institutional Plan (CIP) reporting period, it was projected that Mount Royal would achieve a target of 10,275 full load equivalents (FLE) for 2018/19. The University fell slightly below that target at 10,112 FLE; however, the variance falls within acceptable thresholds established for projections and is primarily the result of decreases in Academic Upgrading and English as an Additional Language programming. Final figures for this reporting year represent an increase of 303 FLE and 304 unique heads when compared with the previous year.</p> <p>Since 2015/16, Mount Royal has grown its overall FLE by 9.1%, which is among the greatest amount of growth in the province over this period for institutions in the Comprehensive and Research University and Undergraduate University sectors. Mount Royal will continue to focus on meeting the demands of Alberta learners in the coming academic year through various growth initiatives.</p>	N/A
EO 2	Expansion of programming to meet learner and market demands	June 2021	In progress	<p>Mount Royal's revised program prioritization and approval processes have generated numerous program proposals for the Ministry's consideration. In 2018/19, the institution implemented the Bachelor of Science – Chemistry program and received approval for the delivery of three new majors in the Bachelor of Business Administration: Finance, International Business and Supply Chain Management. In alignment with the CIP, proposals were also submitted for a Bachelor of Arts – Business Economics, a Bachelor of Social Work, a Bachelor of Science – Biology, and a Bachelor of Science – Computer Science.</p>	N/A

EO 3	Expansion of our new branding concept to communicate our four brand pillars to potential applicants and the wider community	June 2020	Ongoing	Mount Royal's 'You Belong Here' brand concept was expanded by campaigns at the local, national and international levels. This contributed to increased applicant numbers across programs, and enhanced awareness of Mount Royal as an outcome-focused undergraduate university with student satisfaction levels higher than the national average. Since the adoption of the brand concept, Mount Royal's market position has continued to grow.	Extended to an undetermined date due to effectiveness
------	---	-----------	---------	---	---

### Performance measures

PM 1	Increase in intake targets for programs with excess demand and capacity for growth	New degree programs have been funded internally through a reallocation of seats to higher-demand disciplines. In 2018/19, program admission intakes were virtually identical to the previous year, as the institution's growth strategies have been predicated on increased registrations generated through gains in the retention and persistence of continuing students.			
PM 2	Increase in Full Load Equivalents (FLE)	Mount Royal reported a year-over-year increase of 303 FLE, which represents overall growth of 3.1% for 2018/19.			
PM 3	Increase in number of degree programs and major offerings	The introduction of the Bachelor of Science – Chemistry increased Mount Royal's total major offerings to 33. Degree and specialization proposals submitted to the Government of Alberta have the potential to expand offerings in future academic years.			
PM 4	Increase in number of post-baccalaureate certificates	There was no change to the number of post-baccalaureate certificates and diplomas offered in 2018/19.			

### Priority initiative

#### PI 2 Remove barriers to timely degree completion

### Expected outcomes

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE	STATUS	PROGRESS MADE IN LAST 12 MONTHS	REVISED EXPECTED COMPLETION DATE
EO 1	More effective monitoring of currently enrolled students to determine if pace is meeting intentions for completion	Ongoing	This stage completed	A comprehensive framework was developed to analyze cohort graduation rates, along with toolsets that track retention, progression, graduation and time to completion. Industry-standard four- and six-year graduation rates are being used to measure Mount Royal students' time to completion in relation to comparable institutions. Comprehensive analyses can now be conducted at the program and specialization levels.	N/A

<sup>1</sup> In this table, 'in progress' refers to work that was done in the reporting year on activities that have an expected end date, and where the expected outcome is not yet achieved. 'Ongoing' refers to outcomes accomplished in the reporting year, but that are also, by definition, ongoing outcomes Mount Royal continually strives for.

## G 1 Accessibility

EO 2	Continued expansion of the First-year Registration Assistance program	September 2018	Achieved	For the third consecutive year, the First-year Registration Assistance program was delivered to incoming students. Approximately 800 students and 600 family members attended the 2018/19 event, which has proven effective in relaying critical and timely information to incoming students. As was seen in previous years, applicant yield and course registrations per head were increased for students who participated in the event when compared with non-participants.	N/A
EO 3	Growth of Mount Royal's endowment fund to support student scholarships and bursaries	June 2021	Ongoing	Mount Royal's total endowment principal dedicated to student awards increased from \$34.6 million to \$39.5 million over the past year.	N/A
EO 4	Improvement in student access to specific courses and alternative delivery methods including year-round delivery	March 2019	Achieved	Since 2016/17, significant efforts have been undertaken with faculties to address course availability for students, particularly in bottlenecked courses. In 2018/19, approximately 6,000 seats were added to the course inventory, which is a 6.0% increase over the previous year. Historical and predictive data, along with consultation with deans and chairs, were used to identify course candidates for delivery.	N/A
EO 5	Maximization of course transferability across Mount Royal	June 2019	Ongoing	Mount Royal continued to be a leader in the Campus Alberta system for depth and breadth of transfer agreements available through the Alberta Council for Admissions and Transfer (ACAT). Internally, broad-based course transferability is a hallmark of Mount Royal degree programs, where students' completion of optional, elective and General Education courses delivered across multiple faculties are applied to graduation requirements. The structure of academic programming at Mount Royal requires the maximization of internal course transferability.	This is an ongoing activity in the 2019-2022 CIP.
EO 6	Continuation of course redesign projects for high DFW (drop/fail/withdraw) multi-section courses	Ongoing	Ongoing	The Academic Development Centre (ADC) continued to offer course redesign support to academic programs and individual faculty members.	N/A

Performance measures		
PM 1	Increase in funding for, and number of, student awards	The total number of students receiving student awards increased in the past year from 1,608 to 1,627; however, as the overall student population grew at a higher rate than the number of student awards given, this was a decrease from 16.9% to 16.4% of unique, full-time students, excluding academic upgrading, receiving University-administered awards.
PM 2	Increase in number of students applying to Mount Royal as a first-choice institution	Provincially, in 2018, 16% of applicants to an Alberta post-secondary institution said their first choice was a baccalaureate and applied studies institution, compared with 18% of applicants in 2017. (APAS UCAS 2017 and 2018) Since 2016, a comparable proportion of 2019 first-year degree students at Mount Royal said they were attending the University as their first choice (80% in 2016 compared with 79% in 2019). (CUSC 2016 and 2019)
PM 3	Increase in the four- and six-year graduation rates	The six-year Fall 2012 cohort graduation rate was 64.4%, which is a slight decrease when compared with the 65.4% rate for the Fall 2011 cohort. The four-year graduation rate for the Fall 2014 cohort, on the other hand, increased to 38.8% when compared with the 37.1% rate for the Fall 2013 cohort. All data trends indicate that the overall graduation rates for Mount Royal students will increase over time.
PM 4	Reduction in number of courses with high DFWs	In the 2018/19 academic year, 8.9% of courses experienced high DFW rates, compared with 7.7% in 2017/18 and 6.6% in 2016/17. The ADC continued to focus on high-impact teaching practices intended to increase success rates for students in traditionally difficult courses. Total credit course offerings increased by 8.2% from 2016/17 to 2018/19, which partly contributed to the slight increase in DFW courses.
PM5	Increase in the number of seats available to students in courses required for graduation	From 2017/18 to 2018/19, there was a 6.0% increase in the number of seats available to students across all faculties. Since 2016/17, Mount Royal has increased its total seat offerings by 10.6%.

Priority initiative					
PI 3		Indigenize our University			
Expected outcomes					
TYPE	DESCRIPTION	EXPECTED COMPLETION DATE	STATUS	PROGRESS MADE IN LAST 12 MONTHS	REVISED EXPECTED COMPLETION DATE
EO 1	Introduction of a proposal for a graduate requirement in Indigenous coursework	June 2019	In progress	Significant progress was made in 2018/19. The Office of Academic Indigenization (OAI) met regularly with faculty councils and deans' advisory groups and offered sessions to support departments in Indigenous curriculum development. Faculty in several departments worked with Treaty 7 community experts and presented their work in a University-wide panel. A change to course curriculum for a three-credit equivalency will be presented to General Faculties Council in 2019/20 for approval.	June 2020

## G 1 Accessibility

EO 2	Development of a research program led by Canada Research Chair in Indigenous Studies	June 2019	Achieved	In 2018/19, Dr. Tracy Friedel, Canada Research Chair Tier 2 in Indigenous Studies, completed work as a co-applicant on a Social Sciences and Humanities Research Council (SSHRC)-funded partnership project (2012–19) entitled <i>On the Move: Employment-related Geographic Mobility in an Alberta Métis Community</i> . Her scholarship is focused on enhancing research capacity in Indigenous communities to enable more effective partnerships with external researchers. She is leading research focused on First Nation and Métis experience in the areas of work, learning and health.	N/A
EO 3	Expansion of the Indigenous family housing program	June 2019	Achieved	A private donation enabled the Indigenous family housing program to double the number of families supported to eight. Twenty-eight single students are accommodated in Residence; efforts to reach the goal of 36 are ongoing.	N/A
EO 4	Increase in faculty, staff and management awareness and understanding of Indigenous culture and issues	June 2019	Ongoing	Twelve professional development grants were awarded in 2018/19 to faculty members to develop indigenization initiatives. Training for faculty to address anti-Indigenous bias was offered, and an Empowering Indigenization Symposium was held, with internationally renowned scholars and Mount Royal faculty presenting. Faculty in Indigenous Studies were helped to develop an online Treaty 7 course for possible availability in Fall 2020.	This is an ongoing activity in the 2019–2022 CIP.
EO 5	Continued implementation of an Indigenous student recruitment plan	June 2020	In progress	Mount Royal continued to increase its presence in urban and rural Indigenous communities and at events through the efforts of an Indigenous recruitment officer. Establishing and maintaining meaningful connections with Indigenous communities, along with designating program seats through Indigenous admission targets, is expected to continue increasing applicants and applications from Indigenous students.	N/A
EO 6	Development of a proposal for a transition-year program for Indigenous students	June 2020	In progress	The OAI will continue to support the development of a transition-year program for incoming Indigenous students through an environmental scan (completed) of similar programs at other Canadian universities.	N/A
<b>Performance measures</b>					
PM 1	Increase in number of applications by Indigenous students in all programs	Applications to all programs from self-declared Indigenous students rose by 17.4% in fall 2018 compared with fall 2017.			
PM 2	Increase Indigenous student enrolment in credentialed programs	The percentage of students who self-identified as Indigenous reached 6.0% in 2018/19, compared with 5.8% in 2017/18, putting Mount Royal ahead of schedule to achieve 7.0% by 2025.			

PM 3	Indigenous family housing program is doubled to eight families and the single program moves to support 36 students	A private donation enabled the doubling of capacity in the Indigenous family housing program to support eight families. Twenty-eight single students are accommodated in Residence; efforts to reach the goal of 36 are ongoing.
PM 4	Evidence of a sense of belonging by Indigenous students on campus comparable to the MRU student body	When asked if they had been successful in feeling as though they belong at their university, 92% of self-identified, first-year Indigenous degree students said they had very much or some success compared with 85% of non-Indigenous students. (CUSC 2019)
PM 5	Increase in retention rates of Indigenous students	The retention rate among Indigenous students continued to equal the retention rate for non-Indigenous students. The six-year graduation rate for Indigenous students in the Fall 2012 cohort was 67.8% compared with 64.2% for non-Indigenous students.
PM 6	Increase in number of on-campus events showcasing Indigenous culture and ways of knowing	Free Tsuut'ina language classes were held in winter 2019. Indigenous experts joined faculty at the annual Curriculum Development Gathering. A cross-campus group organized #decolonizeMRU to raise awareness about residential schools and share stories of survival and resilience, and a "Decolonize the Classroom" event was organized for faculty. Emerging Scholar in Residence, Dr. Gina Starblanket, gave a keynote address.
PM 7	Increase in the number of faculty, staff and management enrolled in Indigenous education and training courses	Two faculty members and one student attended 'OCAP' (ownership, control, access and possession) training through the First Nations Information Governance Centre in fall 2018. Elders, Indigenous students and affiliate faculty were sponsored to attend four national conferences, including the Building Reconciliation Forum, Think Indigenous and the Land-based Learning Symposium.

Priority initiative					
PI 4		Internationalize our University			
Expected outcomes					
TYPE	DESCRIPTION	EXPECTED COMPLETION DATE	STATUS	PROGRESS MADE IN LAST 12 MONTHS	REVISED EXPECTED COMPLETION DATE
EO 1	Establishment of new international partnerships in order to grow student opportunities to study abroad	June 2019	Ongoing	Existing partnerships are reviewed annually for currency and activity level. As a result of this review, some partnerships are removed while others are renewed. New partnerships that are deemed compatible with Mount Royal's objectives and students' needs are added each year. Four such partnerships were added last year.	This is an ongoing activity in the 2019-2022 CIP.

## G 1 Accessibility

EO 2	Enhancement of international student supports	June 2019	In progress	The International Student Support Centre developed and delivered a robust slate of academic, personal and social programming for international students, launching more than 40 events for students in the 2018/19 academic year.	This is an ongoing activity in the 2019–2022 CIP.
EO 3	Refinement of a recruitment plan for international students	June 2020	In progress	Solidifying the infrastructure for international student recruitment was the primary objective in 2018/19, including refining practices for international admission officers and the University's international recruiter, agent agreements, marketing campaigns and travel. Admission policy changes to facilitate international recruitment and admission were approved in Winter 2019, and work began on the development of a corresponding International Student Pathway program.	N/A
EO 4	University-wide coordination of international field school opportunities	June 2020	In progress	An International Field School Manual and Guidelines for the Design and Approval of Field Schools were developed and continue to be updated to reflect a two-year implementation process. The procedures are intended to increase coordination and to ensure deans are appropriately integrated into approval processes.	N/A
EO 5	Expansion of inbound and outbound exchange and semester-abroad students	June 2020	In progress	Annual growth targets for outbound mobility were established, with the goal of 20% of all Mount Royal students having had an outbound mobility experience by graduation in 2025. In 2018/19, 134 students studied abroad, representing 6.9% of 1,962 graduates.	This is an ongoing activity in the 2019–2022 CIP.

### Performance measures

PM 1	Increase in number of international students enrolled in credit programs from 2% to 3.5%	Total international student enrolment in LERS programs was 3.3% for 2018/19. International credit student enrolment in 2018/19 was 1.8%. International increases in credit programs were below target, primarily as a result of growth in Mount Royal's credit student body as a whole, which outpaced growth in the international student population.
PM 2	Increase in number of MRU students participating in a study-abroad program	In 2018/19, 134 students studied abroad through semester-long exchanges, field schools and international work experience initiatives, representing 6.9% of 1,962 graduates. This is a decline from 203 students in 2017/18; however, field schools operate on a two-year cycle, meaning fewer of them were offered in 2018/19 than in 2017/18. They are projected to increase again in 2019/20.
PM 3	Increase in number, quality and diversity of international partnerships to reflect MRU mobility priorities	In 2018/19, Mount Royal had a total of 75 active partnerships, including four that were new. These partnerships are built on compatibility in undergraduate programming, potential for reciprocity and demand for specific geographic regions. All new partnerships are supported by academic faculties. In addition, new partnerships include opportunities for faculty mobility, joint research, joint course delivery and other opportunities that support internationalization both at home and abroad.
PM 4	Increase in number of and students participating in international field schools	In 2018/19, 57 students participated in field schools, compared with 113 students the previous year. Field schools operate on a two-year cycle, meaning fewer of them were offered in 2018/19 than in 2017/18. They are projected to increase again in 2019/20.

Priority initiative					
PI 5 Support students' mental health and well-being					
Expected outcomes					
TYPE	DESCRIPTION	EXPECTED COMPLETION DATE	STATUS	PROGRESS MADE IN LAST 12 MONTHS	REVISED EXPECTED COMPLETION DATE
EO 1	Review of current policies through a student mental health lens with a view to either revise or create new policies to support mental health	June 2020	In progress	Key considerations and mechanisms for integrating a well-being lens into the creation or revision of policies across the University were identified, including research of other post-secondary practices.	N/A
EO 2	Provision of access to information, training and awareness for students, staff, faculty and administrators to increase mental health literacy skills to identify and respond to students experiencing mental health concerns	June 2020	In progress	In 2018/19, Wellness Services launched a personal skills development and capacity building program. Training programs and workshops focused on mental health literacy and skill-building, offering personal tools for positive mental health and resiliency, and enhancing people's ability to support a student in distress. There was a positive uptake of harm reduction and naloxone workshops, and suicide awareness and prevention training, with 95% of those surveyed reporting increased confidence in supporting students in distress.	N/A
EO 3	Implementation of campus services to increase self-management and coping skills; e.g., counselling groups, early support referrals (some specifically designed for sub-groups of students such as Indigenous, international and Residence students)	June 2020	In progress	The Early Support program continued to connect a diverse population of at-risk students with cultural, social and academic supports.  Students coping with physical or mental illness or health risks were offered a prescribed fitness program that included personal training sessions and campus resources. Students had access to one-on-one counselling and specific counselling groups, such as the A-team for students on the autism spectrum and the Indigenous Womens' Group. Supports were also offered through the Iniskim Centre, the International Student Support Centre and the Pride Centre. An international student kitchen program in Residence was also implemented in 2018/19.	N/A
EO 4	Provision of appropriate on-campus services and transition processes for incoming students and those who may be better served off campus through community services	June 2020	In progress	On-campus supports continued to be offered for students. A list of community resources was maintained, and students who called Counselling Services after-hours were offered a direct connection to off-campus services. Through the Calgary Post-Secondary Mental Health Coordinating Committee, a primary care and Alberta Health Service sub-committee developed an urgent care/Emergency Department referral form and process for post-secondary institutions in Calgary to help facilitate transitions between services.	N/A

## G 1 Accessibility

Performance measures		
PM 1	Increase in percentage of students who respond “yes” to consider seeking help from a mental health professional in the future, if having a personal problem	When asked if they would consider seeking help with a personal problem from a mental health professional, the proportion of students who responded “yes” in the 2019 National College Health Assessment has increased 5.6% since 2016: 84.0% of students in 2019 compared with 78.4% in 2016.
PM 2	Increase in student awareness of mental health programs and services available on campus	<p>In 2019, 9% of first-year degree students at Mount Royal said they had accessed personal counselling services on campus during the academic year, compared with 6% in 2016. (Source: CUSC 2016 and 2019)</p> <p>When asked about their awareness of services on campus, 87% of middle-years degree students said they had heard of personal counselling services. (Source: CUSC 2017 Mount Royal custom question)</p> <p>According to the 2019 National College Health Assessment (NCHA), 71% of students rated their awareness of how to access mental health support and services on campus as high/very high. Data is not available from the 2016 NCHA as this question was introduced in 2019.</p>
PM 3	Increase in the number of students participating in mental health programs available on campus	The number of students using the online Breathing Room program increased to 753 in 2018/19 from 515 in 2017/18. A variety of mental health programs and workshops offered on campus were attended by more students in 2018/19 than in the previous year: 540 non-unique students attended over 2,530 participation hours in 2018/19, compared with 360 non-unique students over 2,239 participation hours in 2017/18. Student Counselling Services offered workshops and groups that were attended by 554 student participants in 2018/19 compared with 491 in 2017/18. Participation hours by students also increased slightly year over year.
PM 4	Percentage of students reporting satisfaction with personal counselling services accessed higher than comparator group	<p>Of first-year students who said they accessed personal counselling services at Mount Royal in 2018/19, 85% said they were satisfied with the service they had received, which is comparable to 86% of students at comparator institutions who said they were satisfied. (CUSC 2019)</p> <p>An internally administered survey to 347 students found that 96% of students who responded were satisfied with the services they received. As this was an internally administered survey, there is no comparator group.</p>

Priority initiative					
PI 6 Develop dating, domestic and sexual violence awareness, prevention and response					
Expected outcomes					
TYPE	DESCRIPTION	EXPECTED COMPLETION DATE	STATUS	PROGRESS MADE IN LAST 12 MONTHS	REVISED EXPECTED COMPLETION DATE
EO 1	Changes in campus culture: foster and develop a campus-wide culture of consent through education, awareness, peer-to-peer programs and formal processes that reflect our commitment to positive cultural change	June 2020	In progress	Several initiatives helped foster a culture of consent among students, including a Survivor Love Letter Writing Event and social media campaign; consent colouring books; and eight episodes of a podcast about the ways sexual violence takes shape in today's world. A Chitenge Story, an autobiographical play about one woman's healing from the trauma of childhood sexual abuse from a new Canadian perspective, was brought to campus for students, staff, faculty and the broader Calgary community.	N/A
EO 2	Reduce stigma: reduce stigma of experiences of dating, domestic and sexual violence (DDSV) through anti-stigma and other awareness campaigns (e.g., #IBelieveYou)	June 2020	In progress	Mount Royal University collaborated with the University of Calgary and Bow Valley College for events during Sexual Violence Awareness Month in May 2019, including Standing in Solidarity, the #SurvivorLoveLetter social media campaign and the #IBelieveYou awareness campaign.	N/A
EO 3	Improve access to support: improve access to support through continued support and training of the DDSV Advocates and Response Team, strong partnerships with community agencies and ongoing efforts to educate the campus community about available supports and resources for those who have experienced DDSV	June 2020	In progress	All student clubs received mandatory training about campus resources and supportive responses to disclosures of sexual violence. The Responding to Disclosures of Sexual Violence workshop was offered to students and employees to increase understanding of sexual assault, explain the impact of trauma, demonstrate a response to a disclosure of sexual assault, and promote awareness of campus and community resources. Among workshop participants, 90% reported their knowledge of sexual violence increased, 96% reported more confidence responding to a disclosure of sexual violence and 96% indicated the workshop would be helpful in their lives generally.  Online booking to access a Sexual Violence Support Advocate was made available; the number of people contacting an advocate increased 52% in 2018/19 from 2017/18, and 214% since 2016/17. All those who accessed an advocate understood the reporting process and the supports available and could identify coping strategies, and 90% were able to access the academic accommodations they needed and had a plan for what they would do next.	N/A

## G 1 Accessibility

EO 4	Enhanced education/awareness training: develop competencies in individuals and units across campus to support people who have experienced DDSV through continued implementation of campus awareness and education plan; this includes both broad-based and general education/awareness, as well as specialized, targeted and trauma-informed training for relevant individuals/units, such as the advocates, support personnel and others receiving, investigating, adjudicating and processing reports of DDSV	June 2020	In progress	<p>First Responder to Sexual Assault and Sexual Abuse Training, a two-day session created by the Association of Alberta Sexual Assault Services, was provided to the campus, targeting those units or employees most likely to respond to disclosures. The intention was to enhance skills to respond supportively to a disclosure of sexual assault or abuse, talk about sexual violence in a way that supports and believes survivors, and increase knowledge of resources on and off campus. After completion of the training, 100% of respondents confirmed they could perform all of the workshop’s learning outcomes.</p> <p>Sexual Violence Support Advocates received enhanced education and training about trauma-informed interviewing, supporting someone with a history of trauma, family violence and abuse, and traumatic brain injury and intimate partner violence.</p>	N/A
EO 5	Support student experience: improve formal processes to minimize adverse impacts on students who report DDSV through clarifying university jurisdiction (nexus) to investigate [and discipline] incidents of DDSV which affect a complainant’s ability to access education and fully participate in the learning and work environment, increasing investigative capacity and addressing procedural and policy-related conflicts and barriers to a process that is trauma-informed and reflects our victim/survivor bill of rights	June 2020	In progress	<p>Policy and process reviews and revisions began in 2018/19 and will continue in 2019/20 to align the formal report process with a trauma-informed approach.</p> <p>An interim process will be developed while the policy and procedures are reviewed and revised. A panel hearing of three to five people will be replaced with a single panel paper review. New panel members will be selected to hear appeals. Training for all those involved in implementing the formal process was revised to ensure a trauma-informed approach is available at all stages of the process.</p>	N/A

## Performance measures

PM 1	Increase in percentage of students who recognize scenarios of consent/non-consent on a rape myth acceptance scale	The external tool used previously to measure performance was changed in winter 2019 such that it no longer met Mount Royal's needs. Internal assessments were used and proved successful. As described above, all student clubs received mandatory training related to campus resources and supportive responses to disclosures of sexual violence. Among participants in the Responding to Disclosures of Sexual Violence workshop, 90% reported their knowledge of sexual violence had increased, 96% reported more confidence responding to a disclosure of sexual violence, and 96% indicated the workshop would be helpful in their lives generally.
PM 2	Reduce percentage of students who agree there would be negative consequences for them if they reported an incident of sexual violence	This was not measured in 2018/19 as the survey tool used previously changed. In 2018/19, Mount Royal introduced a variety of measures, including mandatory training, supports and workshops, which were all aimed at ensuring a trauma-informed approach to disclosures of sexual violence.
PM 3	Increase percentage of student knowledge of procedures and resources	Year over year, there was a 52% increase in the number of individuals accessing a Sexual Violence Support Advocate in 2018/19 compared with 2017/18, and a 214% increase since 2016/17. Of those, 100% understood the reporting process and the supports available, and could identify coping strategies they could use to enhance their well-being; 90% were able to access the academic accommodations they needed and had a plan for what they would do next.
PM 4	Increase percentage of students who would use or have used the University's formal reporting procedures	Year-over-year, there was a 36% increase in the number of individuals who disclosed their experience of dating, domestic and/or sexual violence to a Sexual Violence Support Advocate in 2018/19 compared with 2017/18, and a 200% increase since 2016/17. The number of students using the University's formal reporting procedures decreased from four students in 2017/18 to one in 2018/19. There was no change between 2016/17 and 2017/18.

