



MOUNT ROYAL
UNIVERSITY
1910

Embracing change

2019/20 ANNUAL REPORT

Table of contents

2	Embracing change
3	Vision and mission
4	Mandate statement
6	Message from the Board chair
7	Message from the president and vice-chancellor
8	Accountability statement and management's responsibility for reporting
9	Governance
10	Operational overview
12	Goals, priority initiatives, expected outcomes and performance measures
46	Enrolment plan and program changes
53	Research, applied research and scholarly activities
55	Community outreach and underrepresented learners
57	Internationalization
58	Information technology
59	Capital plan
61	Financial and budget information
66	Protected disclosure (whistleblower) activity
67	Self-generated revenue
	Appendix:
	2019/20 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, 2019 to June 30, 2020, which is referenced as the 2019/20 year.

Embracing change

While navigating a changing environment, Mount Royal remained focused on its growth strategies in 2019/20.

- Enrolment grew 3.7% year over year, achieved largely through the retention and persistence of continuing students.
- Growth in the credit student body as a whole outpaced growth in the international student population, which remained steady at 1.9%.
- The percentage of self-declared Indigenous students grew slightly to 6.1%, on track to reach 7.0% by or before 2025.
- Approximately 3,400 seats were added to the course inventory, a 3.1% increase over the previous year.
- Total credit course offerings increased by 9.9% since 2016/17.
- Three new majors were implemented in the Bachelor of Business Administration: Finance, International Business and Supply Chain Management.
- Proposals were 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, and the latter two were approved for Fall 2020.
- The research and scholarship portfolio continued to mature.
- Higher year-over-year volumes and a notable rise in revenues from events and conference venue rentals were being realized prior to the pandemic.

With the pandemic, the 2019/20 year saw an abrupt shift away from the face-to-face interactions and personalized learning experiences Mount Royal is known for. Despite being primarily online, student satisfaction with their overall educational experience remained high at 88%, compared with 79% at comparator institutions. Students' well-being and learning continued to be prioritized with early support and peer mentoring programs, as well as on-the-job experiences such as community service learning.

Embracing change, Mount Royal remained focused on enhancing opportunities for students, diversifying its programming and operations, and producing exceptional graduates with the problem-solving and analysis skills needed in the jobs of today.

In addition to increasing access to programs to meet high demand in the Calgary area, last year Mount Royal addressed the Ministry's priorities of affordability, quality and coordination, as set out in the 2019 Comprehensive Institutional Plan and as described 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

This mandate statement has been developed by Mount Royal University in consultation with Alberta's Ministry of Advanced Education pursuant to Section 103 of the *Post-secondary Learning Act (PSLA)*.

1. Type of Institution, Sector, and Governance

Mount Royal University is a board-governed public post-secondary institution operating in Alberta as an undergraduate university under the authority of the PSLA.

2. Outcomes

Mount Royal University has built a reputation on being student-centred and offering a strong, liberal education foundation with an undergraduate focus. Mount Royal is responsive to the needs of the community through its enduring commitment to providing knowledge and skills to students which, in turn, provide the knowledge, talent and resources necessary to sustain the local and regional economy, to advance the province and to sustain the socio-cultural tapestries of surrounding communities.

Mount Royal is a vital part of Alberta's higher education system, and offers a rich program mix of undergraduate studies that provide direct pathways into the workforce or to further avenues in higher education such as graduate school. At Mount Royal, students work directly with their professors, gain practical experience, take carefully constructed general education courses, participate in community-based learning and research, and engage with and contribute to the broader community. At Mount Royal, students' educational experiences are underpinned by the high-quality services needed to ensure their health, well-being and success.

Mount Royal also serves its communities by providing non-credit instruction in contract training, professional development, international programming and music instruction.

3. Clients/Students

Mount Royal University serves undergraduate students, youth, adult and lifelong learners. Undergraduate programs are primarily of interest to high school graduates and other students within the prime post-secondary demographic. Adults, families

and lifelong learners are served through youth education, professional development and contract training delivered through Continuing Education and Extension. Students of all ages also benefit from the internationally recognized Conservatory music programming.

4. Geographic Service Area and Type of Delivery

Mount Royal University is located in Calgary, Alberta, Canada and delivers the majority of its programming at a main campus located in southwest Calgary, with an Aviation program delivered at the Springbank airport. The majority of the University's students originate from Calgary and surrounding regions.

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 in our province. 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.

5. Program Mandates and Credentials Offering

Mount Royal University offers a wide range of programs in arts, business, communications, health, community, education, science and technology. The University's offerings align with the Alberta Credential Framework and include certificates, diplomas, post-diploma certificates, post-bachelor's certificates, bachelor's degrees and foundational learning.

Mount Royal plays a pivotal role in the Campus Alberta system. As an undergraduate university, Mount Royal is both a sending and receiving institution for student transfer and is committed to developing and maintaining partnerships with institutions within the Campus Alberta system.

6. Special Program Areas/Areas of Specialization

Mount Royal University supports scholarly activity that contributes to instructional excellence and to the cultural, social and economic well-being of communities.

Mount Royal advances program offerings by building new undergraduate degrees and majors, and by expanding a core suite of diplomas and certificates that are driven by student and labour market demands. General Education is a signature component of all Mount Royal degree and diploma programs and serves as a launching pad for many minors. Unique to an institution of Mount Royal's size in Canada, the General Education core is designed to equip students with a range of perspectives and skills to complement any specialization.

Mount Royal offers specialized programs including the Bachelor of Interior Design, Bachelor of Midwifery, Bachelor of Arts in Criminal Justice, Bachelor of Communication with distinct majors in Broadcast Media Studies, Information Design, Journalism and Public Relations, Aviation Diploma, Advanced Studies in Critical Care Nursing Certificate, Bridge to Canadian Nursing Certificate, Indigenous University Bridging Program, International Pathway Program, and Transitional Vocational Program.

7. System Collaboration and Partnerships

As an undergraduate university, Mount Royal collaborates with other post-secondary institutions and Campus Alberta sectors to support regional access to undergraduate degree programming. Mount Royal is committed to transfer and mobility within the Campus Alberta system and maintains a focus on increasing the depth and breadth of transfer agreements available through the Alberta Council for Admissions and Transfer (ACAT).

8. Research and Scholarly Activities

The Mount Royal University 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 through thoughtful integration of research and scholarship into the tenure of all students. Mount Royal values research and scholarship across the full spectrum of creative, disciplinary, interdisciplinary, professional and applied realms. Mount Royal is committed to community-based research and strongly values partnerships with Indigenous communities.

Research and scholarship at Mount Royal is enhanced through the leadership of its institutes and centres. Research capacity is augmented through the acquisition of external grants, scholarly partnerships and the growth of research chairs. Mount Royal values the quality and impact of scholarly activity over purely quantitative counts of output.

9. System Mandate

Mount Royal University is committed to doing its part to rebuild the relationships between Indigenous and non-Indigenous people in Calgary and across the country by fostering student success and focusing on activities that respond to the Calls to Action by the Truth and Reconciliation Commission.

Addressing the prevalence of sexual violence experienced by students who attend post-secondary institutions is a priority for Mount Royal, through delivery of impactful and effective prevention, education and awareness initiatives, provision of support to victims and survivors of sexual violence, and policies and procedures that take a trauma-informed and survivor-centred approach.