<b>Goal</b>	
<b>G 2</b>	<b>Affordability</b>

**Priority initiative**

**PI 7 Fundraise with intention, actively generating donor support**

**Expected outcomes**

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE	STATUS	PROGRESS MADE IN LAST 12 MONTHS	REVISED EXPECTED COMPLETION DATE
EO 1	Growth of Mount Royal's endowment fund to support student scholarships and bursaries	June 2019	Ongoing	Mount Royal's total endowment principal dedicated to student awards increased from \$34.6 million to \$39.5 million over the past year.	This is an ongoing activity in the 2019-2022 CIP.
EO 2	Growth of Mount Royal's endowment fund for initiatives that support teaching and learning practices	June 2019	Ongoing	Teaching and learning have been identified as top institutional funding priorities and feature prominently in a new institutional case for support. There has been limited growth in these endowments over the past year.	This is an ongoing activity in the 2019-2022 CIP.

**Performance measures**

PM 1	Increase in the percentage of students who receive bursaries, scholarships and awards	The total number of students receiving student awards increased in the past year from 1,608 to 1,627; however, as the overall student population grew at a higher rate than the number of student awards given, there was a decrease from 16.9% to 16.4% of unique, full-time students – excluding academic upgrading – receiving University-administered awards.
PM 2	Increase in the total value of bursaries, scholarships and awards as a percentage of Mount Royal's annual operating budget	The dollar value of student awards increased from \$3.2 million to \$3.5 million. Budgeted student awards as a percentage of the annual operating budget increased from 1.4% in 2017/18 to 1.5% in 2018/19. Actual student awards as a percentage of the actual operating expenses increased from 1.4% in 2017/18 to 1.5% in 2018/19.
PM 3	Increase in endowment funds to support the Institute for Scholarship of Teaching and Learning and other programs that directly support our vision	The principal balance of Mount Royal's endowment for the Institute for Scholarship of Teaching and Learning currently sits at \$1 million and did not change over the previous year.

PM 4	Increase in the proportion of student awards funded through philanthropic commitments rather than operating dollars	The proportion of student awards funded through philanthropic commitments rather than operating dollars declined from 59.8% in 2017/18 to 53.2% in 2018/19. However, the dollar value of donor-funded awards exceeded the dollar value of awards funded through operating dollars in each of the last two years. In 2018/19, donor-funded awards were valued at \$1.8 million compared with \$1.3 million the previous year in awards funded through operating dollars.
------	---	---

Priority initiative					
PI 8 Seek equitable, stable and predictable government/regulated funding					
Expected outcomes					
TYPE	DESCRIPTION	EXPECTED COMPLETION DATE	STATUS	PROGRESS MADE IN LAST 12 MONTHS	REVISED EXPECTED COMPLETION DATE
EO 1	Development of a financial plan designed to achieve our long-term strategic goals	June 2021	In progress	Mount Royal approved a three-year budget plan, predicated on stable provincial funding and enrolment growth. The fiscal plan prioritized resources for long-term strategic investment, efficient and effective service delivery models, faculty hiring in high-demand areas and containment of overall building operations costs through sustainability measures.	This is an ongoing activity in the 2019-2022 CIP.
EO 2	Mount Royal will seek opportunities to increase efficiency in instruction, space utilization and administration to ensure existing resources are used to their full capacity to increase access for Albertans to post-secondary education	June 2021	Ongoing	Mount Royal continued to grow enrolment by addressing course bottlenecks, increasing instructional and administrative efficiency, and improving space utilization. These measures ensure existing resources are used to their full capacity to increase access to post-secondary education for Albertans.	N/A
EO 3	Repurposing of vacant and unusable spaces in the main building (previous library and Conservatory space) as a cost-effective means of increasing instructional capacity	April 2021	In progress	Securing resources to fund the redevelopment of these spaces has been a top priority for fundraising and government relations activity. The 2019/20 provincial budget did not include any funding for this capital project due to capital budget restraints. Mount Royal will continue to advocate for this funding as a cost-effective way to continue growing enrolment.	N/A

## G 2 Affordability

EO 4	Full and effective participation in the Post-Secondary Funding Review to provide input related to historical funding inequities arising from timing of past funding freezes, which affected post-secondaries disproportionately	June 2021	In progress	<p>Mount Royal participated in the Post-Secondary Funding Review under the previous provincial government; however, the recommendations of that review were not made public prior to the spring 2019 election.</p> <p>Mount Royal has continued to advocate for a post-secondary funding formula that reflects the delivery model and financial resources of individual institutions. The University continues to discuss with Ministry and political leaders the unique risk faced by Mount Royal due to very low reserve levels and lack of financial capacity to replenish those reserves. At the same time, Mount Royal is demonstrating willingness to maximize program delivery with the funds available by seeking and implementing ways to be more efficient.</p>	N/A
EO 5	Funding for construction and programming related to Indigenous housing on campus	June 2019	Achieved	Mount Royal received a private donation in spring 2019 to double the number of family housing units on campus to eight, and to fund bursaries and programs in support of Indigenous students. This is an ongoing fundraising priority for Mount Royal.	This is an ongoing activity in the 2019-2022 CIP.
EO 6	Compliance with provincial executive compensation regulations, understanding as a publicly funded institution transparency and accountability about executive compensation is important	April 2020	Achieved	Mount Royal revised its executive compensation structure in 2018 and is fully compliant two years ahead of schedule, including with respect to the contract for the new president and vice-chancellor hired in May 2019.	N/A

### Performance measures

PM 1	Productive dialogue and partnership with the Ministry on all discussions related to funding, access and compensation	Mount Royal continued to maintain productive dialogues and strong relationships with the Ministry.			
PM 2	As a result of clear communication, provincial stakeholders understand Mount Royal's vision and need for repurposing vacant space on campus and assign a high priority for funding as resources become available	Through ongoing discussion with Ministry and political leaders, Mount Royal has clearly outlined the vision and need for repurposing old library and Conservatory spaces so as to put unproductive space back to use in educating students. Support in principle for the project from Ministry officials has been clear, but no funding was allocated in the 2019/20 provincial budget due to capital budget constraints. Mount Royal will continue to advocate for this project.			

PM 3	Three-year balanced budget does not require use of reserve funds to support base program and service delivery	A three-year balanced budget plan, including \$5 million in surpluses for each year, was approved by the Board of Governors. Unlike prior budgets that used reserve funds to support base operations, this budget plan dedicates resources for strategic initiatives, investment in capital and technology renewal, and investment in optimizing future program and service delivery.
PM 4	Reduction in the cost of delivery per FLE with respect to MRU's comparators	Cost of delivery per FLE was reduced to \$23,229 in 2018/19 from \$24,383 in 2017/18.
PM 5	Compliance with provincial executive compensation regulations by their effective date	Mount Royal revised its executive compensation structure in 2018 and is fully compliant two years ahead of schedule, including with respect to the contract for the new president and vice-chancellor hired in May 2019.

Priority initiative					
PI 9 Diversify our revenue sources and capitalize current assets					
Expected outcomes					
TYPE	DESCRIPTION	EXPECTED COMPLETION DATE	STATUS	PROGRESS MADE IN LAST 12 MONTHS	REVISED EXPECTED COMPLETION DATE
EO 1	Development of a financial plan designed to achieve our long-term strategic goals	June 2021	In progress	Mount Royal approved a three-year budget plan, predicated on stable provincial funding and enrolment growth. The fiscal plan prioritized resources for long-term strategic investment, efficient and effective service delivery models, faculty hiring in high-demand areas and containment of overall building operations costs through sustainability measures.	N/A
EO 2	Review opportunities for strategic incorporation of commercial amenities in planning for new development or renovations of existing facilities to enhance revenue generation	June 2020	In progress	The Campus Store was renovated and reopened in January 2019 to accommodate Parking, Campus Card Services and Document Services. Event and Theatre Services continued to grow revenue-generating activities, while steering the expansion of the Taylor Centre Concert Series. Revenues from Business and Retail Services increased 2.3% from 2018 year-end to 2019 year-end and, through efficiency measures, net contributions from operations increased 24.6% during the same period.	N/A
EO 3	Maximization of revenue-generation through rental of the Bella Concert Hall and other campus spaces to external groups	Ongoing	Ongoing	The volume of external rentals of performance and event spaces on campus, including concert and conference venues, increased by 7.6% year over year. Revenues rose by 8.3% in 2018/19 compared with 2017/18.	This is an ongoing activity in the 2019-2022 CIP.

## G 2 Affordability

Performance measures		
PM 1	Reduction in operations and maintenance expenditures per FLE	Mount Royal no longer feels this measure is an appropriate indicator of cost-effectiveness. A new measure was developed for the 2019/20 CIP, to be reported on in the 2019/20 annual report.
PM 2	Increase in revenue from sales of services and products	Revenues from sales of services and products increased by 5.1% in 2018/19 compared with 2017/18.
PM 3	Long-term financial sustainability	Work continued towards a revised budget model to better equip departments to effectively plan resource requirements in the long term. All University functions continued to contain costs, and retail and service-related functions sought net revenue improvements.

Priority initiative					
PI 10	Promote environmental sustainability				
Expected outcomes					
TYPE	DESCRIPTION	EXPECTED COMPLETION DATE	STATUS	PROGRESS MADE IN LAST 12 MONTHS	REVISED EXPECTED COMPLETION DATE
EO 1	Maximization of University resources through detailed analysis, audit and implementation of energy and waste initiatives, including heat, power, natural gas, electricity and all sources of waste	June 2019	Achieved	The University is assessing the benefits of several years of significant mechanical upgrades to the boilers, the addition of a 750-kilowatt combined heat and power (CHP) unit as well as myriad smaller changes enabled through the building automation system. Fine-tuning using existing systems and controls will continue. There are no major projects scheduled that would make significant reduction in costs given the current status of capital funding.	N/A
EO 2	Upgrading and adoption of sustainable technology, mechanical systems and programs; co-generation of electricity via combined heat and power (CHP) technology; and implementation of energy assessment recommendations	June 2019	Achieved	Cogeneration of electricity via CHP technology began in September 2018 and as of the end of the 2018/19 fiscal year resulted in a reduction of 2,171 metric tonnes of carbon dioxide emissions. Along with solar panels on the E-wing rooftop and the new CHP, the central plant was modernized with boiler upgrades. These improvements help the University reduce operational costs, run more efficiently and strengthen backup power in the event of a major power outage in the city.	N/A

EO 3	Enhancement of environmental sustainability practices through educational campaigns targeted at building users and designed to change behaviours	Ongoing	Ongoing	A campus-wide campaign on recycling and energy conservation is ongoing. The impact of the campaign, as well as the raised awareness that new students bring to Mount Royal, is continuing to make improvements to sustainability efforts. An annual sustainability fair further enhances outreach designed to change behaviours toward more sustainable practices.	This is an ongoing activity in the 2019-2022 CIP.
------	--	---------	---------	--	---

**Performance measures**

PM 1	Reduction in consumption and cost per square foot	Utility consumption has stabilized, varying primarily with the weather. Further capital investments in energy saving or energy generation initiatives could reduce costs even more.			
PM 2	Increase in percentage of waste diverted from the landfill through recycling programs	Waste audits conducted by an independent third party have demonstrated continuous improvement in the diversion of waste away from the landfill. The installation of hand dryers in washrooms began, thereby reducing overall paper use. Metal recycling was particularly successful with more than 31 tonnes removed in 24 months. Mount Royal was in full compliance with City bylaws concerning what can and cannot go to the landfill.			
PM 3	High scores in internal and external building performance audits and benchmarking with peer institutions	APPA: Leadership in Educational Facilities is a post-secondary facilities management group that represents almost all universities and colleges in the U.S. and Canada. It was chosen as a benchmarking partner through participation in its annual Facilities Performance Indicator (FPI). The report demonstrates that Mount Royal is very successful in its programs, although capital funding levels suggest it will be difficult to sustain a process of continuous improvement.			
PM 4	Achieve a 'gold' level rating in the Association for the Advancement of Sustainability in Higher Education (AASHE) STARS program for environmental sustainability	Mount Royal worked diligently to capture existing activities that are ranked through the Sustainability Tracking, Assessment and Rating System (STARS) program of AASHE. This is a commonly used rating system within the post-secondary environment. Mount Royal submitted its STARS assessment and is on track to rank at a high silver level and possibly even a low gold. Continued progress is expected.			

**Goal****G 3****Quality****Priority initiative****PI 11 Ensure personalized learning experiences for all of our students****Expected outcomes**

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE	STATUS	PROGRESS MADE IN LAST 12 MONTHS	REVISED EXPECTED COMPLETION DATE
EO 1	Expansion of the Early Alert/Early Warning (now Early Support) program	June 2019	Achieved	Further expansion of the program, piloted in 2016/17, was achieved last year. The Early Support program garnered 278 referrals in 2018/19, a 31% increase in referrals over the previous year. A Human Research Ethics Board (HREB)-approved study was also conducted in 2018/19, which served to confirm the positive psychosocial impacts of Early Support on students' awareness of academic and other support services, confidence and abilities to cope effectively with the demands of school.	N/A
EO 2	Expansion of transitional support programming aimed at providing year-round transitional support for first-year students	June 2020	Ongoing	Student leader and peer facilitator training was enhanced and improved in 2018/19 by offering pre-service core training before the Fall 2019 semester. A new Pathways to Success program was also piloted in Winter 2019, which addresses a gap in current support programming and is targeted at students in poor academic standing.	This is an ongoing activity in the 2019-2022 CIP.
EO 3	Enhancement of program and service delivery to increase student satisfaction with personalized learning	June 2020	Ongoing	The number of students served by academic support programs that help with their curriculum requirements in a personalized learning environment (e.g., one-on-one or small group settings) increased by 20% last year compared with 2017/18. Students reported their academic success increased as a result of participating. Substantial gains in the delivery of customized academic, personal and social support for international students were made in 2018/19 through increased breadth and depth in programming offered through the International Student Support Centre.	This is an ongoing activity in the 2019-2022 CIP.

EO 4	High level of student interactions with faculty	Ongoing	Ongoing	In 2019, 91% of first-year students at Mount Royal agreed most of their professors treat students as individuals, not just numbers, comparable with 95% in 2016. The percentage of first-year students who agreed most of their professors take a personal interest in their academic progress decreased from 85% in 2016 to 71% in 2019. Despite this decrease, first-year students at Mount Royal were more likely to agree their professors take a personal interest in their academic progress than students at comparator universities, where only 63% of students agreed. (Source: CUSC 2016 and 2019)	This is an ongoing activity in the 2019-2022 CIP.
------	---	---------	---------	--	---

**Performance measures**

PM 1	Increase in student retention rates	The first- to second-year retention rate, as reported to the Consortium for Student Retention Data Exchange, increased from 86.4% among degree students in 2016 to 87.3% in 2017, the most recent year for which data is available.			
PM 2	Percentage of students rating their overall educational experience as excellent or good is higher than comparator group (National Survey of Student Engagement (NSSE))	Among fourth-year students, 92% rated their overall educational experience as excellent or good, compared with 80% at Canadian comparator institutions. (Source: NSSE 2017)			
PM 3	Increase in student survey measures indicating the quality of student-faculty interactions	<p>In 2019, 91% of first-year students at Mount Royal agreed most of their professors treat students as individuals, comparable with 95% in 2016. The percentage of first-year students who agreed most of their professors take a personal interest in their academic progress decreased from 85% in 2016 to 71% in 2019. Despite this decrease, at 71%, first-year students at Mount Royal were more likely to agree their professors take a personal interest in their academic progress than students at comparator universities, where only 63% of students agreed. (Source: CUSC 2016 and 2019)</p> <p>The Student-Faculty Interactions engagement indicator scores from 2013 to 2017, the most recent year for which data is available, remained consistent, where the majority of first- and fourth-year degree students generally indicated they had sometimes interacted with faculty, working on activities such as committees and student groups, and discussing their coursework/academic performance or career plans. Overall, Mount Royal's student-faculty interaction scores were statistically higher than comparator institutions. (Source: NSSE 2013 and 2017)</p>			

### G 3 Quality

Priority initiative					
PI 12 Create high-impact experiences in and out of the classroom					
Expected outcomes					
TYPE	DESCRIPTION	EXPECTED COMPLETION DATE	STATUS	PROGRESS MADE IN LAST 12 MONTHS	REVISED EXPECTED COMPLETION DATE
EO 1	Provision of outreach and community learning experiences	June 2019	Achieved	As an AshokaU Changemaker Campus, Mount Royal provided opportunities for students to engage in community learning experiences. The Trico Changemakers Studio continued to be a nexus for community-university partnerships. Students learned how to approach complex problems through systems thinking and social innovation. Students connected with community practitioners, learned from mentors, gained work experience through internships and work placements, attended courses, events and programs, and connected with a network of changemakers. In 2018/19, 12 students were directly employed through the Studio and dozens more were involved in activities as part of coursework or extracurricular projects.	N/A
EO 2	Expansion of inside and outside of the classroom programs and services that increase students' sense of belonging and participation	June 2020	Ongoing	Diversity and inclusion workshops focusing on human rights integrated a sense of belonging into students' learning outcomes; 85% of students indicated they felt as if they belonged at Mount Royal by participating in these workshops.  The Harry G. Schaefer Mentorship program; Mentors: Academic and Personal Success (MAPS); and Peer Learning programs provided a learning environment that contributed to students feeling a sense of belonging; 84% of students indicated they felt a sense of belonging by participating in these programs.	This is an ongoing activity in the 2019-2022 CIP.
EO 3	Expansion of field schools and student exchange opportunities	June 2020	Ongoing	Domestically, approximately 75 students participated in three field schools, and a further 125 students participated in related activities.  Internationally, 134 students studied abroad through semester-long exchanges, field schools and international work experience initiatives, representing 6.9% of 1,962 graduates.	This is an ongoing activity in the 2019-2022 CIP.
EO 4	Development of student leadership competencies in student support programs and services	June 2019	Achieved	A new student leadership framework and a training program for program coordinators helped student leaders develop leadership competencies. Three hundred student leaders provided positive feedback on the support they received. Educational programming to expose students to diverse perspectives was improved.	This is an ongoing activity in the 2019-2022 CIP.

Performance measures		
PM 1	Percentage of students who agree or strongly agree they feel a sense of belonging at their university is higher than comparator group (CUSC)	In 2019, 84% of first-year Mount Royal students said they feel as though they belong at their university, consistent with 85% of students at comparator institutions. (Source: CUSC 2019)  Among Mount Royal graduating students, 88% agreed they feel as if they belong at their university, compared with 80% of students at comparator institutions. (Source: CUSC 2018)
PM 2	Increase in student participation in community-building programs and services	Among 2018 graduands, 11% said they had participated in service learning as part of their program, similar to 12% of 2015 graduands. (Source: CUSC 2015 and 2018)
PM 3	Increase in number of students participating in domestic field school placements and student exchange opportunities	In 2018/19, approximately 75 students participated in three domestic field schools, and approximately 125 students took part in related learning activities. This compares with 95 students in four field schools in 2017/18. Learning in the field also takes place in day-long excursions for students in a variety of programs.
PM 4	Increase access to student leadership opportunities	In 2017, the most recent year for which data is available, first-year students were more likely to say they had held a formal leadership role in a student organization or group compared with 2013, increasing from 3% to 7%. Meanwhile, the percentage of fourth-year students who said they had had a formal leadership role in a student organization or group remained consistent between 2013 and 2017, with about one in four students saying they had done so. (Source: NSSE 2013 and 2017)

### G 3 Quality

Priority initiative					
PI 13	Provide students with a liberal education				
Expected outcomes					
TYPE	DESCRIPTION	EXPECTED COMPLETION DATE	STATUS	PROGRESS MADE IN LAST 12 MONTHS	REVISED EXPECTED COMPLETION DATE
EO 1	Implementation of the recommendations for General Education resulting from the program review and the Academic Plan	June 2020	In progress	All of the recommendations for General Education arising from the previous program review and the Academic Plan were or are in the process of being addressed. The approved process for revalidation of the General Education inventory was presented to deans and chairs and forwarded to the Academic Plan Implementation Committee.	This is an ongoing activity in the 2019-2022 CIP.
EO 2	Development of a proposal for a University-wide, interdisciplinary Centre for Liberal Education	June 2019	In progress	A proposal for a Centre for Liberal Education was discussed widely across the campus community, resulting in broad support for the concept. The details of funding and implementation will be discussed in 2019/20.	June 2020
EO 3	Development of collaborative interdisciplinary programming	June 2019	In progress	Two interdisciplinary degrees were included in Mount Royal's 2018-21 CIP for formal consideration: a Bachelor of Science in Data Science and a Bachelor of Interdisciplinary Studies (both for future development). Also submitted was a Bachelor of Arts – Business Economics program for approval in the reporting year. The submission includes curriculum from both Business and the Arts.	June 2021
Performance measures					
PM 1	Majority of graduates report they have strong critical thinking and problem-solving skills	When asked about their ability to apply skills related to their employment as a result of their program, 94% of recent Mount Royal graduates said their program had at least moderately prepared them to analyze information and 93% said they were at least moderately prepared to solve problems. (MRU 2018 Graduate Follow-up Survey)			

Priority initiative					
PI 14 Provide high-impact or capstone work-integrated learning experiences					
Expected outcomes					
TYPE	DESCRIPTION	EXPECTED COMPLETION DATE	STATUS	PROGRESS MADE IN LAST 12 MONTHS	REVISED EXPECTED COMPLETION DATE
EO 1	Expansion of student work experience and work-integrated learning opportunities	June 2019	Achieved	There was a 15% year-over-year increase in the number of students completing experiential learning opportunities through work terms and co-operative education: 725 in 2018/19 compared with 630 in 2017/18 (487 in 2016/17). Last year 148 new employer partnerships were created for a total of 1,247. A new Volunteer and Recruitment Fair was held, with 55 organizations participating.	N/A
EO 2	Expansion of student community engagement and Community Service Learning (CSL) opportunities	June 2019	Achieved	The number of CSL courses in 2018/19 was consistent with the previous year at more than 50. Students contributed more than 300,000 hours of community service learning at over 500 community organizations.  Twenty-four per cent of graduating students reported participating in volunteer or community service activities on and off campus, compared with 22% at comparator institutions. (Source: CUSC 2018)	N/A
Performance measures					
PM 1	Increase in the number of students participating in internship, co-op, practicum, clinical placements	Among graduating students in 2018, the most recent year for which data is available, 60% said they participated in experiential learning opportunities, including co-ops, practica, internships and service learning, which is comparable with 61% of 2015 graduating students. (Source: CUSC 2015 and 2018)			
PM 2	Increase in number of graduates with CSL citation on transcript	The number of graduates with a CSL citation on their transcripts increased slightly year over year, with 282 in 2017/18 and 287 in 2018/19.			

### G 3 Quality

Priority initiative					
PI 15 Enrich the student academic experience through participation in research projects					
Expected outcomes					
TYPE	DESCRIPTION	EXPECTED COMPLETION DATE	STATUS	PROGRESS MADE IN LAST 12 MONTHS	REVISED EXPECTED COMPLETION DATE
EO 1	Demonstration of a clear progression of research skills through curriculum descriptions and degree requirements for all programs	June 2019	Achieved	Development of research capacity through curriculum was reinforced in the new Strategic Research and Scholarship Plan (2018-23). The deliberate and ladder progression of research will be tracked through ongoing program reviews.	N/A
EO 2	Inclusion of opportunities for students in every program to participate in at least one senior-level research or capstone project	June 2019	In progress	Indicative of progress is the Faculty of Science and Technology, where faculty members supervised 50 undergraduate research projects (for credit) and more than 30 students were directly employed as research assistants. All new program proposals include a capstone experience; for example, the new curriculum for the B.Sc. in General Science includes an interdisciplinary capstone course as does the B.Sc. in Biology.	This is an ongoing activity in the 2019-2022 CIP.
EO 3	Graduates have experience in conducting research and have gained transferable analytical skills in the research process	June 2019	In progress	Undergraduate research was identified as a core element of the Mount Royal experience in the new Strategic Research and Scholarship Plan (2018-23). Benchmarking will be conducted in 2019/20.	This is an ongoing activity in the 2019-2022 CIP.
Performance measures					
PM 1	Increase in number of students participating in research projects	In 2017, 3% of first-year students and 22% of fourth-year students said they had worked with a faculty member on a research project. This was consistent with 2013 findings for first-year students but a slight increase from 18% of fourth-year students in 2013. (Source: NSSE 2013 and 2017)			
PM 2	Increase in number of graduates enrolled in further graduate studies	Overall, the percentage of degree graduates enrolled in a graduate or professional program within a year after graduating was comparable at 9% in 2017 and 11% in 2018. (Source: MRU 2017 and 2018 Graduate Follow-up Survey) Mount Royal partnered with the University of Lethbridge to pilot the Future Innovators in Technology program, which helps students successfully transition to a graduate program. Six senior students from the Faculty of Science and Technology were identified to participate in research at the University of Lethbridge in summer 2019.			

PM 3	Increase in student survey measures indicating development of information literacy skills	In 2015 and 2018, 85% of graduating students said their experience at Mount Royal contributed to their ability to find and use information very much or much. (Source: CUSC 2015 and 2018)  Compared with 2013, fourth-year students in 2017 were less likely to report that their coursework emphasized evaluating a point of view, decision or information source (77% in 2013 compared with 70% in 2017) or forming new ideas or understandings from various pieces of information (76% in 2013 compared with 69% in 2017). (Source: NSSE 2013 and 2017)
------	---	---

Priority initiative					
PI 16 Create empowered learners					
Expected outcomes					
TYPE	DESCRIPTION	EXPECTED COMPLETION DATE	STATUS	PROGRESS MADE IN LAST 12 MONTHS	REVISED EXPECTED COMPLETION DATE
EO 1	Creation of an integrated student experience, encouraging students to create their own sense of community to enhance their work within academic programs	June 2019	Achieved	In 2018/19, 148 students were matched with 116 working professionals in the Harry G. Schaefer Mentorship program. This compares with 162 students and 130 mentors in 2017/18. Among mentors last year, 71% were alumni.	N/A
EO 2	Expansion of Library services, programs and technologies to expand student capacity and leverage academic success	June 2019	Achieved	The resources, expertise, service and technologies available in the Library expanded significantly. New spaces, supports and programs were designed to be flexible and to allow continued evolution of the Library in support of the changing needs of learners, teachers and researchers on campus.	N/A
EO 3	Implement more peer-to-peer programming to promote student success and increase confidence, leadership and experiential learning	June 2020	Achieved	In 2018/19, 121 students volunteered as learning peers, comparable with the previous year. The number of participants in the peer mentorship program (MAPS) increased to 64 peer mentors and 134 mentees in 2018/19 from 39 mentors and 80 mentees in 2017/18. In evaluations, students indicated they became more effective self-directed learners as a result of their participation. Student attendance at open workshops rose by 32% in Fall 2018 compared with Fall 2017, and by 29% in Winter 2019 compared with Winter 2018. In 2018/19, 760 students received help from the Peer Learning program, which helps students become more effective self-directed learners.	N/A

### G 3 Quality

Performance measures		
PM 1	Increase in number of learning peers	In 2018/19, 121 students volunteered as learning peers, comparable with the previous year. In addition to providing leadership and role-specific introductory training, options were expanded for ongoing training to include topics in three main areas: lead, learn and leverage.
PM 2	Increase number of peer mentorship opportunities	The number of participants in the peer mentorship program (MAPS) increased to 64 peer mentors and 134 mentees in 2018/19 from 39 mentors and 80 mentees in 2017/18. A winter intake was introduced after the Fall 2018 semester for students who realized they needed more support, and will continue for the 2019/20 year as it meets the goals of the program to connect students to the resources they need to succeed in their first year.
PM 3	Increase the percentage of students satisfied with tutoring	Of first-year degree students who said they had accessed tutoring services on campus in 2018/19, 92% said they were satisfied with the service they received, which is comparable with 93% of 2016 first-year degree students. (Source: CUSC 2016 and 2019)  Students also valued the support provided by learning peers in the Peer Learning program, giving them an average rating of 4.6 out of 5, up from 4.3 in 2017/18.
PM 4	Increase overall score on the collaborative learning engagement indicator	Since 2013, first- and fourth-year students' scores for collaborative learning overall remain comparable. In 2017, the most recent year for which data is available, first-year students' collaborative learning score was 33.6 on a scale of 60, compared with 33.2 in 2013; 2017 fourth-year students' score was 35.1 compared with 34.3 in 2013. (Source: NSSE 2013 and 2017)
PM 5	Increase in percentage of students who say they are accessing Library resources	Among 2019 first-year students, 59% said they accessed the Library's electronic resources during the academic year, a decrease of 8% since 2016. Physical library resources were accessed by 41% of 2019 first-year students compared with 46% of 2016 first-year students. Despite these general declines in use, physical and electronic library resources combined were the second most-used service by first-year students in 2018/19, with 73% using one or both services. (Source: CUSC 2016 and 2019)
PM 6	Percentage of students who say they are satisfied with Library services is higher than comparator group	Of those who said they had used the services, first-year students at Mount Royal in 2019 were slightly more likely to say they were satisfied with their library's electronic resources, at 98%, compared with 95% of students in the comparator group; they were comparably satisfied with their library's physical resources, at 97%, compared with 96% of students at comparator universities. (Source: CUSC 2019)

Priority initiative					
PI 17	Promote innovation and excellence in teaching and pedagogy				
Expected outcomes					
TYPE	DESCRIPTION	EXPECTED COMPLETION DATE	STATUS	PROGRESS MADE IN LAST 12 MONTHS	REVISED EXPECTED COMPLETION DATE
EO 1	Development of the institutional Teaching-Learning Strategic Plan	June 2019	On hold	To ensure strategic alignment and no duplication of efforts, this work has been put on hold while the Academic Plan Implementation Committee (APIC) continues its work. The Teaching-Learning Standing Committee (TLSC) of General Faculties Council (GFC) will undertake this work at a later date upon direction from the APIC.	Undetermined, but 2020/21 is possible
EO 2	Approval of revised student evaluation of teaching policies	June 2019	Achieved	The TLSC of GFC approved the Student Evaluation of Teaching Policy and upon referral to GFC the policy was approved.	N/A
EO 3	Implementation of University-wide celebration of teaching and learning event	June 2019	Achieved	The second annual Celebrate! Teaching and Learning at Mount Royal was held with more than 140 participants. This will continue to be an annual event.	N/A
EO 4	Advancement of the Scholarship of Teaching and Learning pillar of our research strategy	June 2019	Achieved	In 2018/19, the Institute for Scholarship of Teaching and Learning (SoTL) launched a three-year SoTL development program. Ten faculty members were admitted into the inaugural cohort and completed the first year, and focused on learning about the field of SoTL and research methodologies. Eight of them successfully applied into the second year of the program, where they will conduct a SoTL study within their classrooms. Sixteen faculty members were admitted to the second cohort for 2019/20. The Institute grants program was revamped, and the eighth annual Banff Symposium for SoTL was held, with more than 150 participants from Canada and around the world. Mount Royal was awarded a Canada Research Chair, Tier 2 in SoTL. A candidate was chosen and, if successful through the Tri-Council approval process, will begin in 2020.	N/A
EO 5	Use of open education resources (OER) across programs	June 2019	On hold	There is currently no mechanism to track the use of OERs across programs.	This is an ongoing activity in the 2019-2022 CIP.

### G 3 Quality

Performance measures		
PM 1	Number of teaching-learning enhancement/innovation projects approved through the Provost's Teaching-Learning Enhancement Grants program	Five new Teaching-Learning Enhancement Grants were approved for 2019/20, featuring innovations in augmented and virtual reality course content along with other curricular objects and innovations.
PM 2	Increase in number of 3M Teaching Fellowships awarded to Mount Royal faculty	In 2018/19, chemistry professor Brett McCollum won a 3M Teaching Fellowship for excellence in educational leadership and undergraduate teaching. His teaching areas include general chemistry, organic, inorganic, physical and nuclear chemistry, and spectroscopy. He was the first Mount Royal faculty member to receive this award and one of only 10 chosen from across the country last year.
PM 3	Increase in number of programs using OER	There was no mechanism to track OER development or use across programs.
PM 4	Increase in proportion of students who say they were given the chance to evaluate the quality of teaching in their courses (CUSC)	When surveyed in Winter 2019, 56% of first-year degree students said they had the opportunity to evaluate the teaching in all of their courses during the fall semester. (Due to changes in how the question was worded, this item is no longer directly comparable with 2016 results.) (Source: CUSC 2019)
PM 5	Maintain quality of teaching metrics in Canadian University Survey Consortium (CUSC), National Survey of Student Engagement (NSSE) and Student Perception of Teaching (SPoT) surveys	<p>A similar proportion of first-year students agreed they were satisfied with the quality of teaching they had received in 2019 (92%) compared with 2016 (93%). (Source: CUSC 2016 and 2019)</p> <p>Since 2013, Mount Royal's overall engagement indicator scores for effective teaching practices decreased slightly for both first- and fourth-year students (first-year students: 39.8 in 2013 compared with 38.3 in 2017; fourth-year students: 40.7 in 2013 compared with 38.1 in 2017, all on a 60-point scale). (Source: NSSE 2013 and 2017)</p> <p>The Student Perception of Teaching (SPoT) survey was administered in 3,507 sections in 2018/19, contacting 87,970 students with 42,315 respondents. This is a completion rate of 48%, which is slightly lower than 2017/18 at 51%. The instruction score of 5.17 and student faculty interaction score of 5.53 (out of 6.0) were the same as in 2017/18.</p>

Priority initiative					
PI 18 Foster a safe and positive work environment					
Expected outcomes					
TYPE	DESCRIPTION	EXPECTED COMPLETION DATE	STATUS	PROGRESS MADE IN LAST 12 MONTHS	REVISED EXPECTED COMPLETION DATE
EO 1	Development of a coordinated approach for a safe and positive work environment identified through the Healthy Campus Steering Committee and the Joint Occupational Health and Safety Committee (JOHSC)	June 2020	In progress	Sub-committees were established under the Healthy Campus Steering Committee to ensure collaboration across the campus community. The Environmental Health and Safety (EHS) team lead is chairing the Employee Wellness Committee to ensure the broader EHS perspective is a key component of all programs and decisions. The JOHSC established its mandate and procedures and has broad representation of staff and faculty.	N/A
EO 2	Development of a campus-wide safety culture through the implementation of enhanced and updated Environmental Health and Safety (EHS) policies and procedures	June 2019	Achieved	In 2018/19, position hazard assessments were completed across campus for nearly all employees. Work continues for new hires and employees who were missed. Workplace inspections were ongoing throughout the University, and implementation of several important safety programs and procedures began, such as asbestos management, ergonomics, hot work management and fall arrest. Work to review current environmental health and safety policy began.	This is an ongoing activity in the 2019-2022 CIP.
EO 3	Implementation of identified priorities informed by the employee wellness consultations, Employee Wellness Survey and other data sources	June 2020	In progress	In 2018/19, an employee well-being working group was struck through the Healthy Campus Steering Committee. The group's focus includes the health and safety of employees, programs and strategies for stress management, personal resilience and mental health. In response to priorities identified by employees, the group contributes to the development, implementation and sustainability of employee health and well-being programs, policies and strategies to assist in the promotion of a culture of health and well-being at Mount Royal.	N/A
EO 4	Implementation of identified priorities in the Diversity and Meaningful Inclusion (DMI) Framework and delivery of appropriate education and training programs	June 2020	In progress	Senior leaders received divisional and faculty-level results of an Employee Census and Inclusion survey. Faculties responded to the DMI priorities and survey results in a variety of ways, including training sessions, hiring committee resources, and policy and process support. A variety of workshops to foster an inclusive work environment were offered by the inclusive education specialist and a faculty pay equity review was initiated.	N/A

### G 3 Quality

Performance measures		
PM 1	Increase in the percentage of employees who agree with the statement "At my organization, I am treated fairly and with respect"	As of 2017, the last year in which this was measured, a majority (76%) of employees agreed they are treated fairly and with respect. (Source: Canadian Centre for Diversity and Inclusion (CCDI) 2017 Diversity and Inclusion Survey)
PM 2	Increase the percentage of employees who agree with the statement "At MRU, I have access to diversity and inclusion education and training"	As of 2017, the last year in which this was measured, a majority (72%) of employees agreed they have access to diversity and inclusion training and education. (Source: CCDI 2017 Diversity and Inclusion Survey)
PM 3	Increase sense of community among MRU employees	In the 2018 Employee Wellness Survey (606 respondents), 74% of employees rated the sense of community among employees as "very good" or "good" compared with 84% of employees in the 2015 Employee Wellness Survey (580 respondents).
PM 4	Increase percentage of employees who respond "very good" and "excellent" to "How would you rate your overall emotional wellness?"	The employee well-being index measures aspects of physical, mental, emotional, spiritual and environmental health. It declined in 2018 compared with 2015, and Mount Royal is working to understand the relationship of general employee well-being in the workplace, which this measure does not address. According to the Employee Wellness Survey in 2018, 46% of the 606 respondents rated their emotional health as "very good" or "excellent," compared with 54% of 580 respondents in 2015.
PM 5	Evidence of broad cultural, ethnic, religious, sexual orientation, abilities, gender and age diversity among our staff, faculty and management complement	<p>The 2017 CCDI Diversity and Inclusion survey collected various demographics from employees and found that:</p> <ul style="list-style-type: none"> <li>• 16% of employees identified as being racialized versus white</li> <li>• 59% said their religious affiliation was not Christian</li> <li>• 18% identified as having a disability, of which 14% said they received accommodation in their current job</li> <li>• 10% identified their sexual identity as LGB2sQ+</li> <li>• 67% identified their gender as being a woman</li> <li>• 61% are either generation X or baby boomers</li> </ul> <p>Employee group comparisons showed individuals who identified as LGB2sQ+, women and people of racialized backgrounds were slightly less represented among management compared with their representation overall. Women were also slightly less represented among faculty compared with their representation overall. (CCDI 2017 Diversity and Inclusion Survey)</p>
PM 6	Ensure all full-time employees have a current Formal Hazard Assessment completed for the tasks of their position	In 2018/19, position hazard assessments were completed across campus for nearly all employees. Work continues for new hires and employees who were missed.

PM 7	Ensure workspaces are inspected for hazardous conditions at regular intervals and are conducive to a safe work environment	Workplace inspections were ongoing throughout the University, and implementation of several important safety programs and procedures began, such as asbestos management, ergonomics, hot work management and fall arrest. Work to review the current environmental health and safety policy got underway. The JOHSC established a regular schedule of quarterly inspections and will provide overall direction to departmental safety teams to ensure followup on any items identified during annual inspections. Areas of higher risk are inspected on a frequent basis by internal departmental staff and are included in the overall schedule developed by the JOHSC.
PM 8	Increase the percentage of employees who have completed the basic health and safety orientation	All new employees receive basic health and safety training as a component of their onboarding at Mount Royal. To date, approximately 90% of employees have received the training.

## Goal

### G 4

### Coordination

#### Priority initiative

#### PI 19 Encourage collaborations with post-secondary institutions in the province of Alberta and across Canada

#### Expected outcomes

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE	STATUS	PROGRESS MADE IN LAST 12 MONTHS	REVISED EXPECTED COMPLETION DATE
EO 1	Implementation of partnerships and Memoranda of Understanding between Mount Royal and Indigenous groups that result in the creation of resources that contribute to curriculum development and indigenization	June 2019	Ongoing	The University continues to work with all Treaty 7 communities to advance Mount Royal's indigenization priority, including the indigenization of curriculum. Ongoing consultations with Old Sun College, Red Crow College and other stakeholders in Alberta are underway to formalize partnerships, especially in the area of advancing Indigenous language courses at Mount Royal. In addition, Mount Royal finalized a transfer agreement between Old Sun College and Mount Royal for Siksika Studies courses.	This is an ongoing activity in the 2019-2022 CIP.

## G 4 Coordination

EO 2	Maximization of course transferability with other institutions	June 2019	Ongoing	Mount Royal continued to be a leader in the Campus Alberta system for depth and breadth of transfer agreements available through the Alberta Council for Admissions and Transfer (ACAT). A review of course transferability and co-listing is also completed annually for collaborative degrees. Efforts continued to enhance credit transfer for Indigenous students who have earned course credits through one or more of Alberta's Indigenous learning providers, and to improve the credit transfer/recognition process for Mount Royal students studying in international exchanges.	This is an ongoing activity in the 2019-2022 CIP.
EO 3	Maximization of savings potential while enabling improved ability to support future information technology needs via a shared provincial data centre and cloud initiative	June 2019	Ongoing	Mount Royal was one of the first institutions to sign on to a province-wide initiative, Share IT, that is exploring the development of a shared data centre to meet this common requirement and achieve cost efficiency. Share IT continues to seek savings in the purchase of various technology solutions including VMWare licensing, cloud services provider, end-user computing hardware, and vulnerability assessment and penetration testing.	This is an ongoing activity in the 2019-2022 CIP.
EO 4	Continued pursuit of dual credit opportunities with Indigenous and area high schools	June 2020	In progress	Mount Royal continued to advance dual credit opportunities in the region. One English course was offered with Bishop Carroll High School (Calgary Catholic School District) in Winter 2019. Two aviation courses were offered with the Edmonton Catholic Separate School District No. 7. Further, an agreement was finalized with the Calgary Board of Education to offer one math and one political science course, with discussions of several other potential courses initiated. Mount Royal participated in an Alberta Education Dual Credit Start-up Funding Application with the Calgary Board of Education for development of an Indigenous Studies offering.	N/A
EO 5	Full implementation of the BSc Environmental Science collaborative degree program at Keyano College	June 2021	In progress	The first intake into the collaborative Bachelor of Science in Environmental Science with Keyano College took place in the Fall 2017 semester. The first graduates will convocate in June 2021.	N/A
EO 6	Collaboration with the University of Calgary to increase efficiency around research compliance (e.g., joint reviews for Human Research Ethics Board (HREB) and Animal Care Committee)	Ongoing	Ongoing	Mount Royal continues to operate under a Memorandum of Understanding with the University of Calgary (U of C) on Human Research Ethics to provide delegated review for health-related research and a mechanism to hear appeals for HREB decisions. In addition, the U of C provides a representative on the Mount Royal HREB.  Collaboration with the U of C was essential to Mount Royal achieving a Certificate of Good Animal Practice from the Canadian Council on Animal Care. The head of the U of C's Animal Care Committee continued to provide direct input on veterinary requirements.	This is an ongoing activity in the 2019-2022 CIP.