At Mount Royal, student mental health issues are addressed through a whole campus approach that seeks to impact health and well-being at both the individual and the environmental level. Mount Royal emphasizes crisis management, accessible services, self-management competencies and coping skills, community capacity to respond to early indicators of concern, mental health awareness, a supportive and inclusive campus climate and environment, and supportive institutional structures.

At Mount Royal, international opportunities include field schools, study abroad exchanges and international work experiences to expand students' skills and experiences and boost their future employability. Mount Royal will increase its international focus to enable a greater number of students from all over the world to experience a Mount Royal education, enabling domestic students to interact with international students resulting in a greater exposure to diversity on campus.

Mount Royal students are supported by a range of services that contribute to academic, social and personal development. Student supports include transitional and experiential learning, student leadership and development, learning support, and health and wellness.

Approved by the Board of Governors,

February 24, 2020

Message from the Board chair



The mandate of the Board of Governors is to ensure sound strategies, leadership and processes are in place for the University to fulfill its vision. This is essential work under the best of circumstances, but last year, the Board governed the University during a time of unprecedented change.

The Board's priorities are to oversee the execution of the University's Strategic Plan, provide strong governance, monitor the sustainability of the University, and safeguard its brand and reputation. Significant short- and long-term changes to public funding, and a pandemic that required an abrupt shift to a primarily online environment, coupled with a sudden halt to ancillary revenue generating operations, resulted in the University facing remarkable operational and financial challenges.

Management at Mount Royal reacted quickly and responsibly with Board oversight to prioritize the academic mission and course delivery. In parallel, the University addressed in-year provincial funding reductions, began preparing for new performance-based funding and managed the many impacts of the pandemic. With strategic focus, agile decision-making and prudent risk management, the campus community remained safe and healthy, there was continued enrolment growth, and the operating deficit was modest considering the extent of the pandemic's impact on revenues.

Amidst the challenges were notable highlights, including the unanimous endorsement by the Board for Dawn Farrell to become Mount Royal's first chancellor after a comprehensive search. As a respected business and community leader and strong believer in the value of higher education, she will use her strong networks to promote the University's mission, vision and values to all.

Following Mount Royal's move to Part 1 of the *Post-secondary Learning Act*, a new governance structure was adopted, which included the expansion of the Board to include alumni representatives and an additional student and faculty member. The volunteer service of all Board members is appreciated, particularly during this extraordinary year.

The current year has presented both challenges and opportunities, which will again call upon the University to navigate an operating and funding environment unlike any other. Mount Royal has shown its ability to embrace change with a steady hand and a clear vision. The Board supports these efforts and is confident of the University's continued success.

[Original signed by]

Alex Pourbaix
Chair, Board of Governors

Message from the president and vice-chancellor



This past year has demanded much from Mount Royal University and its people. Students, staff and faculty alike continue to feel the impact of a worldwide pandemic and a seismic shift in the provincial economy. We were tested by in-year funding reductions, preparations for a new funding model and moving operations largely online.

Mount Royal showed its spirit of perseverance and met the challenges thrust upon us by rethinking organizational structures, and by finding new ways to support students both inside and outside the classroom. While the timeline for change may have resulted in some level of imperfection, we continue to learn and adapt and find our way forward. This will bode well as we continue to work within a post-secondary sector and economy that are also in a state of change and contribute to a constructive dialogue around the future of post-secondary education in Alberta.

I am heartened by the continuation of strong enrolment growth for the sixth consecutive year – a testament to the desirability of a Mount Royal education. The Government of Alberta recognizes that Mount Royal provides graduates with pathways to careers in high-demand sectors and advanced learning, and approved two new majors in biology and computer science for Fall 2020. Other achievements of note were a maturing research and scholarship portfolio and a notable rise in revenue from event and conference venue rentals prior to the pandemic.

Freedom of expression is a cornerstone of universities and is the basis of critical thought and free and open inquiry for all members of the campus community. In support of this, Mount Royal introduced a framework for freedom of expression in 2019/20. As well, in 2020/21, a President's Advisory Committee on Equity, Diversity and Inclusion was formed to gather shared life experiences, learn from experts and determine the work that needs to take place on our campus to ensure it is welcoming for all. Change is a constant.

I am proud of the way Mount Royal University embraced change in all its forms last year. It is this forward-looking, measured optimism that will position us well going forward.

I am grateful to the people of MRU, our supporters and our governments for their efforts to keep us moving forward in fulfilling our academic mission while adhering to health and safety guidelines.

[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 2, 2020

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 2, 2020

[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 Sept. 13, 2020)



Alex Pourbaix, *Chair*



Chris Lee, *Vice-Chair*



Dawn Farrell, *Chancellor*



Tim Rahilly, *President and Vice-Chancellor*



Miriam Carey



Brenden Hunter



Karl Johansson



Carrie Lonardelli



Denise Man



Thomas P. O'Leary



Kenna Olsen



Shannon Pestun



Sue Riddell Rose



David Routledge



Sarah Rude



Shannon Ryhorchuk



Spirit River Striped Wolf



Camille Tabacla



Salimah Walji-Shivji

Operational overview

This operational overview highlights progress in priority initiatives and overall operations during 2019/20 that differed materially from projections in the Comprehensive Institutional Plan (CIP).

Overall revenue loss was the most significant area of differentiation between the CIP and actuals in 2019/20. Early in the fiscal year, the tabling of the provincial government's budget led to significant and unexpected in-year reductions to the University's base operating grant and annual deferred maintenance funding. The University's operations and financial situation were further significantly impacted by the pandemic that was declared by the World Health Organization in mid-March. Many buildings closed and revenue generating and ancillary operations ceased. Considering the impact of the pandemic on operations, the University realized only a modest deficit operating result at the close of 2019/20. Financial risk was mitigated by adapting service delivery and achieving enrolment targets.

The effect of market conditions

At the beginning of the CIP reporting period, it was projected that Mount Royal would achieve a target of 10,467 Full Load Equivalent (FLE) for 2019/20. The University slightly exceeded that target, with 10,487 FLE in 2019/20, a difference of 20.5 FLE and variance of within 0.2% when comparing actuals with projections. Final figures for this reporting year reflect an increase of 375 FLE and 334 unique heads when compared with the previous year, representing annual growth of 3.7%.

Since 2014/15, Mount Royal has grown its overall FLE by 14.4%, continuing to be a growth leader 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 by striving to maintain or grow enrolment.

From 2018/19 to 2019/20, there was a 3.1% increase in the number of seats available to students across all faculties, representing approximately 3,400 seats in the course inventory. In response to high demand, Mount Royal increased its total seat offerings by 14.1% since 2016/17.

Applications to all programs from self-declared Indigenous students fell by 7.8% in Fall 2019 compared with Fall 2018; however, Fall 2019 applications were still 8.2% above the self-declared Indigenous application numbers from Fall 2017 and 22.4% above the 10-year average at Mount Royal. The percentage of students who self-identified as Indigenous reached 6.1% in 2019/20, compared with 6.0% in 2018/19. The impact of the

pandemic on Indigenous communities is expected to temporarily decrease Indigenous student enrolment. Mount Royal is analyzing trends closely to determine the best ways to maintain and grow Indigenous student access to programs.

Total international student enrolment in Learner and Enrolment Reporting System (LERS) programs was 2.9% for 2019/20 and international credit student enrolment held steady at 1.9%. International increases in credit programs were below target, primarily as a result of growth in Mount Royal's credit student body outpacing growth in the international student population. Given the foundations established for internationalization at Mount Royal, growth in international student enrolment is expected to be realized in 2020/21 and beyond. The cancellation of all outbound mobility at the onset of the pandemic significantly reduced the number of students studying abroad last year, which had been on pace to increase compared with the previous year. In 2019/20, 68 students studied abroad, representing 4.0% of 1,764 degree graduates.