EO 7	Sustain and grow collaborative degree partnerships with other Alberta post-secondary institutions	June 2021	Ongoing	Mount Royal offers collaborative degrees with Keyano College (Environmental Science), Red Deer College (BBA) and Medicine Hat College (BBA and BEd).	This is an ongoing activity in the 2019-2022 CIP.
------	---	-----------	---------	--	---

Performance measures		
PM 1	Increase in number of partnerships with Indigenous groups	Work continued with all Treaty 7 communities to advance Mount Royal's indigenization priority, including the indigenization of curriculum. Mount Royal collaborated with Old Sun College to formalize transfer agreements between the institutions in 2018/19. Discussions commenced to form an Indigenous Elders Advisory Council, with terms of reference to be determined.
PM 2	Reduction in technology maintenance costs	Work is being done across campus departments to increase the number of participants in purchasing agreements to secure better pricing for computer and audio-visual hardware and to seek savings through Share IT.
PM 3	Increase in the number of dual credit agreements with area high schools	A new dual credit agreement with the Edmonton Catholic Separate School District was added in the reporting year; AIRF 1101 (Introduction to Aviation Navigation) and AIRF 1109 (Introduction of Aviation Meteorology) were offered in Fall 2018 and Winter 2019, respectively. In addition, discussions were initiated to add another agreement with the Golden Hills School District in 2019/20.
PM 4	Increase in the number of collaborative degrees offered by MRU with post-secondary partners	Mount Royal has initiated discussions to increase the number of collaborative degrees in the 2019/20 academic year with current post-secondary partners.

# Enrolment plan and program changes

Mount Royal's Enrolment Management Plan aligns with the mission and vision of the University and is guided by the specific goals, strategies and measures defined by the University Strategic Plan (USP). Underlying all enrolment planning is the principle of thoughtful growth; that is, growing to meet the demands of Alberta learners and the employment market in a manner that does not compromise quality or the value proposition of what makes a Mount Royal education desirable.

In 2018/19, the University continued on its extraordinary planned growth trajectory, adding 303 full load equivalents (FLE) and 304 individual students to its various programs. Mount Royal's commitment to growing the student body almost exclusively through increases in student retention and persistence rather than additions to program intakes is an uncommon model that is desired, but infrequently duplicated, by other post-secondary institutions.

Mount Royal remains committed to improving program access and course availability to optimize retention, persistence and graduation rates across the institution. The achievement of the targeted 3.1% growth in FLE from 2017/18 to 2018/19 represents the fifth consecutive year of FLE gains for the University. Since the first year of the growth model implemented in 2014/15, the institution has recorded a 10.3% increase in total FLE, with the majority of growth aligning with the program mix objectives embedded in the USP and occurring at the baccalaureate level.

Credential	Program Name	2017/18 FLE (actual)	2018/19 FLE (actual)	Variance FLE (actuals)	2018/19 (projection)	Variance FLE from CIP (projections)
<b>Institution Total</b>		<b>9,809</b>	<b>10,112</b>	<b>303</b>	<b>10,275</b>	<b>-163</b>
<b><i>Degree</i></b>		<b>7,395</b>	<b>7,617</b>	<b>222</b>	<b>8,018</b>	<b>-401</b>
	Bachelor of Arts	1,530	1,547	17	1,605	-58
	Bachelor of Arts in Criminal Justice	369	357	-12	391	-34
	Bachelor of Business Administration	1,778	1,882	104	1,929	-47
	Bachelor of Child Studies	225	246	21	272	-26
	Bachelor of Communication	571	582	11	631	-49
	Bachelor of Computer Information Systems	210	213	3	242	-29
	Bachelor of Education	309	322	13	345	-23
	Bachelor of Health and Physical Education	563	566	3	639	-73
	Bachelor of Interior Design	104	138	34	121	17
	Bachelor of Midwifery	38	36	-2	44	-8
	Bachelor of Nursing	756	756	0	780	-24
	Bachelor of Science	940	970	30	1,019	-49
<b><i>Applied Degree</i></b>		<b>7</b>	<b>1</b>	<b>-6</b>	<b>9</b>	<b>-8</b>
	Bachelor of Applied Business and Entrepreneurship	2	1	-1	1	0
	Bachelor of Applied Ecotourism and Outdoor Leadership	1	0	-1	0	0

Bachelor of Applied Interior Design	4	0	-4	8	-8
Bachelor of Applied Science - Environmental Science	0	0	0	0	0
<b>Certificate</b>	<b>104</b>	<b>94</b>	<b>-10</b>	<b>110</b>	<b>-16</b>
Advanced Studies in Critical Care Nursing	38	36	-2	39	-3
Athletic Therapy	18	14	-4	19	-5
Business Administration	17	17	0	18	-1
Embalmer	8	7	-1	6	1
Environmental Technology	2	0	-2	2	-2
Funeral Director	20	20	0	23	-3
Massage Therapy	2	0	-2	3	-3
<b>Diploma</b>	<b>523</b>	<b>556</b>	<b>33</b>	<b>477</b>	<b>79</b>
Aviation	61	60	-1	56	4
Broadcasting	3	1	-2	2	-1
Child and Youth Care Counsellor	1	2	1	0	2
Computer Information Systems	1	0	-1	0	0
Early Learning and Child Care	0	0	0	0	0
Funeral Service	69	66	-3	71	-5
Massage Therapy	130	140	10	109	31
Personal Fitness Trainer	74	98	24	59	39
Social Work	185	188	3	180	8
Theatre Arts	0	0	0	0	0
<b>Non-Credential</b>	<b>1,477</b>	<b>1,415</b>	<b>-62</b>	<b>1,395</b>	<b>20</b>
Academic Upgrading	589	519	-70	609	-90
Bridge to Canadian Nursing (BCN) Program	60	60	0	48	12
English as an Additional Language	272	230	-42	316	-86
Open Studies	519	572	53	391	181
Transitional Vocational	36	33	-3	31	2
<b>University Transfer</b>	<b>303</b>	<b>430</b>	<b>127</b>	<b>266</b>	<b>164</b>
Bachelor of Science - Computer Science	63	71	8	63	8
University Entrance Option	240	359	119	203	156

## Variance explanation

As Mount Royal has a general admission intake into many of its programs, and as students are typically permitted to choose or change majors, accurate projection of enrolment at the specialization level within credentials with multiple specializations is complicated. There are several enrolment projection models that Mount Royal uses for different purposes. Typically, the projections generated for the Comprehensive Institutional Plan (CIP) are based on previous-year final FLEs, current-year preliminary FLEs and future-year projected FLEs. As the CIP must be approved by the Board of Governors and submitted to the Ministry in June, the University is unable to use actual FLEs for the projections in the most current reporting year covered by the CIP. It is this set of projections that Mount Royal is required to compare actuals with in the annual report.

Annually in July, Mount Royal completes the Learner and Enrolment Reporting System (LERS) accountability submission for the Ministry of Advanced Education. The data contained within LERS are used to generate a refined projection model that considers finalized budget directives and actuals from the most recent reporting year. Following the first day of class for the Fall semester, actual student enrolment behaviour is used to update the projection model a final time and to develop projections at the registration level for current- and future-year budget planning.

It is Mount Royal's objective to continually refine projection models in an effort to accurately predict enrolment over one-, three-, five- and 10-year increments and to minimize the variance that occurs between projections and actuals. Predicting student behaviour, market trends and the financial landscape, however, is an inexact science. In addition, the current stage of Mount Royal's growth strategy is predicated on improved retention and persistence of students, and on the increases in continuing student registration made possible through dramatic seat increases in courses and sections across all academic semesters, rather than through increases to intakes in existing programs. Projecting student enrolment increases resulting from retention at the program level is challenging. Predicting exactly where these registrations will occur at the specialization and/or discipline level well in advance of when these registrations are realized (five months ahead of the finalization of registration for the Fall semester; nine months before the Winter semester; and 12 months ahead of the Spring semester) is even more complicated and, due to the number of factors involved, inevitably leads to variance between projections and actuals.

For the purposes of variance reporting in the annual report, confidence in the projections are highest at the institutional level and lowest at the program level. In developing the projections, Mount Royal has ascribed a margin of error of 3% for institutional FLE, 5% for credential FLE, 10% for program FLE and 15% for specialization FLE. Comparison

of actual enrolment data with the projections contained within the CIP should take the noted margins into consideration.

### **Institutional level**

Actual institutional FLE varied by -1.6% from projections and fell within an acceptable margin of error.

### **Credential level**

Actual FLE at the credential level varied by 5% or less from projections for degrees and non-credential programs. Variance of -8 FLE in applied degrees was the result of underestimating students' completion of suspended or terminated programs or transfer to the corresponding baccalaureate degree. Mount Royal no longer has an intake into any applied degree program. Variance of -16 FLE across all certificate programs was low at the individual program level but exceeded margin-of-error thresholds due to small program sizes. Variance of +79 FLE in diplomas arose almost entirely from unanticipated increases in Massage Therapy and Personal Fitness Trainer. These programs are managed by the Faculty of Continuing Education and Extension and do not form part of the institution's forecast model for FLE. The gains reflected increased student and labour market demand for these offerings. Variance of +164 FLE within University Transfer programs was attributed to underestimated increases in the University Entrance Option (UEO). Changes to admission criteria approved by General Faculties Council in 2017/18 for implementation in 2018/19 impacted student course-taking behaviour significantly more than anticipated. UEO students registered in slightly more than four courses per term in 2018/19, which is a full course more per term than in any previous year. Adjustments to the projection model will be made to account for these changes in behaviour.

### **Program level**

In addition to the explanations provided at the credential level, margin of error thresholds were exceeded for the following programs:

#### Bachelor of Computer Information Systems

- -29 FLE variance was attributed to a graduation coefficient that was lower in the projection model than the actual number of graduates produced. The model will be adjusted to more accurately capture a higher number of graduates.

#### Bachelor of Health and Physical Education

- -73 FLE variance resulted from insufficient years of data to more accurately project student behaviours. The first year of delivery for this program was Fall 2014 and projections will begin to improve with the graduation of additional cohorts and with the establishment of a baseline for student enrolment behaviour.

#### Bachelor of Interior Design

- +17 FLE variance arose from higher-than-anticipated transition rates from the suspended Applied Degree and student progression rates in the baccalaureate offering.

#### Bachelor of Midwifery

- -8 FLE variance was due to the disproportionate impact of individual student behaviours on small cohort sizes.

#### Academic Upgrading

- -90 FLE variance was likely a reflection of student demand and market conditions. Academic Upgrading is managed by the Faculty of Continuing Education and Extension and does not form part of the institution's forecast model for FLE.

#### Bridge to Canadian Nursing

- +12 FLE variance resulted from increased student demand coupled with the disproportionate impact of individual student behaviours on small cohort sizes.

#### English as an Additional Language

- -86 FLE variance was likely a reflection of the program's market position. When the projections were created, the program did not form part of the institution's forecast model. In April 2019, International Education was moved to the newly named Planning, International and Enrolment portfolio. The ESL program curriculum is being redesigned, innovative marketing strategies are being employed, the expense budget has been appropriately adjusted to reflect the size of the program, and efforts are underway to incorporate the program into the forecast model used for credit offerings. Combined, these changes should reduce variance between projections and actuals.

#### Open Studies

- +181 FLE variance resulted from a much higher-than-estimated applicant-to-registrant yield, particularly late in the Fall 2018 admission cycle, and high turn-away rates for qualified applicants to degree programs. Open Studies students are limited to 30 credits of study and, as a result, the impact of FLE variance is typically limited to a single fiscal year.

# International enrolment plan

Credential	Program Name	2017/18 FLE (actual)	2018/19 FLE (actual)	Variance FLE (actuals)	2018/19 (projection)	Variance FLE from CIP (projections)
<b>Institution Total</b>		<b>311</b>	<b>301.2</b>	<b>-9.8</b>	<b>378.8</b>	<b>-77.6</b>
<b>Degree</b>		<b>118.5</b>	<b>121.4</b>	<b>2.9</b>	<b>156</b>	<b>-34.6</b>
	Bachelor of Arts	13.6	14.9	1.3	18.1	-3.2
	Bachelor of Arts in Criminal Justice	1	1.1	0.1	1.8	-0.7
	Bachelor of Business Administration	39.2	41.4	2.2	50.2	-8.8
	Bachelor of Child Studies	7.6	7.1	-0.5	11.4	-4.3
	Bachelor of Communication	4.7	3.4	-1.3	8.6	-5.2
	Bachelor of Computer Information Systems	9.9	8	-1.9	15.7	-7.7
	Bachelor of Education	0.9	0.6	-0.3	1.2	-0.6
	Bachelor of Health and Physical Education	6.7	5	-1.7	8.6	-3.6
	Bachelor of Interior Design	1	1.9	0.9	0.8	1.1
	Bachelor of Nursing	16	18	2	17	1
	Bachelor of Science	17.9	19.9	2	22.6	-2.7
<b>Applied Degree</b>		<b>0.3</b>	<b>0</b>	<b>-0.3</b>	<b>0.2</b>	<b>-0.2</b>
	Bachelor of Applied Interior Design	0.3	0	-0.3	0.2	-0.2
<b>Certificate</b>		<b>3.8</b>	<b>1.7</b>	<b>-2.1</b>	<b>7.7</b>	<b>-6</b>
	Athletic Therapy	0.1	0	-0.1	0.1	-0.1
	Business Administration	3.7	1.7	-2	6.8	-5.1
	Embalmer	0	0	0	0.8	-0.8
<b>Diploma</b>		<b>6.8</b>	<b>9.4</b>	<b>2.6</b>	<b>14.9</b>	<b>-5.5</b>
	Aviation	0	0.3	0.3	1	-0.7
	Funeral Service	0.8	1.2	0.4	2.3	-1.1
	Massage Therapy	2.4	0.4	-2	6.2	-5.8
	Personal Fitness Trainer	0	1.1	1.1	1.2	-0.1
	Social Work	3.6	6.5	2.9	4.2	2.3
<b>Non-Credential</b>		<b>176.6</b>	<b>161.6</b>	<b>-15</b>	<b>193.1</b>	<b>-31.5</b>
	Academic Upgrading	7.7	6.5	-1.2	7.3	-0.8
	Bridge to Canadian Nursing (BCN) Program	1.9	4.8	2.9	4.5	0.3

English as an Additional Language	126	91.5	-34.5	137.7	-46.2
Open Studies	41.1	58.7	17.6	43.6	15.1
<b>University Transfer</b>	<b>5</b>	<b>7.1</b>	<b>2.1</b>	<b>6.9</b>	<b>0.2</b>
Bachelor of Science – Computer Science	1.6	0.4	-1.2	2.6	-2.2
University Entrance Option	3.4	6.7	3.3	4.3	2.4

## Variance explanation

Mount Royal has an objective to grow international student enrolment in credit programs to 5.0% by 2024/25. In 2018/19, the growth trajectory was slower than projected, resulting in a notable negative variance in degree and non-credential programs. The variance was also exacerbated by exceptional growth in FLE produced by continuing (primarily domestic) students in credit programs. The larger base of total FLE on which the 5.0% international target is based resulted in a larger number of international students required to match projections.

The University is committed to growing international enrolment mindfully and is carefully establishing the infrastructure necessary for international student recruitment, admission and academic support. Gains in enrolment may be delayed while appropriate resource allocations are determined to support these endeavours.

## New program development

### Program planning

Mount Royal's program planning continues to focus on the institution's overall academic and enrolment planning objectives, which includes the following main elements:

- Building new undergraduate degrees and majors, particularly in professional areas and in the foundational areas of the arts and sciences, wherein all students graduate job-ready.
- Reducing the Open Studies intake to fund expansions of existing degrees and majors and the development of new degrees and majors.
- Sustaining and expanding a core suite of diplomas and certificates that are driven by student and market demands.
- Maintaining our commitment to a robust General Education component in all degrees and diplomas.
- Phasing out applied degrees and University Transfer programs.

The institution's program prioritization, development and approval process has been refined to improve the prioritization of programs for development and to ensure that the quality and consistency of submissions meet the requirements and standards upheld by the Ministry of Advanced Education.

### Programs implemented

Bachelor of Science – Chemistry  
 Funding: internal reallocation  
 Implementation: Fall 2018

### Programs approved for rollout

Bachelor of Business Administration – Finance  
 Bachelor of Business Administration – International Business  
 Bachelor of Business Administration – Supply Chain Management  
 Funding: internal reallocation  
 Implementation: Fall 2019

### CIP programs planned for rollout in Fall 2020

Bachelor of Science – Biology  
 Bachelor of Science – Computer Science  
 Bachelor of Social Work  
 Bachelor of Arts – Business Economics  
 Funding: internal reallocation  
 Implementation: Fall 2019

### CIP programs planned for development

Bachelor of Science – Data Science  
 Bachelor of Interdisciplinary Studies  
 Bachelor of Arts – Philosophy  
 Funding: internal reallocation  
 Implementation: Fall 2019

# Research, applied research and scholarly activities

## Strategic plan

The 2018/19 academic year was the first year Mount Royal was guided by the newly approved Strategic Research and Scholarship Plan – Discovery and Changemaking Through Research and Scholarship (2018–2023). The new plan builds on the previous five-year plan and reflects the University’s growing capacity for applied research and scholarship.

The Mount Royal learning community strives for excellence through the nexus of scholarly teaching and diverse research, with a strong emphasis on liberal education in an undergraduate context. Our faculty pursue research and scholarship to advance and apply knowledge, as well as to enhance the quality of teaching. A central premise of the plan is that an exceptional undergraduate educational experience includes thoughtful integration of research and scholarship into the tenure of all Mount Royal students. The institution values research and scholarship across the full spectrum of creative, disciplinary, interdisciplinary, professional and applied realms. Committed to community-based research, Mount Royal strongly values its partnerships with Indigenous communities.

Research and scholarship at Mount Royal is enhanced through the leadership of institutes and centres. The University will continue to enhance its research capacity through the acquisition of external grants, scholarly partnerships and the growth of research chairs. The quality and impact of scholarly activity take precedence over purely quantitative counts of output.

## Tri-Agency success and other externally sponsored research

Tri-Agency funding refers to support from federal granting agencies that fund research, research training and innovation in Canadian post-secondary institutions: the Canadian Institutes of Health Research (CIHR), the Natural Sciences and Engineering Research Council of Canada (NSERC) and the Social Sciences and Humanities Research Council of Canada (SSHRC).

Mount Royal had a very successful year with Tri-Agency funding, more than doubling the number of recipients compared with the previous reporting year and increasing funding by 61%. Seven faculty members were awarded nearly \$640,000 in total funding from Tri-Agency research grants in the 2018/19 academic year – an increase from three faculty members awarded under \$400,000 in total funding the previous year. In addition, new funding from the SSHRC provided support to award six Explore and four Engage grants with a total value of \$33,000.

Externally sponsored research continued to grow from sources beyond Tri-Agency funding. An outstanding example from the reporting year was \$400,000 grant to Lynne Lafave, PhD, from the Government of Alberta Ministry of Children’s Services. The purpose of the research is to assess synchronous and asynchronous resources and coaching along with a food literacy and physical literacy symposium for early learning and child-care centres.

## Research chairs

In 2018/19, Tracy Friedel, PhD, Canada Research Chair (CRC) Tier 2 in Indigenous Studies, completed work as a co-applicant on a SSHRC-funded partnership project (2012–2019) entitled, *On the Move: Employment-related Geographic Mobility in an Alberta Métis Community*. She has developed an active, community-based program of research focused on enhancing research capacity in Indigenous communities to enable more effective partnerships with external researchers. She is leading research focused on First Nation and Métis experience in the areas of work, learning and health.

Mount Royal's growth in federally sponsored research was rewarded by the allocation of new CRCs. In addition to the existing Tier 2 CRC in Indigenous Studies, four additional CRC allocations were received. Guided by the Strategic Research and Scholarship Plan, and in consultation with the faculties, Mount Royal created position descriptions and competitions for CRCs in the following research areas:

- Human physiology
- Community disaster research
- Scholarship of teaching and learning
- Design thinking

Selection processes were completed for the first three CRCs in the reporting year. Nomination packages were submitted to the CRC Secretariat in October 2019 with the aim of making full appointments in July 2020. The competition for the Design Thinking Chair was conducted in the fall of 2019 with an intended start date of January 2021.

These new chairs represent a significant opportunity to increase Mount Royal's scholarly capacity and reputation. Chairs will be research leaders on campus and will be expected to build collaborative, externally funded research programs.

Mount Royal initiated an internally supported Board of Governors Chairs program in 2018/19 to celebrate, advance and sustain excellence in scholarly teaching and research. Board of Governors Teaching Chairs will further enhance teaching excellence and innovation by focusing their scholarly pursuits on leading and supporting teaching and curricular initiatives in their faculties and/or across the institution.

Chairholders advance the teaching-learning mission of Mount Royal by undertaking innovative and high-impact projects in priority areas of research that address community needs. As leaders in their fields, chairholders play a critical role in deepening the institution's knowledge base, strengthening teaching and research capacity, and the training of students as highly qualified professionals. Two research and two teaching chairs were appointed for three-year terms. An objective of the initiative is to retain excellent scholars and researchers.

## Community-engaged experiential education

Mount Royal has a long tradition of connection and relevance with local and regional communities. This has evolved into a commitment to collaboration between the institution and communities for the mutually beneficial co-creation of knowledge and betterment of society. The designation of Mount Royal as an AshokaU Changemaker Campus and partnership with Mount Royal's institutes is testament to the University's strength, leadership and commitment in this area.

In 2018/19, Mount Royal expanded activities in the Trico Changemakers Studio, which opened in 2018. Space in the 4,800-square-foot open facility was rented to more than 20 member organizations to work alongside faculty and students. More than a co-working space, the studio, with its focus on changemaking, creates a values-based community where people working in different sectors and fields of practice share the common purpose of social good. This is a highly engaged model that provides unparalleled opportunities for experiential education and innovation.

# Community outreach and underrepresented learners

## Regional access to learning opportunities

As part of its mandate, Mount Royal University is identified as both a sending and receiving institution for transfer students, thus playing a pivotal role in Campus Alberta.