Commercial operations were on pace for continued growth last year but were significantly affected by pandemic-related closures. Theatre revenues in 2019/20 were trending to increase by 15.0%, and event and conference services revenues by 30.0%, year over year. More than 120,000 guests and patrons were expected to come to campus in 2019/20, resulting in additional ancillary revenues for parking, residence and food services. The pandemic impacted these areas significantly: the volume of external rentals of performance venues decreased by 50.0%, while event and conference venue bookings decreased by 27.0% year over year. Revenues from business and retail services overall decreased 14.2% from 2019 year-end to 2020 year-end and net contributions from operations decreased 73.0% during the same period.

Mount Royal's total endowment principal dedicated to student awards increased from \$39.5 million to \$40.5 million over the past year. The proportion of student awards funded through philanthropic commitments rather than operating dollars declined from 53.2% in 2018/19 to 52.0% in 2019/20. However, the dollar value of donor-funded awards continues to exceed the dollar value of awards funded through operating dollars. In 2019/20, donor-funded awards were valued at \$1.9 million compared with \$1.7 million in awards funded through operating dollars.

Programming

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 so 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 2019/20, the institution implemented 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, the latter two receiving approval for Fall 2020 implementation.

New degree programs have been funded internally through a reallocation of seats to higher-demand disciplines. In 2019/20, planned increases to degree intakes were implemented, resulting in the growth of degree targets by 121 heads when compared with the previous year. The institution's primary strategies continue to be predicated on increased registrations generated through gains in the retention and persistence of continuing students.

The six-year Fall 2013 cohort graduation rate was 65.0%, which is a slight increase when compared with the 64.4% rate for the Fall 2012 cohort. The four-year graduation rate for the Fall 2015 cohort dipped slightly to 38.4% when compared with the 38.8% rate for the Fall 2014 cohort. All data trends indicate that the overall graduation rates for Mount Royal students will increase over time.

Financial health indicators and capital plan

The University remained stable in its net financial asset position and in its net assets overall as at year end. The modest deficit operating result realized at the close of 2019/20 was achieved through organizational restructuring, significant fiscal restraint across all functions, prioritized process efficiencies and expense reduction in the revenue generating operations.

The financial impacts of the pandemic during the final quarter of the 2019/20 fiscal year are projected to continue compromising revenues in 2020/21 and are further compounded by uncertainty in provincial government funding. Adapting service delivery and enrolment growth will mitigate some financial risk. The University continues to improve its net debt position over prior years' positions.

Capital investment is critical to the University meeting its goal to increase student enrolment and to enhance support of student success. Mount Royal is aligned with the Province's focus on capital investments that are cost-effective and use existing infrastructure. The primary opportunity in Mount Royal's Capital Plan is to repurpose two large vacant spaces in the original campus building, which has received the support of a private donor for just under 25% of the total estimated project cost. With full funding, the existing infrastructure can be brought back into productive use.

Student success and satisfaction measures

A learning environment that contributed to students feeling a sense of belonging was supported by mentorship and peer learning programs; 95% of students indicated they felt a sense of belonging by participating in these programs.

Experiential learning opportunities through work terms and co-operative education were interrupted by the pandemic, resulting in a decrease from 725 students participating in 2018/19 to 543 students in 2019/20. Many students deferred their work terms to the following academic year. Of the work terms that were successfully completed, most of the placements were virtual or remote work in adherence to public health rules.

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, 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.

From 2017 to 2020, the percentage of middle-years students who agreed most of their professors take a personal interest in their academic progress decreased from 85% in 2017 to 76% in 2020. Middle-years students at Mount Royal were, however, more likely to agree their professors take a personal interest in their academic progress than students at comparator universities, where only 62% of students agreed. In 2020, 93% of middle-years students at Mount Royal agreed most of their professors treat students as individuals, not just numbers, which was similar to 2017 results, where 95% of students agreed with this statement.

Among fourth-year students at Mount Royal, 88% rated their entire educational experience at the institution as excellent or good, 9% more than students at Canadian comparator institutions.

Self-identified Indigenous students were generally as likely to agree they feel comfortable being themselves at the University in both the first-year cohorts (85%) and the fourth-year cohorts (96%) compared with non-Indigenous first-year students (92%) and fourth-year students (92%). First-year (at 77%) and fourth-year (at 75%) Indigenous students were generally as likely to agree they feel valued by the institution as first-year (82%) and fourth-year (77%) non-Indigenous students. Indigenous students were less likely to agree they feel like part of the community at Mount Royal than non-Indigenous students in both the first year (58% Indigenous compared with 78% non-Indigenous) and the fourth year (71% Indigenous compared with 76% non-Indigenous).

Goals, priority initiatives, expected outcomes and performance measures¹

Goal

G 1 Accessibility

Priority initiative

PI 1 Grow to meet the demands of Alberta learners

Expected outcomes

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE	STATUS	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 and across Alberta	June 2021	Ongoing	<p>At the beginning of the Comprehensive Institutional Plan (CIP) reporting period, it was projected that Mount Royal would achieve a target of 10,467 Full Load Equivalents (FLE) for 2019/20. The University slightly exceeded that target, producing 10,487 FLE in 2019/20, a difference of 20.5 FLE and falling within 0.2% of variance when comparing actuals with projections. Final figures for this reporting year show an increase of 375 FLE and 334 unique heads when compared with the previous year (annual growth of 3.7%).</p> <p>Since 2014/15, the institution has recorded a 14.4% increase in total FLE, which vies for the greatest amount of growth in the province over this period for institutions in the Comprehensive Academic 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 by striving to maintain or grow enrolment.</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 2019/20, the institution implemented 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

¹ 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.

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 continued to resonate with internal and external communities. Leveraging its success in response to the COVID-19 pandemic helped to increase domestic and international enrolment despite downward trends within the sector. Ongoing brand campaigns continued to enhance a sense of belonging among students learning online.	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 2019/20, planned increases to degree intakes were implemented, resulting in the growth of degree targets by 121 heads when compared with the previous year. The institution's primary growth strategies continue to be predicated on increased registrations generated through gains in the retention and persistence of continuing students.			
PM 2	Increase in FLE	Mount Royal reported a year-over-year increase of 375 FLE, which represents overall enrolment growth of 3.7% for 2019/20.			
PM 3	Increase in number of degree programs and major offerings	The introduction of three new majors in the Bachelor of Business Administration (Finance, International Business and Supply Chain Management) has increased Mount Royal's total major offerings to 36. 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-Bachelor's Certificates	There was no change to the number of post-baccalaureate certificates and diplomas offered in 2019/20.			