## Dual credit

Mount Royal continued to advance dual credit opportunities in the region. One English course was offered with Bishop Carroll High School (Calgary Catholic School District) in Winter 2019. Two aviation courses were offered with the Edmonton Catholic Separate School District No. 7. Further, an agreement was finalized with the Calgary Board of Education to offer one math and one political science course, with discussions initiated on several other potential courses. Mount Royal participated in an Alberta Education Dual Credit Start-up Funding Application with the Calgary Board of Education for development of an Indigenous Studies offering specifically for Indigenous students.

## Collaborative degrees

The University is engaged in four collaborative degree programs with Alberta Comprehensive Community Colleges as follows:

1. Medicine Hat College - Bachelor of Business Administration
2. Medicine Hat College - Bachelor of Education
3. Red Deer College - Bachelor of Business Administration
4. Keyano College - Bachelor of Science - Environmental Science

In general terms, students who complete specified two-year diplomas or university transfer credits are eligible to enter year three of the Mount Royal degree. Years three

and four of the Mount Royal curriculum are offered onsite at Medicine Hat College, Red Deer College and Keyano College, enabling students in those locations to complete a baccalaureate program without relocating to Calgary.

Upon completion of 60 credits of Mount Royal coursework in years three and four, students receive the Mount Royal parchment (BBA, BEd or BSc). Detailed agreements addressing matters such as admissions, curriculum approval, faculty hiring and reporting have been developed for each collaboration to ensure the integrity and quality of the program.

## Initiatives for Indigenous learners

The Indigenous Strategic Plan (ISP) 2016-21 was approved by the President's Executive Committee in August 2016 and committed Mount Royal to advance Indigenous student success. The Academic Plan, "Planning to Flourish" (2017-22), further supports indigenization at Mount Royal, in particular those aspects of the plan that call for increasing the integration of Indigenous content, resources and pedagogies across Mount Royal, including in-field and work experiences, service learning, practica and clinicals.

Progress in 2018/19 included:

- Applications to all programs from self-declared Indigenous students rose by 17.4% in Fall 2018 compared with Fall 2017.
- The retention rate among Indigenous students continues to equal the retention rate for non-Indigenous students. The six-year graduation rate for Indigenous students in the Fall 2012 cohort was 67.8% compared with 64.2% for non-Indigenous students.
- The percentage of students who self-identified as Indigenous reached 6.0% in 2018/19, compared with 5.8% in 2017/18, putting Mount Royal ahead of schedule to achieve 7.0% by 2025.

- Mount Royal continued to increase its presence in urban and rural Indigenous communities and at events through the efforts of an Indigenous recruitment officer. Establishing and maintaining meaningful connections with Indigenous communities, along with designating program seats through Indigenous admission targets, is expected to continue increasing applications from Indigenous students.
- The Office of Academic Indigenization (OAI) met regularly with faculty councils and deans' advisory groups and offered sessions to support departments in Indigenous curriculum development. Faculty in several departments worked with Treaty 7 community experts and presented their work in a University-wide panel. A change to course curriculum for a three-credit equivalency will be presented to General Faculties Council in 2019/20 for approval.
- Twelve professional development grants were awarded in 2018/19 to faculty members to develop indigenization initiatives. Training for faculty to address anti-Indigenous bias was offered, and an Empowering Indigenization Symposium was held, with internationally renowned scholars and Mount Royal faculty presenting. Faculty in the Indigenous Studies discipline were helped to develop an online Treaty 7 course for possible availability in Fall 2020.
- The OAI facilitated a Heritage Canada grant, allowing Tsuut'ina language speakers to teach Tsuut'ina on campus during the Winter 2019 semester. These classes were free for Mount Royal students and live-streamed for the Tsattine (Beaver, Dene) to participate in.
- The Iniskim Centre continued to provide holistic programs for Indigenous students to promote student success:
  - Indigenous university bridging (formerly Aboriginal Education program) helped 80 students each semester qualify to apply to a Mount Royal diploma or degree program or other post-secondary programs. This program provided a foundation for the first-year cohort experience in the degree programs.
  - The Student Success Coordinator provided academic supports for Indigenous students. This included the BMO Peer Mentorship Program for first-year students to be mentored by senior students. The Iniskim Centre continued to maintain programs that bridge into University supports and the peer-mentorship program.
  - The Medicine Trail Program Coordinator provided cultural and spiritual support for students, the Iniskim staff, faculty and staff within faculties and diploma programs, and at Mount Royal University as a whole. The coordinator acts as a cultural broker and connector with the community and also serves as a resource and as an advisor.

- A private donation enabled the doubling of capacity in the Indigenous family housing program to support eight families. Twenty-eight single students are accommodated in Residence; efforts to reach the goal of 36 are ongoing. A housing coordinator works to facilitate community and maintain connections with Residence staff, Security, the Iniskim Centre and other University student supports.

## Supports for other underrepresented learners

Mount Royal ensures services are in place to support foundational learners, learners with disabilities, rural learners and learners from low-income backgrounds.

Accessibility Services at Mount Royal helps to ensure the University provides an accessible learning environment that encourages full participation in academic courses for students experiencing disabilities. Reasonable accommodations are tailored to the individual, are flexible and are determined by considering the barriers within the unique environment of a post-secondary institution.

Accommodations are made for students with documented conditions that cause them to face barriers in a post-secondary learning environment. Documented conditions include:

- Attention deficit/hyperactivity disorders
- Chronic health issues
- Deafness or partial hearing
- Head injuries
- Learning disabilities
- Mental health issues
- Mobility impairments
- Physical disabilities
- Partial sight or blindness
- Temporary impairments due to accident, illness or injury

To the extent possible given the age of many buildings on campus, Mount Royal works to ensure physical spaces are accessible. Newer buildings are built to universal design standards that include accessibility features such as ramps, automatic doors, and lowered buttons and controls. Many washrooms on campus are equipped with accessible amenities, and the snow and ice removal plan on campus prioritizes accessible entry points.

Mount Royal's collaborative agreements with colleges in smaller communities increases rural students' access to post-secondary learning. Rural students who attend classes on Mount Royal's campus, and all other students, have access to a variety of supports that address their academic and mental health needs, including services that support students in their first year away from home.

In support of students' financial needs, Mount Royal's total endowment principal dedicated to student awards increased from \$34.6 million to \$39.5 million over the past year. The total number of students receiving student awards increased in the past year from 1,608 to 1,627 unique, full-time students, excluding academic upgrading. On an ongoing basis, Mount Royal provides financial advice to students to help them manage their finances. Services include advice on scholarships, bursaries and loans; fee payment options; income tax; subsidies for housing, transit and health care; credit; and budgeting.

# Internationalization

Mount Royal continued to advance its Internationalization Action Plan, which reflects pillars for partnerships, recruitment, student experience, mobility, internationalization at home, research and revenue generation. Key drivers for internationalization at the University include:

- fostering development of intercultural, international and global knowledge competencies among students and faculty
- encouraging students to construct knowledge that considers diverse international, cultural and global perspectives
- enriching and strengthening undergraduate curricula and creating high-impact learning opportunities for all students
- pursuing international partnerships that create new opportunities for academic programming, teaching, learning, research and service
- encouraging research that is internationally, interculturally and/or globally inflected
- generating additional sources of income for the institution, some portion of which can be directed to supporting capacity-building for aspects of the Internationalization Action Plan

In alignment with the key pillars of internationalization at Mount Royal, the University undertook the following activities in 2018/19:

- The International Student Support Centre developed and delivered a robust slate of academic, personal and social programming for international students, launching more than 40 events for students. Programming included opportunities for students to build academic skills, exposure to diverse cultures, certified immigration advising, awareness of food options and food sustainability, student advocacy and meaningful connections with peers.
- Solidification of the infrastructure for international student recruitment continued to be a primary objective, including the refinement of practices for international admission officers and the University's international recruiter, as well as agent agreements, innovative marketing campaigns and targeted travel. Multiple admission

policy changes intended to facilitate international recruitment and admission were approved by General Faculties Council in Winter 2019, and work began on the development of a corresponding International Student Pathway program. To optimize recruitment efforts, the Office of International Education – including inbound and outbound mobility, English as an Additional Language programming, and international student support – were moved under Enrolment Services in April 2019.

- International students accounted for 3.3% of all enrolment in 2018/19 LERS programming. As noted elsewhere in the Annual Report, international increases in credit programs fell below target, primarily as a result of growth in Mount Royal's credit student body as a whole, which outpaced growth in the international student population. In degree programs, however, international student enrolment increased by 2.9%.
- An International Field School Manual, associated appendices, and Guidelines for the Design and Approval of Field Schools were developed and continue to be updated to reflect a two-year implementation process. The documented procedures are intended to increase coordination and to ensure that deans are appropriately included in field school approval processes.
- Annual growth targets for outbound mobility have been established, with the goal of 20% of all Mount Royal students having had an outbound mobility experience by graduation in 2025. In 2018/19, 57 students participated in field schools. In 2017/18, 134 students studied abroad, representing 6.9% of 1,962 graduates. In 2017/18, 203 students studied abroad, representing 11% of approximately 1,850 graduates. Given the two-year cycle of field schools, a decrease in alternating years is expected.
- In 2018/19, Mount Royal had a total of 75 active international partnerships, including four that were new. These partnerships are built on compatibility in undergraduate programming, potential for reciprocity and demand for the geographic region. All new partnerships are supported by academic faculties. In addition, new partnerships include opportunities for faculty mobility, joint research, joint course delivery and the incorporation of other elements that support internationalization at home and abroad.

# Information technology

## Information Technology Services and the Technology Stewardship Committee

The Technology Stewardship Committee (TSC) is central to the successful functioning of Mount Royal University's information technology stewardship process. The committee is composed of senior leadership and reports to the President's Executive Committee.

The TSC provides strategic guidance and oversight of the information technology project portfolio and ensures information technology decisions have a strategic fit and balanced investment across the institution. The committee's responsibilities include guidance for the technology project portfolio with a focus on realizing the benefits of implemented initiatives, as well as direction on necessary standards for efficient operations, enterprise data and system architecture. To be considered for funding, each initiative submitted to the TSC must identify its alignment to the University Strategic Plan. The Strategic Technology Reserve Fund is used for initiatives that:

- are strategic and/or institutional in nature
- align with and support the University Strategic Plan
- have University-wide impact in supporting a number of operating units and improving the experience for a wide group of students, staff and faculty

## Projects in 2018/19

At a strategic level, planned activities in 2018/19 were going to include development and implementation of an Information Technology Services (ITS) strategic technology roadmap, ITS framework and data governance framework. Due to the departure of the chief information officer (CIO) in the reporting year, these initiatives were paused while a search for a new CIO began.

ITS completed dozens of projects in 2018/19 related to the University's infrastructure and security, application development and strategic practices.

Major projects included the completion of the new systems for the Library and Student Awards. ITS also implemented a new curriculum proposal system, as well as a locker system for students.

Significant work continues in order to migrate the University fully to Banner 9, the University's enterprise resource planning (ERP) system. This work spanning across Finance, Human Resources, Advancement and student activities will effect numerous efficiencies in the future. Planning for the next phase of the Banner program has begun and will focus on decommissioning legacy systems, improving the foundation and migrating to self-service applications.

# Capital plan

## General overview

Mount Royal has focused its Capital Plan on two priorities for capital investment. The first is the internal renovation of two areas within the original campus building. Funding from a private donor has been secured, but additional funding support is required for the work to proceed. The second priority project, expansion of Indigenous student family housing, was recently completed through private donations. In addition to these, Mount Royal is reviewing needs and priorities for future academic facilities, including increased space for the Faculty of Science and Technology.

These priority capital investments are key to meeting the University's goal to increase student enrolment and to enhance existing facilities in support of undergraduate student success. These outcomes will also assist with achievement of the Province's Capital Plan cost effectively by largely using existing infrastructure. Mount Royal is committed to working with government to complete capital priorities efficiently, in a way that meets the growing demand among Alberta learners while being financially flexible during challenging economic times. The following information details the two priority projects and the current planning focus. All other capital projects identified in previous annual reports and comprehensive institutional plans, while important over the longer term, have been removed from this discussion of capital funding so as to concentrate efforts on these key, near-term projects.

## Priority projects

### ***Repurposing existing facilities (partially funded)***

Mount Royal remains focused on its priority project to renovate vacated internal spaces and revitalize the interior of the original main building. With the completion of the Riddell Library and Learning Centre and the Taylor Centre for the Performing Arts in recent years, significant vacant space was created in the heart of campus. Mount Royal wants to repurpose these large, visible spaces to ensure effective use of existing infrastructure to support strategic growth priorities. This project will add 2,328 square metres of usable space, repurpose 21,513m<sup>2</sup> and accommodate 1,250 new full-load equivalent (FLE) students. The estimated cost of \$65 million includes:

- repurposing vacated Conservatory space into classrooms and vacated Library space into a new student centre, study space, classrooms and centralized student services
- revitalizing Main Street and developing an expansion of north/south circulation
- renovating the campus bookstore, including relocation of campus services and the International Student Centre
- building new classrooms and one lab
- co-locating administrative staff and updating non-functioning office space

### ***Indigenous Family Housing Residence (recently completed)***

This project, which included renovating existing residential units for Indigenous students and their families, was completed in 2019 and increased the number of family housing units from four to eight. A strategic priority for Mount Royal is to support growth in both the number and success of Indigenous learners. Affordable housing is one of the most significant barriers students face when considering post-secondary education. The University is committed to eliminating these barriers through the provision of on-campus housing for Indigenous students and their families. Residences are available on a 12-month basis to provide Indigenous families with children a stable housing option throughout the year. The funding for this project also included the establishment of an initial housing bursary to support Indigenous student success. Ongoing funding sources to maintain this bursary are being explored.

## Detailed breakdown of priority projects

TYPE	DESCRIPTION	FUNDING SOURCES	PROGRESS OF FUNDING COLLECTION	EXPECTED COMPLETION DATE (FROM CIP)	STATUS	PROGRESS MADE IN LAST 12 MONTHS	REVISED EXPECTED COMPLETION DATE
<b>Priority projects</b>							
Repurposing existing facilities	Renovation of vacated Conservatory and vacated library space, expansion of main circulation, and additions of classrooms	77% unfunded 23% donation	Donor funds committed	TBD	Project initiation - hiring a project manager	23% of project funding secured	TBD
Indigenous family housing residences	Renovation of existing residences to accommodate families, with a focus on Indigenous students	100% donation	Complete	Complete	Complete	Completion of residence renovation	Complete
<b>Other*</b>	N/A						
Maintenance	N/A						
New	N/A						
Expansion	N/A						
*A number of projects were described in Mount Royal's 2018 Comprehensive Institutional Plan, which related to desired new facilities as well as needed maintenance projects. As indicated above, this Capital Plan is intentionally focused on the priority, near-term projects highlighted above.							

## Planning

### *Science and Technology*

With the expansion of the Science and Technology degree programs, a need has been identified to assess the future requirements for this space in order to meet current and emerging program expectations. Campus infrastructure is aging, with the original labs now 46 years old.

A current state gap analysis was completed in 2018, which identified areas where the space is not serving the current needs of the Science and Technology programs. Work to assess and compile future requirements began in 2019 and will form the basis of a recommendation in the long-term plan to address current and future needs. This planning initiative will identify the best course of action in terms of existing infrastructure renewal and/or expansion to create Science and Technology spaces that support the expanded University degree program offerings. It is expected that this planning will be completed in early 2021.

# Financial and budget information

## Management's discussion and analysis

This management discussion and analysis (MD&A) should be read in conjunction with the Mount Royal University consolidated financial statements and accompanying notes. The MD&A and audited financial statements are approved by the University Board of Governors on the recommendation of its Finance Committee and Audit and Risk Committee. The University's consolidated financial statements are prepared in accordance with the Public Sector Accounting Standards.

The following provides an overview of the financial results achieved in the fiscal year ended June 30, 2019, with discussion and analysis of the following areas:

- economic and operating environment
- financial health indicators
- financial risks
- fiscal year results

## Economic and operating environment

The predictability of provincial grant funding for post-secondary education over recent years provided stability for planning of the University's operations for 2018/19. The incoming provincial government budget in the fall of 2019 presented a 1.3% decrease to the University's grant funding for 2019/20, in addition to operating expense reduction mandates. Ending the 2018/19 fiscal year with increased uncertainty on the future of post-secondary provincial funding levels, the University faces increased financial risk in its ability to achieve its strategic goals.

Mount Royal, consistent with most post-secondary institutions, expends the majority of its operating budget on personnel. Salary and benefits expenses represented 70% of operating expenses in 2018/19. Historically, growth in regulated revenues of grant and tuition have not kept pace with increasing compensation costs. Through

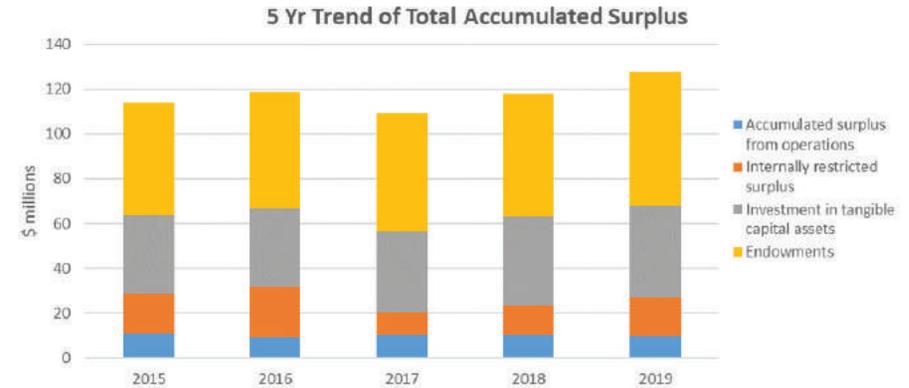
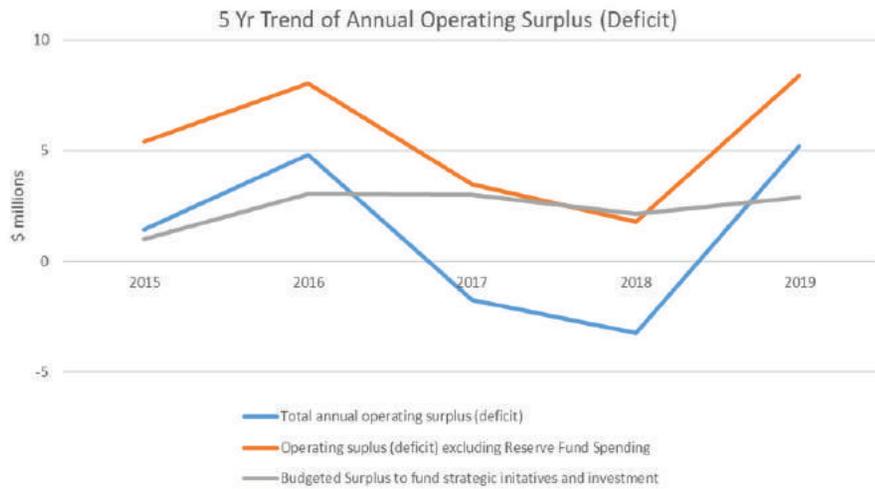
2018/19, ancillary and commercial services achieved substantial improvements in net financial contributions over previous fiscal periods. Most notably, increased enrolment and realized structural efficiencies in the credit-free functions resulted in net contribution targets being exceeded. Recognizing the uncertain funding environment, the University also initiated fiscal restraint measures, capitalizing on opportunities for process improvements and optimizing revenue-generating capacity, while retaining an institutional focus on advancing the academic mission and effective student services.

Mount Royal remains focused on strategic growth. While jurisdictions across Canada struggle to maintain stable enrolment levels, Mount Royal and other post-secondary institutions in the Calgary region continue to see strong demand for access to undergraduate degree offerings. Over the past several years, the University has consistently expanded seat and course offerings for current students to support retention and timely degree completion. These initiatives resulted in an enrolment increase of 6.1% over a two-year period. Growth in 2019/20 will focus on adjusting intake targets based on analysis of high-demand programs and efforts to achieve international student enrolment targets. Enrolment growth of 3.1% over 2018/19 actuals is projected for 2019/20.

## Financial health indicators

Long-term financial sustainability is fundamental to continued delivery of the University's programs and services.

The annual operating position reflects annual operating revenues less expenses, including spending on internally restricted fund activities that are not captured in the budget. Internally restricted fund activities are focused on strategic initiatives, investment needed for revenue-generating facilities and units, and capital investments. The annual budget is established to generate sufficient surplus to fund these strategic and investment needs. The University's net operating position has fluctuated over the past several years, but at the close of 2018/19, as a direct result of the combination of exercising prudence across all functions in the University, implementation of process efficiencies, and optimization of revenue-generating capacity, the University was at its highest position in the past five years, with an achieved surplus necessary to invest in future strategic requirements. The University continues its focus on achieving targeted surplus results, strengthening the institution's resiliency and providing opportunities to adequately respond to increasing financial uncertainty.



This annual surplus contributed to the increase in total accumulated surplus presented on the Statement of Financial Position. This balance represents the accumulation of available resources, including endowments and internal investment in physical infrastructure from prior years. The \$119 million total accumulated surplus at the close of the 2018/19 comprised 50.0% in endowed balances, which are restricted in their use (\$60 million); 34.0% in the University's net investment in existing tangible capital assets (\$41 million); 14.5% in internally restricted surplus (\$17.3 million); and the balance of 1.1% (\$1.3 million) in unrestricted net assets.

The total ending accumulated surplus balance increased over the previous two fiscal periods by \$10 million. In 2019, through collective efforts of fiscal restraint, revenue generation and process efficiencies, the resulting operating surplus equipped the University to allocate resources to strategic initiatives and critical investment in aging equipment, technology and facilities through appropriation of \$8 million to internally restricted surplus.

The University's review of its liquidity strategy, coupled with an improvement in the 2019 operating results, resulted in decreased use of its revolving line of credit, and removed any reliance on unrestricted portfolio investments; in contrast, in 2018, unrestricted investments were used to support working capital needs. Long-term cash flow planning into 2019/20 protects against any reliance on unrestricted investments. Improvement in the University's cash position and maintenance of long-term investment portfolio balances may be compromised, depending on the timing and depth of future-year reductions in provincial grant funding.

## Financial risks

The University's strategic growth objective of 13,000 FLE by 2025 is predicated on increased financial support from the Government of Alberta, changes to the University's cost structure to reduce total costs per FLE, and realization of optimal instructional capacity. The University is examining its cost structures, academic and administrative processes, and instructional capacity, and is capitalizing on revenue-generating opportunities. The University has forecast a balanced budget in 2019/20 and beyond, through exercising fiscal prudence and ensuring efficiencies are achieved in all institutional processes. Approved budget assumptions had incorporated a 2.0% decrease to provincial grant funding, while supporting modest enrolment growth. The Province has announced a plan to decrease provincial grant funding to the post-secondary sector for the next several years. The impact of the reductions and related directives require assessment as to the pace and extent of impact on the University's operations and ability to meet the demand among Alberta learners.