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 tool sets 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

G 1 Accessibility

EO 2	Continued expansion of the First-year Registration Assistance program	Ongoing	Achieved	For the fourth consecutive year, the First-year Registration Assistance program was delivered to incoming students. The spring 2020 event was delivered virtually because of COVID-19. This program, which has proven to be effective in relaying critical and timely information to incoming students, has been integrated as a standard part of the Mount Royal enrolment cycle. 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 \$39.5 million to \$40.5 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 2019/20, approximately 3,400 seats were added to the course inventory, which is a 3.1% 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	N/A	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. Academic programming requires maximization of internal course transferability.	Ongoing
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 1,627 to 1,698; this was a slight increase from 16.4% to 16.6% of unique, full-time students (excluding academic upgrading) receiving University-administered awards. While the percentage of students receiving awards reflects only a minimal increase, the total number of full-time students enrolled at Mount Royal over this same period of time increased by 3.4%.			
PM 2	Increase in number of students applying to Mount Royal as a first-choice institution	In 2019, 13% of Alberta applicants to post-secondary institutions in or outside of the province said their first-choice institution was an undergraduate university in Alberta, compared with 16% of applicants in 2018. (Source: APAS UCAS 2018 and 2019) In 2019, 79% of first-year students at Mount Royal said they were attending the University as their first choice, which was comparable with 80% in 2016 results. (Source: CUSC 2016 and 2019)			

PM 3	Increase in the four- and six-year graduation rates	The six-year Fall 2013 cohort graduation rate was 65.0%, which is a slight increase when compared with the 64.4% rate for the Fall 2012 cohort. The four-year graduation rate for the Fall 2015 cohort dipped slightly to 38.4% when compared with the 38.8% rate for the Fall 2014 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 2019/20 academic year, 6.6% of courses experienced high DFW rates, compared with 8.9% in 2018/19 and 7.7% in 2017/18. The ADC continues to focus on high-impact teaching practices intended to increase success rates for students in traditionally difficult courses.
PM5	Increase in the number of seats available to students in courses required for graduation	From 2018/19 to 2019/20, there was a 3.1% increase in the number of seats available to students across all faculties. Since 2016/17, Mount Royal has increased its total seat offerings by 14.1%.

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 2020	This stage completed	In April, the General Faculties Council approved a motion from the Academic Indigenous Advisory Committee in support of requiring all major programs to ensure all students complete the equivalent of at least 3.0 credits of Indigenous content coursework prior to graduation. Programs will be allowed to implement the requirement in a manner that meets their individual delivery needs.	Ongoing
EO 2	Development of a research program led by Canada Research Chair in Indigenous Studies	June 2021	Ongoing	Mount Royal's first Canada Research Chair in Indigenous Studies retired in the reporting year. A nomination for new CRC is under review by the Tri-Agencies. The hope is to have a new CRC in this role by July 2021.	N/A
EO 3	Expansion of the housing programs for both Indigenous families and single students	June 2019	Achieved	A private donation enabled the Indigenous family housing program to double the number of families supported to eight in 2019. Twenty-eight single students are accommodated in Residence; efforts to reach the goal of 36 are ongoing. In total, 67 self-identified Indigenous students lived in Residence at some point during the reporting year.	N/A

G 1 Accessibility

EO 4	Faculty, staff and management awareness and understanding of Indigenous culture and issues	Ongoing	Ongoing	Faculties and programs continued to develop Indigenous curriculum, supported by the Office of Academic Indigenization (OAI). Experiential professional development activities to support Indigenous awareness had to be cancelled due to COVID-19 restrictions. Faculty in Indigenous Studies made progress on an online Treaty 7 course for possible availability in Fall 2021. A new senior management position was created to lead indigenization and will be filled in 2020/21.	This is an ongoing activity in the 2019-2022 CIP.
EO 5	Continued implementation of an Indigenous student recruitment plan	June 2020	Ongoing	An Indigenous recruitment officer continued to increase Mount Royal's presence in urban and rural Indigenous communities and at events. Establishing and maintaining meaningful connections with Indigenous communities, along with designating program seats through Indigenous admission targets, is expected to increase applications from self-declared Indigenous students.	N/A
EO 6	Development of a proposal for a transition-year program for Indigenous students	June 2021	In progress	An environmental scan of similar programs at other Canadian universities was completed. Using this information, the OAI will continue to support the development of a transition-year program for incoming Indigenous students.	N/A

Performance measures

PM 1	Increase in number of applications by Indigenous students in all programs	Applications to all programs from self-declared Indigenous students fell by 7.8% in Fall 2019 compared with Fall 2018. However, Fall 2019 applications were still 8.2% above the self-declared Indigenous application numbers from Fall 2017 and 22.4% above the 10-year average at Mount Royal.
PM 2	Increase in Indigenous student enrolment in credentialled programs	The percentage of students who self-identified as Indigenous reached 6.1% in 2019/20, compared with 6.0% in 2018/19, putting Mount Royal ahead of schedule to achieve the goal of 7.0% by 2025. The impact of COVID-19 on Indigenous communities is expected to temporarily decrease Indigenous student enrolment and Mount Royal is analyzing trends closely to determine the best ways to maintain and grow self-identified Indigenous student access to credentialled programs.
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 continuing.

PM 4	Evidence of a sense of belonging by Indigenous students on campus comparable to the Mount Royal student body	<p>Among students who completed the National Survey of Student Engagement (NSSE) in 2020, 7% of first-year students and 6% of fourth-year students self-identified as Indigenous.</p> <p>Using a suite of three survey items to measure students' sense of belonging, results showed that first-year self-identified Indigenous students were as likely as non-Indigenous students to agree they feel comfortable being themselves at the University (85% Indigenous compared with 92% non-Indigenous) and that they feel valued by the institution (77% Indigenous compared with 82% non-Indigenous), but Indigenous students were less likely to agree they feel like part of the community at Mount Royal than non-Indigenous students (58% Indigenous compared with 78% non-Indigenous).</p> <p>Fourth-year self-identified Indigenous students were as likely to agree with each of the three sense-of-belonging statements as were non-Indigenous students: 96% of Indigenous students agreed they feel comfortable being themselves at Mount Royal (92% non-Indigenous), 75% of Indigenous students agreed they feel valued by the University (77% non-Indigenous), and 71% of Indigenous students said they feel like part of the community at Mount Royal (76% non-Indigenous). (Source: NSSE 2020)</p>
PM 5	Increase in retention rates of Indigenous students	The retention rate among self-identified Indigenous students continued to equal the retention rate for non-Indigenous students. The six-year graduation rate for self-identified Indigenous students in the Fall 2013 cohort was 62.7% compared with 65.1% for non-Indigenous students.
PM 6	Increase in number of on-campus events showcasing Indigenous culture and ways of knowing	The number of events almost tripled from five in 2018/19 to 14 last year. Mount Royal continues to strengthen its commitment to indigenization, in part through the development and implementation of key events, which are described in Community Outreach and Underrepresented Learners on page 55.
PM 7	Increase in the number of faculty, staff and management enrolled in Indigenous education and training courses	The provost and vice-president, Academic and the vice-provost and associate vice-president, Academic both attended Perspectives on Reconciliation: a Summer Institute in August 2019 in Whitehorse, Yukon. Fifteen faculty and staff were enrolled to preview the 4 Seasons of Reconciliation online professional development course. Additionally, the OAI sponsored one staff member to attend the Indigenous Elders Gathering in 2019 in Winnipeg with two Elders, as well as the First Nations Language Keepers Gathering in November 2019 with four Elders, to advance language capacity at Mount Royal. Experiential professional development opportunities for indigenization were scheduled for spring 2020 but were postponed due to COVID-19 restrictions.

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	N/A	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 to be compatible with Mount Royal's objectives and students' needs are added each year. Two such partnerships were added in 2019/20.	This is an ongoing activity in the 2019-2022 CIP.