# Fiscal year results

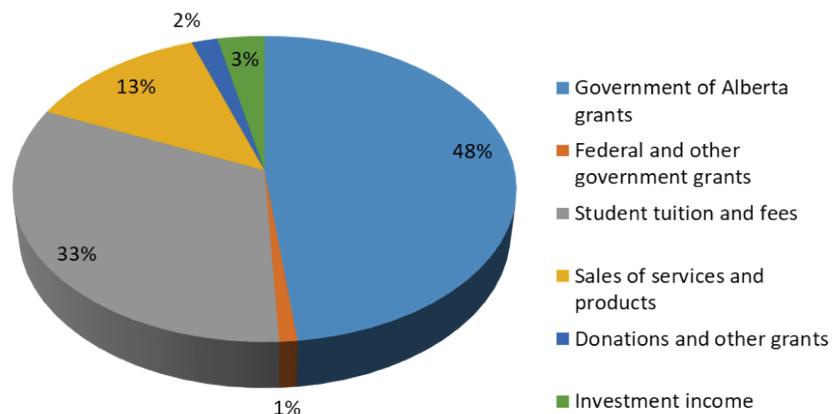
## 2018/19 consolidated financial results

At the consolidated entity level, total operating revenue exceeded expenses by \$5.2 million, excluding internally restricted fund spending of \$3.2 million. Revenues increased over 2017/18 levels by \$4.2 million, mostly due to an increase in revenue from credit-student tuition through enrolment growth, improvement across revenue-generating portfolios, and recoveries in credit-free and recreation activities. Expenses from operations decreased over the past year by \$4.3 million, with an additional \$3.2 million in spending activity from internally restricted sources for special projects and strategic investments. Cost containment and process efficiency measures across all functional areas of the University contributed to positive expenditure variances

## Revenue

Regulated revenues through provincial grants and student tuition and fees continued to make up the majority of the University's income sources. Total Government of Alberta grants plus student-based revenues comprised 81% of the University's income stream in 2018/19.

Total Revenue by Source 2018/19



## Grant funding streams

Provincial grant revenue totalled \$115.6 million, reflecting a 2.0% increase to the University's operating grant, in addition to funds to offset a regulated freeze in tuition rates. The general operating grant comprised \$102 million of this total. The remaining balance include capital grant funding through the Strategic Investment Fund, Infrastructure Maintenance Program (IMP) funding and other provincial agencies.

A variety of federal and other government grants contributed more than \$2.5 million to program-specific activities, including externally funded research activities beyond budget.

## Sales of services and products

Higher realized revenue resulted from implementation of a new credit-free strategy, along with increased community uptake for the Taylor Centre for the Performing Arts and other event offerings through the Event and Theatre Services area. This activity continues to grow as the University capitalizes on its exceptional facilities to serve the needs of a variety of groups and activities. Collective efforts to mobilize initiatives in all revenue-generating areas, along with an increased student population, resulted in beyond-budgeted activity in recreation, Residence and hospitality functions.

## Student tuition and fees

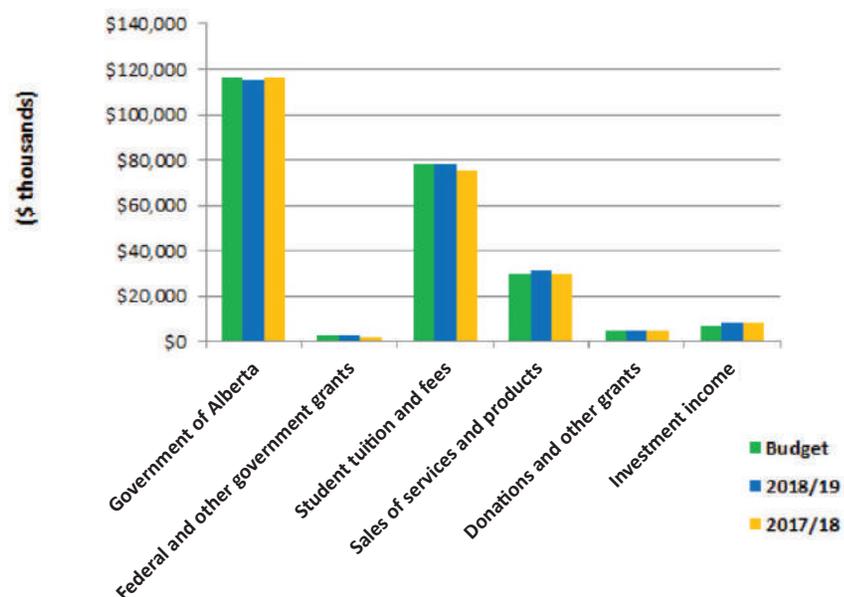
Over 2018/19, the University continued to focus on strategies to support timely degree completion, through the addition of courses and seats in high-demand programs, and in foundational general education offerings. Spring and summer course offerings were also added to make use of available capacity. This contributed to a 3.1% increase in enrolment over the prior year, and the addition of \$1.0 million in tuition revenue over budget. Offsetting this growth in revenue was lower-than-budgeted international credit registration. As the University further outlines its international strategy, budgeted targets will be aligned accordingly.

Regulated student tuition remained frozen at 2013/14 levels for the 2018/19 period. Recent announcements from the Province have revoked current legislation, which limited tuition increases to a calculated consumer price index. The impact of these legislative changes on Mount Royal's student population, as well as to revenue assumptions, will require examination and analysis.

## Investment income

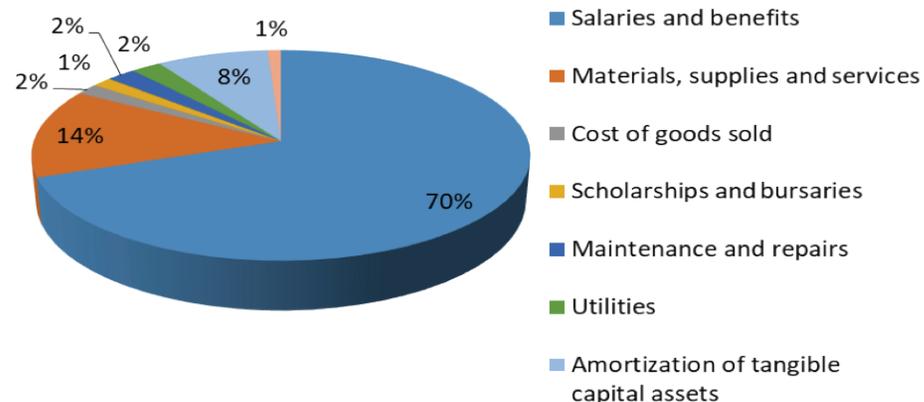
Realized investment income in 2018/19 reflected an increased rate of return of 7.4%, compared with 6.8% in 2017/18. As well, realized returns resulted from a strategic decision to reallocate a portion of the University's investments in bond funds to real estate, ensuring long-term expenditure requirements of endowments can be sustained. In contrast to the prior year, the University did not redeem portfolio investments to augment working capital cash requirements; as such, redemptions gains were not realized. The University's investment portfolio returns reflected the strength of the investment markets in which both the restricted and unrestricted assets are held. Indexes in all asset classes generated stronger realized returns in support of general operations, scholarships, bursaries and programs supported by endowments.

### Total Revenue by Source – Budget 2018/19, Actual and Prior Year



## Expense

### Expense by Object 2018/19



### Labour expense

Labour-related expenses of salaries and benefits were 70% of the University's operations in 2018/19, compared with 69% in 2017/18. This change is mostly attributed to the investment in full-time tenure-track positions that the University committed to through a resource planning process. Total spending in 2018/19 on labour decreased by 1.9% compared with the prior year, reflecting efforts across all functions in the institution to implement process and cost efficiencies. Management and exempt personnel salary levels continued to be frozen throughout 2018/19 as directed by the Government of Alberta. Employer contribution rates for pension commitments decreased, reflecting the positive funding results of the Local Authority Pension Plan, further contributing to a positive budget variance. Finally, revisions to roles and functions are ongoing in response to changing service requirements, slowing hiring as positions have been vacated to ensure the University is best placed for future realities.

### Materials, supplies and services

Materials, supplies and services expenditures in 2018/19 were slightly under budget. Expenses related to projects funded from internally restricted funds for special projects and priority initiatives were \$1.0 million.

**Maintenance and repairs**

Total maintenance and repair activities, not inclusive of \$1.8 million of reserve fund spending, were significantly lower than 2017/18. Uncertainty about the provincial Infrastructure Maintenance Program grants caused the University to delay future projects, where possible, until funding levels are confirmed. This presents a significant risk to the University, as without dedicated resources, the deferred maintenance and health and safety liability increases.

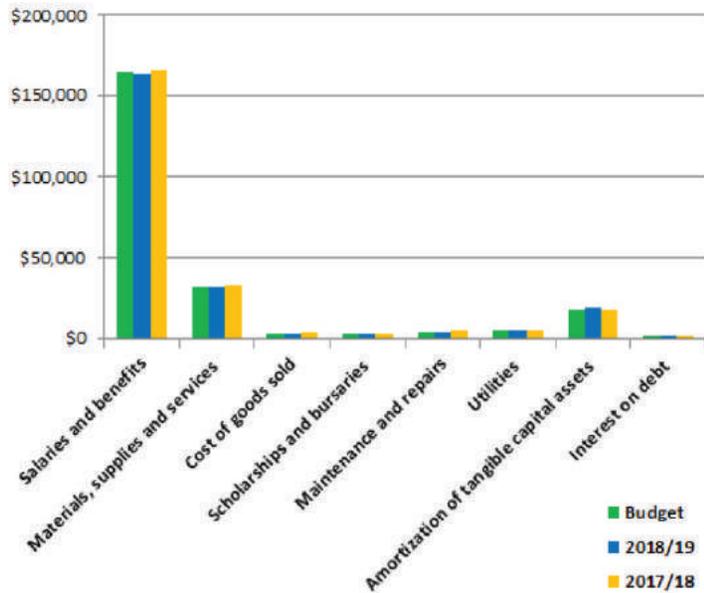
**Utilities**

Sustainability continued to be a focus for the University and its facility operations. The University's investment in combined heat and power contained spending on utilities, slightly below budgeted levels, and substantial efforts to contain costs were initiated with custodial and other services.

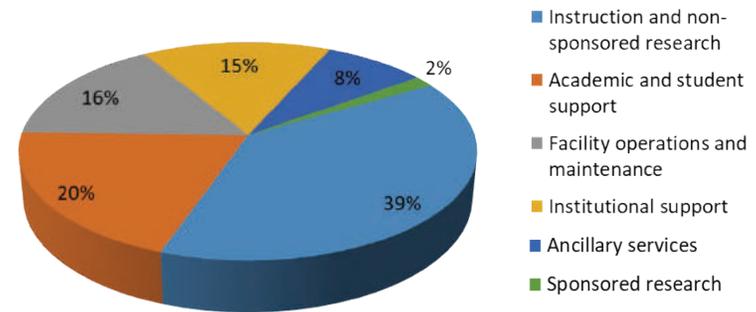
**Amortization of tangible capital assets**

The increase in amortization expenses, as compared with budget, reflected a strategic decision to sell two aircraft used in the aviation program. These planes were replaced with two alternative aircraft that are less costly to operate and maintain.

**Expense by Object – 2018/19 Budget, Actual and Prior Year**



**Expense by Function 2018/19**



**Instruction**

Expenses related to the delivery of instruction and non-sponsored research ran below budget for 2018/19, primarily due to \$2.3 million in structural and process efficiencies employed in the Faculty of Continuing Education and Extension. Other savings related to the delayed hiring of budgeted tenure-track positions, as several simultaneous recruitments occurred. These savings were partially offset by the higher cost of delivery in credit course sections associated with increased enrolments.

**Academic and student support**

Expenditures beyond budget in these categories primarily reflect unanticipated receipt of grants to support academic indigenization initiatives and foundational career activities, the expenditures of which have been captured in this category.

**Facility operations and maintenance**

Significant cost containment measures across the University on all facility-related expenditures, despite a rise in amortization resulting from the sale of aircraft and maintenance and repair costs, led to expenses being materially on budget. As provincial grant funding to address deferred maintenance remains uncertain, financial pressure will continue.

**Institutional support**

Lower-than-budgeted levels resulted from deliberate delays in the project to upgrade the University's enterprise resource system. Process efficiencies across all major functions of the system are predicated on precise documentation and examination of existing activities, which require a significant time investment.

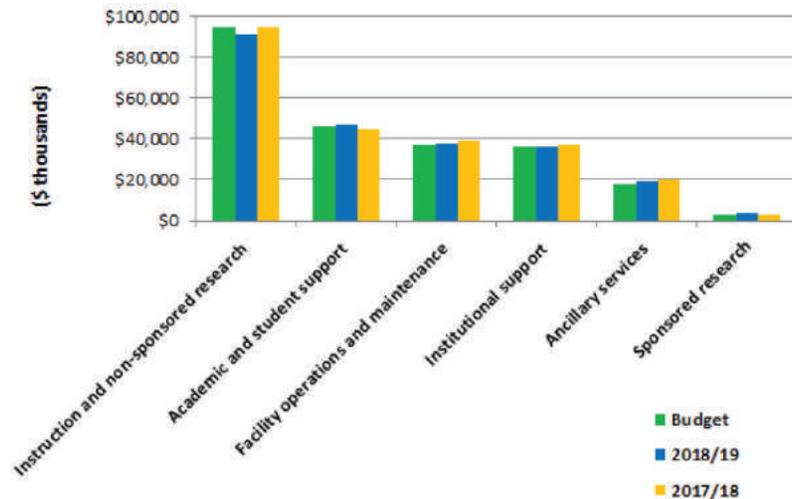
### Ancillary services

Higher than-budgeted levels resulted from \$2.0 million in internally restricted expenditures that were not captured in budget plans. These projects were needed to ensure revenue-generating operations are adequately equipped to capitalize on future opportunities. Implementation of a one-card software will enhance students' access to campus services, while at the same time promoting these services.

### Sponsored research

The expense of sponsored research beyond budget reflected growth of externally funded research activities at the University, utilizing the available expertise and facilities. This growth also reflected the addition of Canada Research Chair awards, which were unanticipated. All sponsored research was fully offset by external grant funding.

Expense by Function – 2018/19 Budget, Actual and Prior Year



### The University as at June 30, 2019

The financial position of the University upon conclusion of the 2018/19 fiscal year reflected the operational outcomes described above. Fiscal prudence across the institution, revenue-generating optimization, along with a strategic direction from executive and the Board to ensure an operating surplus was available to fund mission-critical investments, led to the financial improvements achieved.

The University remained stable in its net financial asset position and in its net assets overall as at June 30, 2019. The focus on improving financial sustainability through utilization of capacity, fiscal restraint, implementation of process efficiencies and sustainable operations continues. This is essential to ensuring the ongoing constraint on revenue relative to increasing expenses does not impede realization of the University's strategic goals and ability to grow to meet demand for its programs. Future uncertainty with respect to the province's funding plans and tuition regulations remains a significant risk for the University.

# Public interest disclosure activity

Mount Royal University has procedures for the disclosure of potential wrongdoings as defined by the *Public Interest Disclosure (Whistleblower Protection) Act*.

Three disclosures of potential wrongdoing were received in 2018/19; all were investigated and addressed and did not meet the definition of wrongdoing under the *Public Interest Disclosure (Whistleblower Protection) Act*.

# Appendix

The audited financial statements of Mount Royal University for the year 2018/19 are provided as an appendix to this annual report and include the independent auditor's report, statement of management's responsibility, consolidated financial statements and notes to the consolidated financial statements.



**MOUNT ROYAL**  
**UNIVERSITY**  
1910

**CONSOLIDATED  
FINANCIAL STATEMENTS**

**YEAR ENDED**

**JUNE 30, 2019**

# Mount Royal University

CONSOLIDATED FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2019

---

INDEPENDENT AUDITOR'S REPORT	1
STATEMENT OF MANAGEMENT RESPONSIBILITY	4
CONSOLIDATED STATEMENT OF FINANCIAL POSITION	5
CONSOLIDATED STATEMENT OF OPERATIONS	6
CONSOLIDATED STATEMENT OF CHANGE IN NET FINANCIAL ASSETS	7
CONSOLIDATED STATEMENT OF REMEASUREMENT GAINS AND LOSSES	8
CONSOLIDATED STATEMENT OF CASH FLOWS	9
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS	10

Independent Auditor's Report

To the Board of Governors of Mount Royal University

**Report on the Consolidated Financial Statements**

**Opinion**

I have audited the consolidated financial statements of Mount Royal University (the Group), which comprise the consolidated statement of financial position as at June 30, 2019, and the consolidated statements of operations, change in net financial assets, remeasurement gains and losses, and cash flows for the year then ended, and notes to the consolidated financial statements, including a summary of significant accounting policies.

In my opinion, the accompanying consolidated financial statements present fairly, in all material respects, the consolidated financial position of the Group as at June 30, 2019, and the results of its operations, its remeasurement gains and losses, its changes in net financial assets, and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

**Basis for opinion**

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

**Other information**

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

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

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

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

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

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

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

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

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

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

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

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

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

- Obtain sufficient appropriate audit evidence regarding the financial information of the entities or business activities within the Group to express an opinion on the consolidated financial statements. I am responsible for the direction, supervision and performance of the group audit. I remain solely responsible for my audit opinion.

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

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

October 28, 2019  
Edmonton, Alberta

# Statement of management responsibility

The consolidated financial statements of Mount Royal University (“the University”) 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 June 30, 2019 and the results of its operations, change in net financial assets, remeasurement gains and losses, 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 the University’s assets are safeguarded from loss and that the accounting records are a reliable basis for the preparation of the consolidated financial statements.

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

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

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

[Original signed by]

Tim Rahilly, PhD

*President and vice-chancellor, Mount Royal University*

[Original signed by]

Annalise Van Ham, CPA, CGA

*Vice-President, Finance and Administration, Mount Royal University*



**Mount Royal University**  
**CONSOLIDATED STATEMENT OF FINANCIAL POSITION**  
**AS AT JUNE 30, 2019**  
**(thousands of dollars)**

	2019	2018
<b>Financial assets excluding portfolio investments restricted for endowments</b>		
Cash	\$ 167	\$ 347
Portfolio investments - non-endowment (note 4)	79,996	77,417
Accounts receivable (note 6)	13,381	19,712
Inventories held for sale	1,084	407
	<u>94,628</u>	<u>97,883</u>
<b>Liabilities</b>		
Accounts payable and accrued liabilities	26,401	22,884
Employee future benefit liabilities (note 7)	2,358	3,059
Debt (note 8)	62,061	70,679
Deferred revenue (note 9)	28,403	32,171
	<u>118,223</u>	<u>128,793</u>
<b>(Net debt) excluding portfolio investments restricted for endowments</b>	<u>(23,595)</u>	<u>(30,910)</u>
Portfolio investments - restricted for endowments (note 4)	<u>64,848</u>	<u>60,731</u>
<b>Net financial assets</b>	<u>41,253</u>	<u>29,821</u>
<b>Non-financial assets</b>		
Tangible capital assets (note 11)	349,152	360,814
Inventories of supplies	65	62
Prepaid expenses	382	-
	<u>349,589</u>	<u>360,876</u>
<b>Net assets before spent deferred capital contributions</b>	<u>\$ 390,842</u>	<u>\$ 390,697</u>
Spent deferred capital contributions (note 10)	<u>263,109</u>	<u>272,680</u>
<b>Net assets (note 12)</b>	<u>\$ 127,733</u>	<u>\$ 118,017</u>
<b>Net assets is comprised of:</b>		
Accumulated surplus	119,212	108,822
Accumulated remeasurement gains	8,521	9,195
	<u>\$ 127,733</u>	<u>\$ 118,017</u>

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

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



**Mount Royal University**  
**CONSOLIDATED STATEMENT OF OPERATIONS**  
**YEAR ENDED JUNE 30, 2019**  
(thousands of dollars)

	Budget	2019	2018
<b>Revenues</b>			
Government of Alberta grants (note 21)	\$ 115,816	\$ 115,606	\$ 116,011
Federal and other government grants (note 21)	2,289	2,480	2,066
Sales of services and products	29,850	31,320	29,789
Student tuition and fees	78,449	78,041	75,199
Donations and other grants	4,596	4,505	4,507
Investment income	6,909	8,170	8,341
	<u>237,909</u>	<u>240,122</u>	<u>235,913</u>
<b>Expenses (note 18)</b>			
Instruction and non-sponsored research	94,419	90,951	94,855
Academic and student support	46,151	47,052	45,054
Facility operations and maintenance	36,749	37,441	39,281
Institutional support	36,532	36,057	36,851
Ancillary services	18,140	19,572	20,212
Sponsored research	3,039	3,820	2,895
	<u>235,030</u>	<u>234,893</u>	<u>239,148</u>
<b>Annual operating surplus (deficit)</b>	2,879	5,229	(3,235)
Endowment contributions (note 12)		3,353	536
Endowment capitalized investment income (note 12)		1,808	1,609
<b>Annual surplus (deficit)</b>	2,879	10,390	(1,090)
<b>Accumulated surplus, beginning of year</b>	108,822	108,822	109,912
<b>Accumulated surplus, end of year</b>	<u>\$ 111,701</u>	<u>\$ 119,212</u>	<u>\$ 108,822</u>

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



# Mount Royal University

## CONSOLIDATED STATEMENT OF CHANGE IN NET FINANCIAL ASSETS

YEAR ENDED JUNE 30, 2019

(thousands of dollars)

	Budget	2019	2018
Annual surplus (deficit)	\$ 2,879	\$ 10,390	\$ (1,090)
Acquisition of tangible capital assets	(4,505)	(7,783)	(22,907)
Proceeds from sale of tangible capital assets		689	24
Amortization of tangible capital assets	18,464	18,702	18,391
Loss on disposal of tangible capital assets		54	8
Change in inventories of supplies		7	6
Change in prepaid expenses		(382)	-
Change in spent deferred capital contributions (note 10)	(11,790)	(9,571)	3,818
Change in accumulated remeasurement gains		(674)	(187)
<b>Increase (decrease) in net financial assets</b>	<b>5,048</b>	<b>11,432</b>	<b>(1,937)</b>
<b>Net financial assets, beginning of year</b>	<b>29,821</b>	<b>29,821</b>	<b>31,758</b>
<b>Net financial assets, end of year</b>	<b>\$ 34,869</b>	<b>\$ 41,253</b>	<b>\$ 29,821</b>

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



# Mount Royal University

## CONSOLIDATED STATEMENT OF REMEASUREMENT GAINS AND LOSSES

YEAR ENDED JUNE 30, 2019

(thousands of dollars)

	2019	2018
<b>Accumulated remeasurement gains, beginning of year</b>	<b>\$ 9,195</b>	<b>\$ 9,382</b>
Unrealized (losses) gains attributable to:		
Quoted in active market financial instruments:		
Portfolio investments - non-endowment	(225)	886
Amounts reclassified to the consolidated statement of operations:		
Quoted in active market financial instruments:		
Portfolio investments - non-endowment	(449)	(1,073)
<b>Accumulated remeasurement gains, end of year</b>	<b>\$ 8,521</b>	<b>\$ 9,195</b>

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



**Mount Royal University**  
**CONSOLIDATED STATEMENT OF CASH FLOWS**  
**YEAR ENDED JUNE 30, 2019**  
**(thousands of dollars)**

	2019	2018
<b>OPERATING TRANSACTIONS</b>		
Annual surplus (deficit)	<b>\$ 10,390</b>	<b>\$ (1,090)</b>
Add (deduct) non-cash items:		
Amortization of tangible capital assets	18,702	18,391
(Gain) on sale of portfolio investments	(759)	(1,777)
Loss on disposal of tangible capital assets	54	8
Expended capital recognized as revenue	(12,235)	(11,997)
(Decrease) in employee future benefit liabilities	(701)	(550)
Change in non-cash items	15,451	2,985
Decrease (increase) in accounts receivable	6,331	(6,538)
(Increase) in inventories held for sale	(677)	(33)
Increase (decrease) in accounts payable and accrued liabilities	2,517	(12,559)
Decrease in inventories of supplies	7	6
(Decrease) in deferred revenue	(2,722)	(14,131)
(Increase) in prepaid expenses	(382)	-
<b>Cash provided by (applied to) operating transactions</b>	<b>20,525</b>	<b>(30,270)</b>
<b>INVESTING TRANSACTIONS</b>		
Purchases of portfolio investments	(22,341)	(31,902)
Proceeds on sale of portfolio investments	14,684	39,327
<b>Cash (applied to) provided by investing transactions</b>	<b>(7,657)</b>	<b>7,425</b>
<b>FINANCING TRANSACTIONS</b>		
Debt - repayment	(16,467)	(4,178)
Debt - new financing	7,849	12,811
Increase in spent deferred capital contributions, less expended capital recognized as revenue, less in-kind donations	2,647	15,814
<b>Cash (applied to) provided by financing transactions</b>	<b>(5,971)</b>	<b>24,447</b>
<b>CAPITAL TRANSACTIONS</b>		
Acquisition of tangible capital assets, less in-kind donations	(7,766)	(22,905)
Proceeds on disposal of tangible capital assets	689	24
<b>Cash (applied to) capital transactions</b>	<b>(7,077)</b>	<b>(22,881)</b>
<b>(Decrease) in cash</b>	<b>(180)</b>	<b>(21,279)</b>
<b>Cash, beginning of year</b>	<b>347</b>	<b>21,626</b>
<b>Cash, end of year</b>	<b>\$ 167</b>	<b>\$ 347</b>

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



# Mount Royal University

## NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

### YEAR ENDED JUNE 30, 2019

(thousands of dollars)

#### 1. Authority and Purpose

The Board of Governors of Mount Royal University is a corporation that manages and operates Mount Royal University ("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 President, who is an ex officio member.

Effective February 1, 2019 the University is an undergraduate university under the *Post-secondary Learning Act*. The roles of an undergraduate university are as follows:

- a) provide undergraduate degree programs;
- b) collaborate with other post-secondary institutions to support regional access to undergraduate degree programs;
- c) provide approved foundational learning, diploma or certificate programs; and
- d) undertake research and scholarly activities that enrich undergraduate education.

Prior to February 1, 2019 the University was a Baccalaureate and Applied Studies Institution under the *Post-secondary Learning Act*, Campus Alberta Sector Regulation, offering baccalaureate degrees, certificates, diplomas and applied degrees 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 - Public Sector Accounting Standards (PSAS) and Use of Estimates

These consolidated financial statements have been prepared in accordance with Canadian public sector accounting standards.

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. The University management uses judgment to determine such estimates. Employee future benefit liabilities, amortization of tangible capital assets and the revenue recognition for expended capital 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 financial statements and, together with the following notes, should be considered an integral part of the financial statements.

##### b. Valuation of Financial Assets and Liabilities

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

Financial Statement Component	Measurement
Cash	Cost
Portfolio investments	Fair value
Accounts receivable	Amortized cost
Inventories held for sale	Lower of cost or net realizable value
Accounts payable and accrued liabilities	Amortized cost
Debt	Amortized cost

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

All financial assets are tested annually for impairment. When financial assets are impaired, impairment losses are recognized in the consolidated statement of operations. A write-down of a portfolio investment to reflect a loss in value is not reversed for a subsequent increase in value.

For financial assets and liabilities measured using amortized cost, the effective interest rate method is used to determine interest revenue or expense. Transaction costs are a component of cost for financial instruments measured using cost or amortized cost. Transaction costs are expensed for financial instruments measured at fair value. Investment management fees are expensed as incurred. The



# Mount Royal University

## NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

### YEAR ENDED JUNE 30, 2019

(thousands of dollars)

---

#### 2. Summary of Significant Accounting Policies and Reporting Practices (continued)

##### b. Valuation of Financial Assets and Liabilities (continued)

purchase and sale of cash and portfolio investments are accounted for using trade date accounting.

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

Management evaluates contractual obligations for the existence of embedded derivatives and elects to either designate the entire contract for fair value measurement or separately measure the value of the derivative component when characteristics of the derivative are not closely related to the economic characteristics and risks of the contract itself. Contracts to buy or sell non-financial items for the University's normal purchase, sale or usage requirements are not recognized as financial assets or liabilities. The University does not have any embedded derivatives.

##### c. Revenue Recognition

All revenues are reported on the accrual basis of accounting. Cash received for which goods or services have not been provided by year end 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 the use, or the terms along with the University's actions and communications as to the use, create a liability. These grants and donations are recognized as revenue as the terms are met. If the grants and donations are used to acquire or construct tangible capital assets, revenue will be recognized over the useful life of the tangible capital assets.

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

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

##### Grants and donations related to land

Grants and donations for the purchase of land are recognized as deferred revenue when received, and recognized as revenue when the land is purchased.

The University recognizes in-kind contributions of land as revenue at the fair value of the land when a fair value can be reasonably determined. When the University cannot determine the fair value, it recognizes such in-kind contributions 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 or 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 investment income 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 the use by the endowment create a liability. Realized investment income allocated to endowment balances for the preservation of endowment capital purchasing power is recognized in the consolidated statement of operations.

##### d. Endowments

Endowments consist of:

- Externally restricted donations received by the University, the principal of which is required to be maintained intact in perpetuity.
- Investment income earned (excluding unrealized income) by the endowments in excess of the amount required for spending



# Mount Royal University

## NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

### YEAR ENDED JUNE 30, 2019

(thousands of dollars)

---

#### 2. Summary of Significant Accounting Policies and Reporting Practices (continued)

##### d. Endowments (continued)

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:

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

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

##### e. Inventories Held for Sale

Inventories held for sale are valued at the lower of cost and expected net realizable value and are determined using the first in, first out (FIFO) method. Inventories of supplies are valued at cost.

##### f. Tangible Capital Assets

Tangible capital assets are recognized at cost, which includes amounts that are directly related to the acquisition, design, construction, development, improvement or betterment of the assets. Cost includes overhead directly attributable to construction and development, as well as interest costs that are directly attributable to the construction of new buildings. Work in progress, which includes facilities and improvement projects and development of information systems, is not amortized until after the project is complete and the asset is in service.

Capital lease liabilities are recognized at the present value of future minimum lease payments at the inception of the lease, excluding executor costs (e.g. insurance, maintenance costs, etc.). The discount rate used to determine the present value of the lease payments is the lower of the University's rate for incremental borrowing or the interest rate implicit in the lease.

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:

<u>Asset Category</u>	<u>Estimated Useful Lives</u>
Buildings	20 - 40 years
Learning resources	10 years
Furnishings, equipment and systems	3 - 20 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 expenses.

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

##### g. Foreign Currency Translation

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

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



# Mount Royal University

## NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

### YEAR ENDED JUNE 30, 2019

(thousands of dollars)

---

#### 2. Summary of Significant Accounting Policies and Reporting Practices (continued)

##### g. Foreign Currency Translation (continued)

Foreign exchange gains and losses are not significant and are therefore not disclosed separately in the consolidated statement of remeasurement gains and losses.

##### h. Employee Future Benefits

###### Pension

The University participates with other employers in the Local Authorities Pension Plan (LAPP). This pension plan is a multi-employer defined benefit pension plan that provides pensions for the University's participating employees based on years of service and earnings.

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

###### Long-term disability

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

###### Administrative leave and deferred salary plans

The University provides for certain executives to accrue a paid leave of absence at the end of their administrative appointment. The expense for these plans is estimated using the projected benefit method prorated on service. Gains and losses on the accrued benefit obligation are recognized immediately.

The University provided compensated absences for its employees under two deferred leave plans. Participating faculty members contributed 15% of their pre-tax annual salary for four years and then are paid 85% of their salary during their year of leave. The deferred salary plan for management and support staff is wholly self funded by participating employees who contributed between 15% and 20% of their pre-tax annual salary for four years and then draw on the accumulated sum during their year of leave. This benefit has been discontinued as of July 1, 2018.

###### Supplementary executive retirement plans (SERP) - Defined Benefit

The University has a former executive member participating in a defined benefit pension that is self-funded. The actuarial value of this liability is included in these statements. The pension expense for this plan is actuarially determined using the projected benefit method prorated over the expected remaining service life. Actuarial gains or losses on the accrued benefit obligation are amortized over the remaining expected average service life of the plan.

###### Supplementary executive retirement plans (SERP) - Defined Contribution

The University provides non-contributory defined benefit supplementary executive retirement benefits under a defined contribution plan to current executive members. The pension expense for the defined contribution supplementary executive retirement plan is the employer's current year contribution to the plan as calculated in accordance with the plan rules.



# Mount Royal University

## NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

### YEAR ENDED JUNE 30, 2019

(thousands of dollars)

---

#### 2. Summary of Significant Accounting Policies and Reporting Practices (continued)

##### i. Basis of Consolidation

The consolidated financial statements use the line-by-line method to record entities controlled by the University.

- The Mount Royal University Foundation is a wholly owned non-profit organization that receives donations and endowments on behalf of the University. The Mount Royal University Foundation is incorporated under the *Companies Act of Alberta*.
- The Mount Royal University Child Care Centre is a non-profit organization that is incorporated under the *Societies Act of Alberta*.

These entities are not material to the University's consolidated financial statements, and therefore, separate condensed financial information is not presented.

##### j. Environmental Liabilities

Contaminated sites are a result of contamination of a chemical, organic or radioactive material or live organism that exceeds an environmental standard, being introduced into soil, water or sediment. The liability is recognized net of any expected recoveries. A liability for remediation of contaminated sites is recognized when all of the following criteria are met:

- i. an environmental standard exists;
- ii. contamination exceeds the environmental standard;
- iii. the university is directly responsible or accepts responsibility;
- iv. it is expected that future economic benefits will be given up; and
- v. a reasonable estimate of the amount can be made.

As at June 30, 2019 there was no liability for remediation of contaminated sites.

##### k. Expense by Function

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

###### Instruction and non-sponsored research

Expenses relating to the University's instruction and non-sponsored research and scholarly activity undertaken by faculty and within academic departments that contribute jointly to instruction and research functions. Non-credit instruction expenses related to the activities that are part of the non-credit programming are also included.

###### Academic and student support

Expenses relating to the support for the academic functions of the University. Admissions and registry functions and all other activities that support the student body are also included.

###### Facility operations and maintenance

Expenses relating to the maintenance and renewal of facilities that house all teaching, research and administrative activities within the University. These include utilities, facilities administration, building maintenance, custodial services, landscaping and groundskeeping, major repairs and renovations, and tangible capital asset amortization on all non-ancillary capital.

###### Institutional support

Expenses incurred in support of the computing, networking, data communications and other information technology functions. University wide administrative services expenses are also included.

###### Ancillary services

Expenses relating to services and products provided to the University community and to external individuals and organizations. Services include the University bookstore, printing, student residences, events and conference services, and parking services.

###### Sponsored research

Expenses for all sponsored research activities specifically funded by restricted grants and donations.

##### l. Funds and Reserves

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



# Mount Royal University

## NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

### YEAR ENDED JUNE 30, 2019

(thousands of dollars)

---

#### 2. Summary of Significant Accounting Policies and Reporting Practices (continued)

##### m. Future Accounting Changes

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

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

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

#### 3. Adoption of New Accounting Standards

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



**Mount Royal University**  
**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2019**  
**(thousands of dollars)**

**4. Portfolio Investments**

	2019	2018
Portfolio investments - non-endowment	\$ 79,996	\$ 77,417
Portfolio investments - restricted for endowments	64,848	60,731
	<b>\$ 144,844</b>	<b>\$ 138,148</b>

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

	2019		
	Level 2	Level 3	Total
Portfolio investments at fair value			
Pooled investments in bonds			
Canadian bonds	\$ 29,821	\$ -	\$ 29,821
Pooled investments in equities			
Canadian equities	21,743	-	21,743
Foreign equities	63,630	-	63,630
Pooled real estate units	-	29,637	29,637
Other <sup>(a)</sup>	-	13	13
Total portfolio investments	<b>115,194</b>	<b>29,650</b>	<b>144,844</b>
	<b>80 %</b>	<b>20 %</b>	<b>100 %</b>

	2018		
	Level 2	Level 3	Total
Portfolio investments at fair value			
Pooled investments in bonds			
Canadian bonds	\$ 32,595	\$ -	\$ 32,595
Pooled investments in equities			
Canadian equities	24,488	-	24,488
Foreign equities	65,758	-	65,758
Pooled real estate units	-	15,296	15,296
Other <sup>(a)</sup>	-	11	11
Total portfolio investments	<b>122,841</b>	<b>15,307</b>	<b>138,148</b>
	<b>89 %</b>	<b>11 %</b>	<b>100 %</b>

(a) Other portfolio investment is composed of a donated life insurance policy.



**Mount Royal University**  
**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2019**  
**(thousands of dollars)**

**4. Portfolio Investments (continued)**

The fair value measurements are those derived from:

Level 1 – Quoted prices in active markets for identical assets;

Level 2 – Fair value measurements are those derived from inputs other than quoted prices included within level 1 that are observable for the assets, either directly (i.e. as prices) or indirectly (i.e. derived from prices).

Level 3 – Fair value measurements are those derived from valuation techniques that include inputs for the assets that are not based on observable market data (unobservable inputs).

The following table reconciles the changes in fair value of level 3 investments:

	2019	2018
Balance, beginning of year	\$ 15,307	\$ 14,314
Purchases	12,600	-
Unrealized gains	1,743	993
Balance, end of year	<u>\$ 29,650</u>	<u>\$ 15,307</u>

**5. Financial Risk Management**

The University is exposed to the following risks:

**a. Market price risk**

The University is exposed to market price risk - the risk that the value of a financial instrument will fluctuate as a result of changes in market prices, whether those changes are caused by factors specific to the individual security, its issuer or general market factors affecting all securities. To manage this risk, the University has established an investment policy with a target asset mix that is diversified by asset class with individual issuer limits and is designed to achieve a long-term rate of return that in real terms equals or exceeds total endowment expenditures with an acceptable level of risk.

At June 30, 2019, the impact of a change in the rate of return on the investment portfolio is as follows:

	Fair Value	2.5% Decrease	1.0% Decrease	1.0% Increase	2.5% Increase
Canadian bonds	\$ 29,821	\$ (746)	\$ (298)	\$ 298	\$ 746
Canadian equities	21,743	(544)	(217)	217	544
Foreign equities	63,630	(1,591)	(636)	636	1,591
Real estate	29,637	30	12	(12)	(30)
	<u>\$ 144,831</u>	<u>\$ (2,851)</u>	<u>\$ (1,139)</u>	<u>\$ 1,139</u>	<u>\$ 2,851</u>



**Mount Royal University**  
**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2019**  
**(thousands of dollars)**

**5. Financial Risk Management (continued)**

**b. 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 investments that are denominated in foreign currencies. The University is also exposed to foreign currency risk on a United States dollar operating bank account. The University does not use foreign currency forward contracts or any other type of derivative financial instruments for trading or speculative purposes. The University's exposure to foreign exchange risk is very low due to minimal business activities conducted in a foreign currency.

The impact of a change in the most material value of the foreign currency portfolio is shown below:

	Fair value	2.5% Decrease	1.0% Decrease	1.0% Increase	2.5% Increase
US dollar investments	\$ 36,327	\$ (518)	\$ (207)	\$ 207	\$ 518
Euro	6,280	(15)	(6)	6	15
British pound	3,271	(4)	(2)	2	4
Japanese yen	4,613	(8)	(3)	3	8
	<u>\$ 50,491</u>	<u>\$ (545)</u>	<u>\$ (218)</u>	<u>\$ 218</u>	<u>\$ 545</u>

**c. Credit risk**

Counterparty credit risk is the risk of loss arising from the failure of a counterparty to fully honour 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 non-tuition accounts receivable is low as the majority of balances are due from government agencies and corporate sponsors. Credit risk from tuition is managed through restricted enrolment activities for students with delinquent balances and maintaining standard collection procedures.

The credit risks on investments held are as follows:

	2019	2018
<b>Credit rating</b>		
AAA	38.00 %	38.66 %
AA	37.50	32.42
A	12.70	17.15
BBB	11.70	11.63
Not rated	0.10	0.14
	<u>100.00 %</u>	<u>100.00 %</u>

**d. 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 short-term line of credit of \$15 million that is designed to ensure that funds are available to meet current and forecasted financial requirements in the most cost effective manner. At June 30, 2019, the University has committed borrowing facilities of \$6,727 (2018 - \$12,074).



**Mount Royal University**  
**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2019**  
**(thousands of dollars)**

**5. Financial Risk Management (continued)**

**e. Interest rate risk**

Interest rate risk is the risk to the University's earnings that arise from the fluctuations in interest rates and the degree of volatility of these rates. This risk is managed by investment policies that limit the term to maturity of certain fixed income securities that the University holds. Interest risk on the University's debt is managed through fixed-rate agreements with Alberta Capital Finance Authority (note 8).

The impact of a change in interest rates for various instruments is shown below:

	Fair Value	2.5% Decrease	1.0% Decrease	1.0% Increase	2.5% Increase
Bonds	29,821	6,483	2,594	(2,204)	(5,505)
Real estate	29,637	593	237	(237)	(593)

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

	<1 year %	1-5 years %	> 5 years %	Average effective market yield %
Portfolio investments, fixed income	-	42	58	7.36

**6. Accounts Receivable**

	2019	2018
Accounts receivable	\$ 3,472	\$ 4,470
Receivable from sale of portfolio investment	-	5,000
Receivable from the Students Association of Mount Royal University (note 8)	9,909	10,242
	<u>\$ 13,381</u>	<u>\$ 19,712</u>

Accounts receivable are unsecured and non-interest bearing.

On June 29, 2018 the University transitioned \$5 million of the investment portfolio into operating assets. The cash settlement of this transaction occurred on July 5, 2018, resulting in an outstanding receivable at June 30, 2018.

In 2007, the University and the Students Association of Mount Royal University (SAMRU) entered into an agreement to finance the expansion of the SAMRU's Wyckham Student facilities on campus. The University borrowed the sum of \$13 million to fund the costs of construction for the expansion, and the SAMRU is repaying the amount on the same terms and conditions as the borrowing outlined in note 8.



**Mount Royal University**  
**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2019**  
**(thousands of dollars)**

---

**7. Employee Future Benefit Liabilities**

Employee future benefit liabilities are comprised of the following:

	2019	2018
Long-term disability	\$ 1,864	\$ 1,668
Administrative leave including deferred salary plans	219	852
Supplementary executive retirement plans - defined benefit	209	229
Supplementary executive retirement plans - defined contribution (note 22)	66	310
	<u>\$ 2,358</u>	<u>\$ 3,059</u>

**a. Long-term disability**

The University contributes the employer portion of LAPP pension premiums for all employees on long-term disability for the duration of their leave, until retirement age, or until the termination of the benefit, whichever is longer. The most recent actuarial valuation for this accrued obligation was completed at June 30, 2019. The next actuarial valuation will be carried out June 30, 2020.

**b. Administrative leave**

The University provides for certain senior executives to accrue a paid leave of absence at the end of their administrative 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.

**c. Supplementary executive retirement plan (SERP) - defined benefit**

The University provides a non-contributory supplementary executive defined retirement benefit to a past executive member. An actuarial valuation of these benefits was carried out as at June 30, 2019. The next actuarial valuation will be carried out June 30, 2022.

**d. Supplementary executive retirement plan (SERP) - defined contribution**

The University provides non-contributory defined supplementary executive retirement benefits under a defined contribution plan to certain executive members. The pension expense recorded in these consolidated financial statements is \$64 (2018 - \$68).