G 1 Accessibility

EO 2	Enhancement of international student supports	N/A	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 2019/20 academic year. As well, a concerted outreach program was established to support international students through face-to-face contact, and a new peer program was developed.	Ongoing
EO 3	Refinement of a recruitment plan for international students	June 2020	This stage completed	Solidifying the infrastructure for international student recruitment and international student support has been the primary objective for the past two reporting years, 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 for implementation in the Fall 2020 recruitment cycle. During 2019/20, the English Language Program (ESL) was redesigned to support a smooth transition from language classes to credit studies in undergraduate programs. The Language Education for Academic Purposes (LEAP) program for low-intermediate to advanced English language learners will be launched in Fall 2020.	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 was updated to reflect a two-year implementation process. The procedures are intended to increase coordination and the involvement of deans.	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 2019/20, 68 students studied abroad, representing 4% of 1,764 degree graduates. During this period, 208 students were confirmed to study abroad for the Spring and Summer semesters, but all outbound mobility was cancelled due to COVID-19.	Ongoing

Performance measures

PM 1	Increase in number of international students enrolled in credit programs from 2% to 3.5%	Total international student enrolment in the Learner and Enrolment Reporting System (LERS) programs was 2.9% for 2019/20 and international credit student enrolment was 1.9%. 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. Given the foundations established for internationalization at Mount Royal, growth in international student enrolment is expected to be realized in 2020/21 and beyond.			
------	--	--	--	--	--

PM 2	Increase in number of Mount Royal students participating in a study-abroad program	In 2019/2020, 208 students were registered to study abroad through semester-long exchanges, field schools and international work experience initiatives, which would have represented nearly 12% of 1,764 degree graduates. This is an increase of 134 students over 2018/19. Despite the pandemic interruption, 68 students completed exchanges in the Fall and Winter 2020 semesters. In the two-year cycle of field schools, a greater number of them were offered in 2019/20 than in 2018/19.
PM 3	Increase in number, quality and diversity of international partnerships to reflect Mount Royal mobility priorities	In 2019/20, Mount Royal had 67 active partnerships, including two that were new. These partnerships are built on compatibility in undergraduate programming, potential for reciprocity and demand for specific geographic regions. The number of partnerships may fluctuate as they are reviewed annually. All new partnerships are supported by academic faculties. In addition, new partnerships include opportunities for faculty mobility, joint research, joint course delivery and other initiatives that support internationalization both at home and abroad.
PM 4	Increase in number of, and students participating in, international field schools	In 2019/20, 135 students were scheduled to participate in field schools, compared with 57 students the previous year. Field schools operate on a two-year cycle, meaning more of them were offered in 2019/20 than in 2018/19. However, only seven students were able to participate in international field schools prior to the COVID-19 disruption.

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	This stage completed	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. Findings were presented to key stakeholders to include when policies are developed or reviewed. Ongoing conversations will determine the best mechanism for achieving integration.	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	Ongoing	<p>In 2019/20 the personal skills development and capacity building certificate program was expanded. 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.</p> <p>Last year 426 campus members were trained in crisis and community support programming. There was continued significant uptake of naloxone and harm reduction workshops, as well as suicide awareness and prevention training. Participants agreed it improved their confidence (96%) and their knowledge (97%) in supporting a student with a mental health concern.</p> <p>Additionally, a mental health help folder was revised in January 2020 with updated information on available supports, and folders were distributed among faculty, staff and student groups.</p>	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	Ongoing	<p>Numerous campus services and programs increased self-management and coping skills. Last year, 1,243 campus members participated in formal programs to improve coping skills and/or resiliency.</p> <p>The Early Support program continued to connect a diverse population of at-risk students with cultural, social and academic supports.</p> <p>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 and the Pride Centre. A highly successful international student kitchen program in residence implemented in 2018/19 continued for 2019/20, along with the Global Wellness Community for international students.</p>	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	Ongoing	<p>On-campus supports continued to be offered to students, along with referrals to community services as appropriate. A list of community resources was updated, and students who called Counselling Services after hours were connected directly to off-campus services. The Calgary Post-Secondary Mental Health Coordinating Committee continued to work with primary care and Alberta Health Services to facilitate transitions between services.</p>	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 (NCHA) increased 6% since 2016: 84% of students in 2019 compared with 78% in 2016. The NCHA will next be administered in 2022.
PM 2	Increase in student awareness of mental health programs and services available on campus	In 2017 and 2020, 15% of middle-years students in degree programs said that they had used personal counselling services during the academic year. (Source: CUSC 2017 and 2020) When last 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)
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 decreased to 513 in 2019/20 compared with 753 in 2018/19. Total participation in mental health workshops, webinars and groups stood at 3,525 participation hours for 2019/20 compared with 3,825 participation hours in 2018/19. This slight decrease was likely influenced by the transition to remote service at the onset of the pandemic.
PM 4	Percentage of students reporting satisfaction with personal counselling services accessed higher than comparator group	Among the 15% of middle-year students at Mount Royal who said they had used personal counselling services in 2019/20, 83% said they were satisfied with the service they had received, which was comparable with 86% of students at comparator institutions who said they were satisfied. (CUSC 2020) An internally administered survey to 116 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.

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	Ongoing	<p>Several initiatives helped foster a culture of consent on campus. In the 2019/20 year, 27 workshops and educational opportunities about consent were offered to the campus community with 717 community members participating. Several outreach initiatives engaged the campus community in conversations around consent, as well as managing dating or sexual rejections and refusals.</p> <p>Additional materials were created and shared on the website, over social media and throughout campus. Mount Royal collaborated with Bow Valley College and the University of Calgary in the Survivor Love Letter campaign. Funding for Stepping Up, a relationship violence prevention program, was renewed for the 2020/21 year.</p>	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	Ongoing	<p>Several efforts were embedded into ongoing DDSV prevention programming to reduce stigma. Workshops and class visits looked at the myths and misconceptions that surround DDSV and create stigma. Social media was used to enhance awareness around DDSV throughout the year, including through the #survivorloveletter campaign.</p> <p>Additionally, the Marketing and Communications team was trained in understanding how media can reduce stigma in the language used when covering stories about DDSV.</p>	N/A

G 1 Accessibility

EO 3	<p>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</p>	June 2020	Ongoing	<p>Student Association executives and Security staff received training about bystander interventions, campus resources and supportive responses to disclosures of sexual violence, as did resident advisors and student clubs, for whom annual training is mandatory.</p> <p>Online booking to see a DDSV support advocate continued to be available. Services moved to online delivery during the pandemic, which helped remove barriers to accessing support. Ongoing professional development was provided to DDSV support advocates.</p> <p>Mount Royal continued to operate as a satellite site for Calgary Communities Against Sexual Abuse (CCASA). A CCASA staff member came to campus once a week to provide specialized support.</p>	N/A
EO 4	<p>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</p>	June 2020	Ongoing	<p>A Responding to Disclosures of Sexual Violence workshop was offered across campus to 348 community members. Most participants were able to demonstrate the desired learning outcomes, including defining sexual violence (95%) and demonstrating how to respond to a disclosure of sexual violence (100%). A seven-month followup survey found that 100% of those who responded could define sexual violence and 44% reported using the skills they had learned in the workshop.</p> <p>The Association of Alberta Sexual Assault Services' (AASAS) First Responder to Sexual Assault and Childhood Sexual Abuse Training™ was offered four times to the campus community with 62 participants. Three staff were trained as facilitators to deliver the training, which was targeted to units or employees most likely to respond to disclosures, as well as to interested students. All 62 respondents said they could perform all of the workshop's learning outcomes after the training.</p> <p>In collaboration with the Students' Association of Mount Royal University, a DDSV folder was developed in digital and print formats that communicates how to respond to a disclosure, information about DDSV and where to go for support.</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 that 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	This stage completed	<p>Policy and process reviews and revisions that began in 2018/19 continued through the reporting year to align the formal report process with a trauma-informed approach.</p> <p>An interim process was developed to manage formal reports, while the policy and procedures continue to be reviewed and revised. A panel hearing of three to five people will be replaced with a single panel paper review. New panel members have been 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.</p> <p>The appeals panel received training on understanding consent, sexual violence, trauma, unconscious bias, and how myths and misconceptions can show up within decision-making.</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 previously used to measure performance no longer met Mount Royal's needs and was changed in 2019. Instead, internal assessments were used and demonstrated that workshops and training were successful. Among participants in the Responding to Disclosures of Sexual Violence workshop, for example, 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 2019/20 as the survey tool previously used was changed; however, there are ongoing efforts to educate campus members about University processes and policies.			
PM 3	Increase percentage of student knowledge of procedures and resources	<p>Compared with the previous year, 2019/20 saw a 20% decrease in the number of individuals accessing DDSV support services, with 35 individuals accessing support services compared with 44 in 2018/19. This decrease is most likely attributable to COVID-19 and the requirement to shift to remote delivery of services effective March 2020.</p> <p>According to the National College Health Assessment (2019), nearly 60% of respondents indicated that they had received some information or education about DDSV during their time at Mount Royal.</p>			
PM 4	Increase percentage of students who would use or have used the University's formal reporting procedures	Use of formal reporting procedures at Mount Royal University remained the same among students from 2018/19 to 2019/20, with one student engaging with this process.			

Goal	
G 2	Affordability

Priority initiative

PI 1 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	N/A	Ongoing	Mount Royal's total endowment principal dedicated to student awards increased from \$39.5 million to \$40.5 million over the past year.	Ongoing
EO 2	Growth of Mount Royal's endowment fund for initiatives that support teaching and learning practices	N/A	Ongoing	Teaching and learning were identified as top institutional funding priorities and feature prominently in the University's case for support. 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 year over year.	Ongoing

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 1,627 to 1,698; this was a slight increase from 16.4% to 16.6% of unique, full-time students, excluding academic upgrading, receiving University-administered awards. While the percentage of students receiving awards reflects only a minimal increase, it is worthwhile to note that the total number of full-time students enrolled at Mount Royal increased by 3.4% over this same time period.
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 \$3.5 million to \$3.9 million. Budgeted student awards as a percentage of the annual operating budget increased from 1.5% in 2018/19 to 1.7% in 2019/20. Actual student awards as a percentage of the actual operating expenses increased from 1.5% in 2018/19 to 1.6% in 2019/20.
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 year over 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 53.2% in 2018/19 to 52.0% in 2019/20. However, the dollar value of donor-funded awards continues to exceed the dollar value of awards funded through operating dollars. In 2019/20, donor-funded awards were valued at \$1.9 million compared with \$1.7 million in awards funded through operating dollars.
------	---	--

Priority initiative					
PI 2 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. The financial impacts of the pandemic during the final quarter of the 2019/20 fiscal year are projected to continue compromising revenues in 2020/21 and are further compounded by uncertainty in provincial government funding.	Ongoing
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 ensured existing resources were used to their full capacity to increase access to post-secondary education for Albertans. Mount Royal remains committed to improving program access and course availability to optimize retention, persistence and graduation rates across the institution.	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. Recent provincial budgets have not included 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. A private donor has pledged support for the project and remains committed pending provincial funding support.	N/A

G 2 Affordability

EO 4	Full and effective participation in the provincial funding reviews to provide input related to historical funding inequities arising from timing of past base grant and lights-on funding freezes, which affected Mount Royal University disproportionately	June 2021	In progress	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 played a leading role within the post-secondary system in providing feedback to the Ministry about the introduction of performance-based funding, and 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.	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 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.	Ongoing
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	The University revised its executive compensation structure ahead of schedule in 2018 and remains fully compliant.	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. Mount Royal's president was invited to participate as a member of the Ministry's Guiding Coalition advising on Advanced Education's Alberta: 2030 System Review.			
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 clearly outlined the vision and need for repurposing old Library and Conservatory spaces so as to put unproductive space back to work in educating students. Support in principle for the project from Ministry officials has been clear, but no funding was allocated in the recent provincial budgets 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	After the previous year's efforts to increase the internally restricted balance, as of June 2020 the reserve fund balance decreased \$3 million from the prior year. Provincial directives encompassed in the 2020/21 grant agreement prevent the use of reserves should the University experience an operating deficit. With the ongoing financial impacts of the pandemic, advocacy on lifting these restrictions will be critical to ensure revenue losses can be adequately buffered. The financial impacts of the pandemic during the final quarter of the 2019/20 fiscal year are projected to continue compromising revenues in 2020/21.
PM 4	Reduction in the cost of delivery per FLE with respect to Mount Royal's comparators	Total operating expenditures per FLE, as reported in the Financial Information Reporting System (FIRS), were reduced from \$23,229 in 2018/19 to \$21,992 in 2019/20.
PM 5	Compliance with provincial executive compensation regulations by their effective date	Mount Royal revised its executive compensation structure in 2018 and was fully compliant ahead of schedule.

Priority initiative					
PI 3	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	Ongoing	The 2020/21 institutional budget approved by the Board of Governors included expense reductions and reflected much of the projected financial impact resulting from the pandemic. Work is ongoing to assess and project the full financial impacts of COVID-19 on this budget plan. Institutional management of the financial impact of the pandemic, including actions to mitigate a financial deficit, remains a key priority.	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	Commercial operations were on pace for continued growth last year but were significantly affected by pandemic-related closures. Revenues from business and retail services decreased 14.2% from 2019 year-end to 2020 year-end and net contributions from operations decreased 73.0% during the same period.	N/A

G 2 Affordability

EO 3	Maximization of revenue generation through rental of the Bella Concert Hall and other campus spaces to external groups	Ongoing	Ongoing	Theatre revenues in 2019/20 were trending to increase by 15.0% over 2018/19. Event and conference services revenues were projected to increase by 30.0% year over year. COVID-19 impacted these areas significantly, which were trending to attract more than 120,000 guests and patrons to campus in 2019/20 resulting in additional ancillary revenues for Parking, Residence and Food Services. The volume of external rentals of performance venues decreased by 50%, while event and conference venue bookings decreased by 27% year over year. Revenues declined by 16.0% in 2019/20 compared with 2018/19 due to COVID-19.	Ongoing
------	--	---------	---------	---	---------

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. The University remains committed to reducing operating and maintenance costs and in 2019/20 demonstrated cost reductions in compensation expense; materials, supplies and services; maintenance and repair activities; and utilities, as the pandemic caused the closure of many buildings.			
PM 2	Increase in revenue from sales of services and products	Revenues from sales of services and products decreased by 15.2% in 2019/20 compared with 2018/19 due to pandemic-related closures resulting in \$4.2 million lower-than-budgeted revenues.			
PM 3	Long-term financial sustainability	The University has responded effectively to reduce costs, largely mitigating losses in 2019/20, and continues to implement cost management measures through the pandemic to facilitate long-term sustainability.			