**Mount Royal University**  
**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2019**  
**(thousands of dollars)**

**7. Employee Future Benefit Liabilities (continued)**

The expense and financial position of these employee future benefit plans are as follows:

	2019			
	Long-term disability	Administrative leave	Defined benefit	Defined contribution
<b>Expense</b>				
Current service cost	\$ 196	\$ 38	\$ -	\$ 64
Interest cost	-	-	7	-
Amortization of net actuarial loss	-	-	10	-
<b>Total expense</b>	<b>\$ 196</b>	<b>\$ 38</b>	<b>\$ 17</b>	<b>\$ 64</b>
<b>Financial Position</b>				
<b>Accrued benefit obligation:</b>				
Balance, beginning of year	\$ 1,668	\$ 539	\$ 229	\$ 310
Current service cost	196	38	-	64
Interest cost	-	-	7	-
Amortization of net actuarial loss	-	-	10	-
Benefits paid	-	(441)	(37)	(308)
<b>Balance, end of year</b>	<b>\$ 1,864</b>	<b>\$ 136</b>	<b>\$ 209</b>	<b>\$ 66</b>
	2018			
	Long-term disability	Administrative leave	Defined benefit	Defined contribution
<b>Expense</b>				
Current service cost	\$ (624)	\$ 226	\$ -	\$ 68
Interest cost	-	-	8	-
Amortization of net actuarial loss	-	-	10	-
<b>Total expense</b>	<b>\$ (624)</b>	<b>\$ 226</b>	<b>\$ 18</b>	<b>\$ 68</b>
<b>Financial Position</b>				
<b>Accrued benefit obligation:</b>				
Balance, beginning of year	\$ 2,292	\$ 477	\$ 248	\$ 242
Current service cost	(624)	226	-	68
Interest cost	-	-	8	-
Amortization of net actuarial loss	-	-	10	-
Benefits paid	-	(164)	(37)	-
<b>Balance, end of year</b>	<b>\$ 1,668</b>	<b>\$ 539</b>	<b>\$ 229</b>	<b>\$ 310</b>



**Mount Royal University**  
**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2019**  
**(thousands of dollars)**

**7. Employee Future Benefit Liabilities (continued)**

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

	2019		2018	
	Long-term disability	Defined benefit	Long-term disability	Defined benefit
<b>Accrued benefit obligation:</b>				
Discount rate	3.20 %	2.50 %	2.70 %	2.50 %
<b>Benefit cost:</b>				
Discount rate	3.20 %	2.50 %	2.70 %	2.50 %
Inflation (long-term)	2.00 %	2.00 %	2.00 %	2.00 %
Estimated average remaining service life	n/a	9 years	n/a	10 years

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

**(e) Multi-employer pension plans**

The Local Authority Pension Plan (LAPP) is a multi-employer contributory defined benefit pension plan for University members and is accounted for on a defined contribution basis. At December 31, 2018, the LAPP reported an actuarial surplus of \$3,469,347 (2017 - \$4,835,515). An actuarial valuation of the LAPP was carried out as at December 31, 2017 and was then extrapolated for December 31, 2018. The pension expense recorded in the consolidated financial statements is \$12,395 (2018 - \$13,411). Other than the requirement to make additional contributions, the University does not bear any risk related to the LAPP deficit.



**Mount Royal University**  
**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2019**  
**(thousands of dollars)**

**8. Debt**

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

	2019			2018
Collateral <sup>(1)</sup>	Maturity	Interest rate %	Amortized cost	Amortized cost
<b>Debentures payable to Alberta Capital Finance Authority:</b>				
West Student Residence	1 August 15, 2027	6.1250 %	\$ 17,725	\$ 19,171
Taylor Centre for the Performing Arts	1 March 17, 2029	3.1250 %	8,960	9,712
Mount Royal University Parkade	1 September 24, 2035	4.8675 %	16,444	17,082
MRU Student Association's Wyckham Student Centre (note 6)	1 June 15, 2037	5.0030 %	9,909	10,242
<b>Short-term line of credit</b>		3.2000 %	6,727	12,074
<b>Liabilities under capital leases (note 17)</b>		0.3725 %	2,296	2,398
Balance, end of year			<b>\$ 62,061</b>	<b>\$ 70,679</b>

(1) Collateral consists of cash flows from activities carried out in the facilities.

Principal and interest repayments are as follows:

Year	Principal	Interest	Total
2020	\$ 11,126	\$ 2,713	\$ 13,839
2021	4,289	2,545	6,834
2022	3,987	2,326	6,313
2023	3,946	2,110	6,056
2024	4,108	1,911	6,019
Thereafter	34,605	8,871	43,476
	<b>\$ 62,061</b>	<b>\$ 20,476</b>	<b>\$ 82,537</b>

Interest expense on debt is \$2,253 (2018 - \$2,461) and is included in the consolidated statement of operations.

The University has a short-term line of credit, unsecured, with an authorized limit of \$15 million. The interest rate is prime less 0.75% (2019 - 3.2%, 2018 - 2.7%), payable monthly. The principal is due on demand or at the borrower's discretion.



**Mount Royal University**  
**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2019**  
**(thousands of dollars)**

**9. Deferred Revenue**

Deferred revenues are set aside for specific purposes as required either by legislation, regulation or agreement:

	2019			2018	
	Unspent externally restricted grants and donations	Unspent externally restricted capital contributions	Tuition and other fees	Total	Total
Balance, beginning of year	\$ 16,531	\$ 9,487	\$ 6,153	\$ 32,171	\$ 46,432
Grants, tuition, donations received during the year	9,461	(2,600)	7,506	14,367	18,310
Investment income	4,084	-	-	4,084	3,598
Unrealized (losses)	(1,046)	-	-	(1,046)	(130)
Transfers to spent deferred capital contributions	(278)	(2,386)	-	(2,664)	(15,815)
Recognized as revenue	(11,860)	(496)	(6,153)	(18,509)	(20,224)
Balance, end of year	\$ 16,892	\$ 4,005	\$ 7,506	\$ 28,403	\$ 32,171

**10. Spent Deferred Capital Contributions**

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

	2019	2018
<b>Spent deferred capital contributions, beginning of year</b>	<b>\$ 272,680</b>	<b>\$ 268,862</b>
Transfers from unspent externally restricted grants and donations	278	1,554
Transfers from unspent deferred capital contributions	2,386	14,261
Expended capital recognized as revenue	(12,235)	(11,997)
Net change for the year	(9,571)	3,818
Balance, end of year	\$ 263,109	\$ 272,680



**Mount Royal University**  
**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2019**  
**(thousands of dollars)**

**11. Tangible Capital Assets**

	2019					2018
	Land	Buildings <sup>(1)</sup>	Learning resources	Furnishings, equipment and systems <sup>(2)</sup>	Total	Total
<b>Cost</b>						
Balance, beginning of year	\$ 6,815	\$ 484,039	\$ 6,686	\$ 52,037	\$ 559,577	\$ 539,754
Acquisitions	-	1,534	770	5,479	7,783	22,907
Disposals, including write-downs	-	-	(575)	(2,120)	(2,695)	(3,084)
	<u>6,815</u>	<u>485,573</u>	<u>6,881</u>	<u>65,396</u>	<u>564,665</u>	<u>559,577</u>
<b>Accumulated Amortization</b>						
Balance, beginning of year	\$ -	\$ 157,065	\$ 3,289	\$ 38,409	\$ 198,763	\$ 183,424
Amortization expense	-	12,247	746	5,709	18,702	18,391
Effects of disposals, including write-downs	-	-	(575)	(1,377)	(1,952)	(3,052)
	<u>-</u>	<u>169,312</u>	<u>3,460</u>	<u>42,741</u>	<u>215,513</u>	<u>198,763</u>
<b>Net book value, June 30, 2019</b>	<u><b>6,815</b></u>	<u><b>316,261</b></u>	<u><b>3,421</b></u>	<u><b>22,655</b></u>	<u><b>349,152</b></u>	
Net book value, June 30, 2018	\$ 6,815	\$ 326,974	\$ 3,397	\$ 23,628		\$ 360,814

(1) No interest was capitalized by the University in 2019 or 2018.

(2) Furnishings, equipment and systems include computer software, hardware, and all furniture and non-computing capital equipment.

The University holds a collection of works of art including paintings, sculptures and photographs. Due to the subjective nature of these assets, the values are not reported in this note.



**Mount Royal University**  
**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2019**  
**(thousands of dollars)**

**12. Net assets**

	Accumulated surplus from operations	Internally restricted surplus	Investment in tangible capital assets <sup>(1)</sup>	Endowments	Total
<b>Net assets, as at June 30, 2017</b>	\$ 10,326	\$ 20,261	\$ 35,967	\$ 52,740	\$ 119,294
<b>Annual operating (deficit)</b>	(3,235)	-	-	-	(3,235)
<b>Endowments</b>					
New donations	-	-	-	536	536
Capitalized investment income	-	-	-	1,609	1,609
<b>Tangible capital assets</b>					
Amortization of tangible capital assets	6,396	-	(6,396)	-	-
Acquisition of tangible capital assets	(4,386)	(2,708)	7,094	-	-
Debt repayment	(3,861)	-	3,861	-	-
Debt - new financing	737	-	(737)	-	-
Net book value of tangible capital asset disposals	32	-	(32)	-	-
<b>Operating expenses funded from internally restricted surplus</b>	5,044	(5,044)	-	-	-
<b>Net Board appropriation to internally restricted surplus</b>	(700)	700	-	-	-
<b>Change in accumulated remeasurement gains</b>	(187)	-	-	-	(187)
<b>Net assets, beginning of year</b>	10,166	13,209	39,757	54,885	118,017
<b>Annual operating surplus</b>	5,229	-	-	-	5,229
<b>Endowments</b>					
New donations	-	-	-	3,353	3,353
Capitalized investment income	-	-	-	1,808	1,808
<b>Tangible capital assets</b>					
Amortization of tangible capital assets	6,464	-	(6,464)	-	-
Acquisition of tangible capital assets	(4,351)	(768)	5,119	-	-
Debt repayment	(4,060)	-	4,060	-	-
Debt - new financing	1,122	-	(1,122)	-	-
Net book value of tangible capital asset disposals	743	-	(743)	-	-
<b>Operating expenses funded from internally restricted surplus</b>	3,166	(3,166)	-	-	-
<b>Net Board appropriation to internally restricted surplus</b>	(8,000)	8,000	-	-	-
<b>Change in accumulated remeasurement gains</b>	(674)	-	-	-	(674)
<b>Net assets, as at June 30, 2019</b>	\$ 9,805	\$ 17,275	\$ 40,607	\$ 60,046	\$ 127,733

(1) Investment in tangible capital assets represents the amount of the University's accumulated operating surplus that has been invested in the University's tangible capital assets.

**Net assets is comprised of:**

Accumulated surplus	\$ 1,284	\$ 17,275	\$ 40,607	\$ 60,046	\$ 119,212
Accumulated remeasurement gains	8,521	-	-	-	8,521
	\$ 9,805	\$ 17,275	\$ 40,607	\$ 60,046	\$ 127,733



**Mount Royal University**  
**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2019**  
**(thousands of dollars)**

**13. Internally Restricted Surplus**

Internally restricted accumulated surplus represent amounts set aside by the University's Board of Governors for specific purposes. Those amounts are not available for other purposes without the approval of the Board and do not have interest allocated to them.

Internally restricted net assets with significant balances include:

	2019			
	Balance at beginning of year	Appropriations from unrestricted net assets	Disbursements during the year	Balance at end of year
<b>Appropriations for capital activities</b>				
Capital renewal	\$ 3,053	\$ 3,223	\$ 1,084	\$ 5,192
Business and Retail Services Project Planning	2,419	-	129	2,290
Residence	3,047	-	1,857	1,190
	<u>8,519</u>	<u>3,223</u>	<u>3,070</u>	<u>8,672</u>
<b>Appropriations for operating activities</b>				
Research and special projects	3,045	-	746	2,299
Academic strategic development	1,018	200	49	1,189
University effectiveness and community needs	368	4,577	19	4,924
Scholarships and bursaries	261	-	50	211
	<u>4,690</u>	<u>4,777</u>	<u>864</u>	<u>8,603</u>
<b>Total</b>	<u>\$ 13,209</u>	<u>\$ 8,000</u>	<u>\$ 3,934</u>	<u>\$ 17,275</u>
	<b>2018</b>			
	Balance at beginning of year	Appropriations from unrestricted net assets	Disbursements during the year	Balance at end of year
<b>Appropriations for capital activities</b>				
Capital renewal	\$ 6,737	\$ 500	\$ 4,184	\$ 3,053
Business and Retail Services Project Planning	3,054	-	635	2,419
Residence	4,222	-	1,175	3,047
	<u>14,013</u>	<u>500</u>	<u>5,994</u>	<u>8,519</u>
<b>Appropriations for operating activities</b>				
Research and special projects	4,084	325	1,364	3,045
Academic strategic development	1,234	125	341	1,018
University effectiveness and community needs	619	(250)	3	365
Scholarships and bursaries	311	-	50	261
	<u>6,248</u>	<u>200</u>	<u>1,758</u>	<u>4,690</u>
<b>Total</b>	<u>\$ 20,261</u>	<u>\$ 700</u>	<u>\$ 7,752</u>	<u>\$ 13,209</u>



**Mount Royal University**  
**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2019**  
**(thousands of dollars)**

**14. Contingent Assets**

The University initiated legal matters and insurance claims where possible assets are being sought. While the outcomes of these claims cannot be reasonably estimated at this time, the University believes that any settlement will not have a material effect on the financial position or the results of operations of the University. These contingent assets are not recognized in the consolidated financial statements.

**15. Contingent Liabilities**

a. The University is a defendant in a number of legal proceedings arising in the normal course of business. While the ultimate outcome and liability of these proceedings cannot be reasonably estimated at this time, the University believes that any settlement will not have a material adverse effect on the financial position or the results of operations of the University. Management has concluded that none of the claims meets the criteria for recording a liability.

b. The University has identified potential asset retirement obligations related to the existence of asbestos in a number of its facilities. Although not a current health hazard, upon renovation or demolition of these facilities, the University may be required to take appropriate remediation procedures to remove the asbestos. As the University has no legal obligation to remove the asbestos in these facilities as long as the asbestos is contained and does not pose a public health risk, the fair value of the obligation cannot be reasonably estimated due to the indeterminate timing and scope of the removal. The liability for these assets will be recorded in the period in which there is certainty that a capital project will proceed and there is sufficient information to estimate fair value of the obligation.

**16. Contractual Rights**

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

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

	Operating Leases	Other Contracts	Total
2020	\$ 214	\$ 2,538	\$ 2,752
2021	-	1,101	1,101
2022	-	411	411
2023	-	246	246
2024	-	181	181
Thereafter	-	-	-
<b>Total at June 30, 2019</b>	<b>\$ 214</b>	<b>\$ 4,477</b>	<b>\$ 4,691</b>
Total at June 30, 2018	\$ 736	\$ 5,141	\$ 5,877



**Mount Royal University**  
**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2019**  
**(thousands of dollars)**

**17. Contractual Obligations**

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

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

	Capital Projects <sup>(1)</sup>	Service Contracts <sup>(2)</sup>	Information Systems and Technology	Long-term Leases	Total
2020	\$ 2,349	\$ 23,189	\$ 1,226	\$ -	\$ 26,764
2021	-	11,849	436	-	12,285
2022	-	6,275	125	-	6,400
2023	-	6,276	45	-	6,321
2024	-	71	-	-	71
Thereafter	-	-	-	-	-
<b>Total at June 30, 2019</b>	<b>\$ 2,349</b>	<b>\$ 47,660</b>	<b>\$ 1,832</b>	<b>\$ -</b>	<b>\$ 51,841</b>
Total at June 30, 2018	\$ 2,033	\$ 56,837	\$ 2,431	\$ 8	\$ 61,309

(1) Capital projects include obligations related to major capital and renovation projects.

(2) Service contracts include contractual obligations the University entered into for services such as electricity, natural gas, information technology maintenance agreements, and other service obligations. The University has contracts to manage its exposure to volatility in the electrical and natural gas industries. Based on management's estimates, the annual costs for the utility contracts for the year ending June 30, 2020 are expected to be approximately \$4.9 million.

**18. Expense by Object**

The following is a summary of expense by object.

	2019		2018	
	Budget (note 23)	Actual	Actual	
Salaries	\$ 141,276	\$ 140,667	\$ 143,354	
Employee benefits	23,505	22,710	22,824	
Materials, supplies and services	32,489	32,109	33,371	
Cost of goods sold	3,047	3,896	4,283	
Scholarships and bursaries	3,546	3,474	3,185	
Maintenance and repairs	5,106	5,062	6,004	
Utilities	5,458	5,277	5,243	
Amortization of tangible capital assets	18,464	19,445	18,423	
Interest on debt	2,139	2,253	2,461	
	<b>\$ 235,030</b>	<b>\$ 234,893</b>	<b>\$ 239,148</b>	



# Mount Royal University

## NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

### YEAR ENDED JUNE 30, 2019

(thousands of dollars)

---

#### 19. Funds Held on Behalf of Others

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

	2019	2018
Associations and others	\$ 30	\$ 9
Recreational clubs	20	(7)
	<u>\$ 50</u>	<u>\$ 2</u>

#### 20. Related Parties

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

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



**Mount Royal University**  
**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2019**  
**(thousands of dollars)**

**21. Government transfers**

	2019	2018
<b>Grants from Government of Alberta</b>		
Advanced Education:		
Operating	\$ 101,951	\$ 101,077
Capital	-	2,549
Other	3,986	3,661
<b>Total Advanced Education</b>	<b>\$ 105,937</b>	<b>\$ 107,287</b>
Other Post-secondary Institutions	\$ 25	\$ 116
Other Government of Alberta departments and agencies:		
Ministry of Culture and Tourism	133	148
Ministry of Community and Social Services	-	100
Ministry of Environment and Parks	-	1,085
Ministry of Economic Development and Trade	135	250
Ministry of Children's Services	867	307
Ministry of Education	127	-
Ministry of Labour	110	113
Ministry of Health	122	74
<b>Total other Government of Alberta departments and agencies</b>	<b>1,494</b>	<b>2,077</b>
<b>Total contributions received</b>	<b>107,456</b>	<b>109,480</b>
Expended capital recognized as revenue	9,310	9,119
Less: deferred revenue	(1,160)	(2,588)
	<b>\$ 115,606</b>	<b>\$ 116,011</b>
<b>Accounts receivable</b>		
Advanced Education	\$ 36	\$ 1,277
Other Government of Alberta departments and agencies	88	44
	<b>\$ 124</b>	<b>\$ 1,321</b>
<b>Federal and other government grants</b>		
Contributions received	\$ 1,300	\$ 940
Expended capital recognized as revenue	1,395	1,368
Less: deferred revenue	(215)	(242)
<b>Revenue</b>	<b>\$ 2,480</b>	<b>\$ 2,066</b>

The University has liabilities with Alberta Capital Finance Authority as described in note 8. The University received a rebate from the Ministry of Environment and Parks for \$86 (2018- \$nil).



**Mount Royal University**  
**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2019**  
**(thousands of dollars)**

**22. Salary and Employee Benefits**

	2019			2018	
	Base salary <sup>(2)</sup>	Other cash benefits <sup>(3)</sup>	Other non-cash benefits <sup>(4)(5)</sup>	Total	Total
<b>Governance<sup>(1)</sup></b>					
Chair of the Board of Governors	\$ -	\$ -	\$ -	\$ -	-
Members of the Board of Governors	-	-	-	-	-
<b>Executive</b>					
<b>President</b>					
Current term commenced May 1, 2019	\$ 51	\$ 1	\$ 12	\$ 64	-
Past term ended April 30, 2019	238	88	26	352	371
<b>Total</b>	<b>\$ 289</b>	<b>\$ 89</b>	<b>\$ 38</b>	<b>\$ 416</b>	<b>371</b>
Provost and Vice-President Academic	\$ 280	\$ -	\$ 122	\$ 402	405
<b>Vice-President Finance and Administration</b>					
Current term commenced January 1, 2018	\$ 250	\$ -	\$ 30	\$ 280	143
Past term ended December 31, 2017	-	-	15	15	331
<b>Total</b>	<b>\$ 250</b>	<b>\$ -</b>	<b>\$ 45</b>	<b>\$ 295</b>	<b>474</b>
Vice-President University Advancement	\$ 215	\$ 22	\$ 27	\$ 264	266
Vice-President Student Affairs and Campus Life	215	-	30	245	246

- (1) Effective July 1, 2015, all members of the Board of Governors elected to forego honoraria, redirecting resources to improved electronic reporting systems for Board members.
- (2) Base salary includes pensionable base pay.
- (3) Other cash benefits include housing allowances, vacation payout, car allowances, professional development, and cash travel allowances. No cash bonuses were paid in 2019 or 2018.
- (4) Other non-cash benefits include: the employer's share of all employee benefits and contributions or payments made on behalf of employees, including pension, health care, extended health care, health spending, dental care, long-term disability and group life insurance. The other non-cash benefits also include the employer's share of the cost of additional benefits, including administrative leaves or other special leaves with pay, club, professional memberships and fair market value of parking.
- (5) Under the terms of the supplementary executive retirement plan (SERP), executive officers may receive supplemental payments. Retirement arrangement costs, as detailed below, are not cash payments in the period but are the period expense for rights to future compensation. Costs shown reflect the defined annual contributions to the plan on behalf of the plan member, including accrued interest on the accrued liability in the plan.



**Mount Royal University**  
**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2019**  
**(thousands of dollars)**

**22. Salary and Employee Benefits (continued)**

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

	Accrued Obligation June 30, 2018	Payments	Current Service Cost	Accrued Obligation June 30, 2019
President				
Current term commenced May 1, 2019	\$ -	\$ -	\$ 4	\$ 4
Past term ended April 30, 2019	148	150	17	15
Total	\$ 148	\$ 150	\$ 21	\$ 19
Provost and Vice-President Academic	\$ 23	\$ -	\$ 24	\$ 47
Vice-President Finance and Administration				
Current term commenced January 1, 2018	\$ -	\$ -	\$ -	-
Past term ended December 31, 2017	139	158	19	-
Total	\$ 139	\$ 158	\$ 19	\$ -
	<b>\$ 310</b>	<b>\$ 308</b>	<b>\$ 64</b>	<b>\$ 66</b>

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

	Accrued Obligation June 30, 2018	Payments	Current Service Cost	Accrued Obligation June 30, 2019
President				
Current term commenced May 1, 2019	\$ -	\$ -	\$ -	-
Past term ended April 30, 2019	231	204	(27)	-
Total	\$ 231	\$ 204	\$ (27)	\$ -
Provost and Vice-President Academic	\$ 68	\$ -	\$ 68	\$ 136
Vice-President Finance and Administration				
Current term commenced January 1, 2018	\$ -	\$ -	\$ -	-
Past term ended December 31, 2017	240	237	(3)	-
Total	\$ 240	\$ 237	\$ (3)	\$ -
	<b>\$ 539</b>	<b>\$ 441</b>	<b>\$ 38</b>	<b>\$ 136</b>



# Mount Royal University

## NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2019

(thousands of dollars)

---

### 23. Budget Figures

Budgeted figures have been provided for comparison purposes and have been derived from the University's Comprehensive Institutional Plan as approved by the Board of Governors. Certain budget figures from the University's 2018-2019 Comprehensive Institutional Plan have been reclassified to conform with the presentation adopted in the 2019 consolidated financial statements.

### 24. Approval of Consolidated Financial Statements

The consolidated financial statements were approved by the Board of Governors of Mount Royal University on October 28, 2019.

### 25. Comparative Figures

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



MOUNT ROYAL  
UNIVERSITY  
1910

4825 Mount Royal Gate SW  
Calgary, AB T3E 6K6

[mtroyal.ca](http://mtroyal.ca)