Priority initiative

PI 4 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 continues to monitor the realized benefits of several years of significant mechanical upgrades to the boilers, the addition of a 750-kilowatt combined heat and power (CHP) unit, and 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 substantially lower costs without further 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	Because of the pandemic, data from 2019/20 is limited. 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. Solar panels on the E-wing rooftop, the CHP and central plant modernization continued to 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 was put on hold in March 2020 because of the pandemic. 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.	Ongoing

Performance measures

PM 1	Reduction in consumption and cost per square foot	Utility consumption has stabilized, varying primarily with the weather. Availability of capital investments in energy saving or energy generation initiatives could further reduce annual operating costs.			
PM 2	Increase in percentage of waste diverted from the landfill through recycling programs	The pandemic reduced the amount of waste generated on campus with most students and employees learning and working remotely. Waste audits conducted by an independent third party have demonstrated continuous improvement in the diversion of waste from the landfill. An updated diversion rate measurement was not possible during the pandemic. Mount Royal was in full compliance with City landfill bylaws.			
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) Sustainability Tracking, Assessment and Rating System (STARS) program for environmental sustainability	Mount Royal worked diligently to capture existing activities that are ranked through the STARS program of AASHE. This is a commonly used rating system within the post-secondary environment. Mount Royal achieved a high silver rating, narrowly missing gold. Continued progress is expected.			

Goal**G 3****Quality****Priority initiative****PI 1 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	The program first piloted in 2016/17 was expanded last year. Given the year-over-year increases in referrals and the positive student outcomes, Early Support has established itself as a mainstay in programs delivered through the Office of Student Success. Students attending in-person meetings are 8.4% more likely to return to Mount Royal than those students who are referred to the program but do not meet in person.	N/A
EO 2	Expansion of transitional support programming aimed at providing year-round transitional support for first-year students	June 2020	Ongoing	A new Pathways to Success program was piloted in Winter 2019 and continued through 2019/20. The program addresses a gap in current support programming and is targeted at students in poor academic standing. Student leader and peer facilitator training was enhanced and improved.	Ongoing
EO 3	Enhancement of program and service delivery to increase student satisfaction with personalized learning	June 2020	Ongoing	The number of participants in a personalized learning environment (i.e., one-to-one peer mentorship) remained consistent with 2018/19, with 51 peer mentors and 120 mentees. In evaluations, students indicated they became more effective self-directed learners as a result of their participation. Substantial gains in the delivery of customized academic, personal and social support for international students were made in 2019/20 through increased breadth and depth in programming offered through the International Student Support Centre.	Ongoing

EO 4	High level of student interactions with faculty	Ongoing	Ongoing	<p>NSSE data showed first- and fourth-year students said they had interacted with faculty members very often or often in the following ways during the 2019/20 academic year:</p> <ul style="list-style-type: none"> talked about career plans with a faculty member (22% of first-year and 42% of fourth-year students) discussed course topics, ideas or concepts with a faculty member outside of class (22% of first-year and 33% of fourth-year students) discussed their academic performance with a faculty member (18% of first-year and 32% of fourth-year students) worked with a faculty member on activities other than coursework, such as committees or students groups (13% of first-year and 21% of fourth-year students). 	Ongoing
------	---	---------	---------	--	---------

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 slightly among degree students from 87.3% in 2017 to 87.5% in 2018, 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 (NSSE)	Among fourth-year students at Mount Royal, 88% rated their entire educational experience at the institution as excellent or good, 9% more than students at Canadian comparator institutions. (Source: NSSE 2020)			
PM 3	Increase in student survey measures indicating the quality of student-faculty interactions	<p>From 2017 to 2020, the percentage of first-year students at Mount Royal who rated their quality of interactions with faculty as excellent was similar (50% in 2020 compared with 53% in 2017), with only about 5% of students who rated their interactions as poor. Among fourth-year students, between survey years, the percentage of students who rated their quality of interactions with faculty as excellent decreased from 65% in 2017 to 57% in 2020. However, as an average score, quality of interactions with faculty results remained consistent (5.7 in 2017 compared with 5.6 in 2020, on a seven-point scale). (Source: NSSE 2017 and 2020)</p> <p>In 2020, 93% of middle-years students at Mount Royal agreed most of their professors treat students as individuals, not just numbers, consistent with 95% in 2017. From 2017 to 2020, the percentage of middle-years students who agreed most of their professors take a personal interest in their academic progress decreased from 85% in 2017 to 76% in 2020. Middle-years students at Mount Royal were still more likely to agree their professors take a personal interest in their academic progress than students at comparator universities, where only 62% of students agreed. (Source: CUSC 2017 and 2020)</p>			

G 3 Quality

Priority initiative					
PI 2	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	N/A	Ongoing	<p>As an Ashoka Changemaker Campus, Mount Royal provided opportunities for students to engage in community learning experiences. In 2019/20, a program called Catamount was launched for senior-level students. A fellowship for emerging changemakers, the program involved eight student fellows, nine community partners and 10 faculty mentors from 10 departments in three faculties.</p> <p>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 learned from mentors, gained work experience through internships and work placements, attended courses, events and programs, and connected with a network of changemakers and community practitioners.</p> <p>In response to the COVID-19 pandemic, a Work Integrated Learning Alternatives (WILA) community-based program was introduced, which resulted in 98 work placements with local non-profit organizations and small businesses.</p>	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	Three programs provided a learning environment that resulted in 95% of participating students feeling a sense of belonging: Harry G. Schaefer Mentorship, Peer Learning, and Mentors: Academic and Personal Success (MAPS).	Ongoing
EO 3	Expansion of field schools and student exchange opportunities	June 2020	Ongoing	Internationally, 208 students were registered to study abroad through semester-long exchanges, field schools and international work experience initiatives, an increase of 134 students over 2018/19. All outbound mobility was cancelled in March 2020 due to COVID-19 resulting in 68 students completing exchanges in the Fall and Winter 2020 semesters.	Ongoing

EO 4	Development of student leadership competencies in student support programs and services	June 2019	Achieved	Training in the Five Practices of Exemplary Leadership by Kouzes and Posner was completed by 286 students in a variety of leadership programs. The students also completed reflections on how they were exhibiting the behaviours in each practice. This framework is embedded across all leadership programs: Peer Learning Program, Peer Mentorship (MAPS), Residence Advisor, Peer Health Educator, Peer Mental Health Educator, International Student Helper, BMO Indigenous Mentorship Program and Registration Peers.	Ongoing
------	---	-----------	----------	---	---------

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	This question was removed from the 2020 administration of CUSC. In 2019, however, 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 the University, compared with 80% of students at comparator institutions. (Source: CUSC 2018)			
PM 2	Increase in student participation in community-building programs and services	From 2017 to 2020, a similar proportion of first- and fourth-year students said that in a typical week they spent time doing community service or volunteer work: 41% of first-year students in 2017 and 2020, and 53% of fourth-year students in 2017 compared with 50% in 2020. (Source: NSSE 2020). In 2019/20, work was started on the President's Scholarship event to introduce customized leadership and community service roles for high-achieving students. It is part of an underlying strategy to develop a culture of scholarship in which students engage in curricular and co-curricular activities that are valued by scholarship selection committees and industry at large.			
PM 3	Increase in number of students participating in domestic field school placements and student exchange opportunities	In 2019/20, 54 geology students took part in three field schools and more than 500 other science students took courses with field-based activities. This compares with approximately 75 students in three field schools, and approximately 125 students in related learning activities, in 2018/19. Learning in the field also takes place in day-long excursions for students in a variety of programs. The number of students participating in student exchange opportunities was much lower than expected because of COVID-19 and the cancellation of all outbound mobility beginning in March.			
PM 4	Increase access to student leadership opportunities	In 2020, first-year students were slightly less likely to say they had held a formal leadership role in a student organization or group compared with 2017, decreasing from 7% to 4%; the percentage of fourth-year students remained consistent between 2017 and 2020, with about one in four students in leadership roles. (Source: NSSE 2017 and 2020)			

G 3 Quality

Priority initiative					
PI 3 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 were or are being addressed. The approved process for revalidation of the General Education inventory was launched in the 2019/20 academic year and will continue annually. Plans are underway for a review of General Education in 2020/21.	Ongoing
EO 2	Development of a proposal for a university-wide, interdisciplinary Centre for Liberal Education	June 2020	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 were discussed in 2019/20. Budget conditions and the COVID-19 disruption delayed progress on this item.	Ongoing
EO 3	Development of collaborative interdisciplinary programming	June 2021	In progress	Two interdisciplinary degrees were included in Mount Royal's 2018–2021 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 included curriculum from both Business and the Arts. This program was not supported by Alberta Advanced Education due to potential duplication with other Campus Alberta offerings.	N/A
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 who were employed said their program had at least moderately prepared them to analyze information and 93% said they were at least moderately prepared to solve problems. (Mount Royal 2018 Graduate Follow-up Survey)			

Priority initiative					
PI 4 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	Experiential learning opportunities through work terms and co-operative education were interrupted by the pandemic, resulting in a decrease from 725 students participating in 2018/19 to 543 in 2019/20. Many students deferred their work terms to the following academic year. Of the work term placements that were completed, most were virtual or remote work in adherence to public safety rules.	N/A
EO 2	Expansion of student community engagement and Community Service Learning (CSL) opportunities	June 2019	Achieved	The number of CSL courses in 2019/20 was consistent with the previous year at 53. Students contributed more than 300,000 hours of community service learning at over 500 community organizations. Among 2018 graduands, the most recent year for which data is available, 11% said they had participated in service learning as part of their program, similar to 12% of 2015 graduands. (Source: CUSC 2015 and 2018)	N/A
Performance measures					
PM 1	Increase in the number of students participating in internship, co-op, practicum, clinical placements	In 2020, 56% of fourth-year students said they had participated in an internship, co-op, field experience, practicum or clinical placement during their studies, up from 46% in 2017. (Source: NSSE 2017 and 2020)			
PM 2	Increase in number of graduates with CSL citation on transcript	The number of graduates with a CSL citation on their transcripts increased year over year, with 287 citations in 2018/19 and 326 in 2019/20.			

G 3 Quality

Priority initiative					
PI 5	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 (2018-2023). 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	N/A	Ongoing	Indicative of progress, faculty members in the Faculty of Science and Technology supervised approximately 60 students in independent studies (research) or senior projects courses (for credit), and more than 20 students were directly employed as research assistants. All degrees offered by the Faculty of Science and Technology now include at least one of capstone, research methods, senior project, work-integrated learning or CSL.	Ongoing
EO 3	Graduates have experience in conducting research and have gained transferable analytical skills in the research process	N/A	In progress	Undergraduate research was identified as a core element of the Mount Royal experience in the new Strategic Research and Scholarship Plan (2018-2023).	Ongoing
Performance measures					
PM 1	Increase in number of students participating in research projects	In 2020, 5% of first-year students and 21% of fourth-year students said they had worked with a faculty member on a research project, similar to 2017 results with 3% of first-year students and 22% of fourth-year students. (Source: NSSE 2017 and 2020)			
PM 2	Increase in number of graduates enrolled in further graduate studies	<p>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, the most recent survey year. (Source: Mount Royal 2017 and 2018 Graduate Follow-up Survey)</p> <p>Mount Royal partnered with the University of Lethbridge to pilot the Future Innovators in Technology program to help students successfully transition to a graduate program. Six senior students (three in the fourth year and three in the third year) from the Faculty of Science and Technology participated in research at the University of Lethbridge in summer 2019. Two of the fourth-year students were subsequently admitted to Master's programs at the University of Lethbridge, and a third is expected to apply in the current year. The progress of the other three participants will be tracked.</p>			

PM 3	Increase in student survey measures indicating development of information literacy skills	<p>From 2017 to 2020, the percentage of middle-years students who said Mount Royal had contributed to their ability to find and use information very much or much was similar (77% in 2017 compared with 75% in 2020). (Source: CUSC 2017 and 2020)</p> <p>Compared with 2017, fourth-year students in 2020 were more likely to report that their coursework emphasized forming new ideas or understandings from various pieces of information very much or quite a bit (69% in 2017 compared with 75% in 2020). Between survey years, the percentage of fourth-year students who said their coursework emphasized evaluating a point of view, decision or information source very much or quite a bit increased nominally, from 70% in 2017 to 75% in 2020. (Source: NSSE 2017 and 2020)</p>
------	---	---

Priority initiative					
PI 6 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 2019/20, 191 students were matched with 142 industry professional mentors, the largest cohort since the beginning of the Harry G. Schaefer Mentorship Program in 2012. Among mentors, 72% were alumni. This compares with 148 students matched with 116 working professionals in 2018/19.	N/A
EO 2	Expansion of Library services, programs and technologies to expand student capacity and leverage academic success	June 2019	Achieved	The Library expanded programming, spaces and services for information and digital literacy support. Students and faculty were supported with a range of expertise, technologies and collections through the Library that allow them to access, manipulate and deploy information. The Library expanded programs in research data management, access to depositories, open platforms, archival and special collections, teaching in design thinking and making, and a broad program of course-integrated, discipline-specific information literacy teaching. Equipment loaning has expanded and study space has increased by 300% since relocating in 2017.	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 2019/20, 130 students volunteered as learning peers, a slight increase over the previous year. More than 700 students received help from the Peer Learning program, which guides students to become more effective self-directed learners. The number of participants in the MAPS peer mentorship program remained consistent with 2018/19, with 51 peers mentors and 120 mentees. In evaluations, participants said they became more effective self-directed learners.	N/A

G 3 Quality

Performance measures		
PM 1	Increase in number of learning peers	In 2019/20, 130 students volunteered as learning peers, slightly higher than 121 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. More than 700 students were supported across all faculties in at least 55 unique courses.
PM 2	Increase number of peer mentorship opportunities	The number of participants in MAPS was slightly lower with 51 peer mentors and 120 mentees in 2019/20, compared with 64 mentors and 134 mentees in 2018/19.
PM 3	Increase the percentage of students satisfied with tutoring	Of middle-years students who said they had used tutoring in 2019/20, 92% were satisfied with the service they received, comparable with 94% of middle-years students who were satisfied in 2016/17. (Source: CUSC 2017 and 2020)
PM 4	Increase overall score on the collaborative learning engagement indicator	Since 2017, first- and fourth-year students' overall collaborative learning scores remained comparable. In 2020, first-year students' collaborative learning score was 34.7 on a 60-point scale, compared with 33.6 in 2017; in 2020, fourth-year students' score was 35.2, compared with 35.1 in 2017. (Source: NSSE 2017 and 2020)
PM 5	Increase in percentage of students who say they are accessing Library resources	Among 2020 middle-years students, 63% said they had accessed the Library's electronic resources during the academic year, a decrease from 73% in 2017. Physical library resources were accessed by 47% of 2020 middle-years students compared with 63% of 2017 middle-years students. Despite these declines in use, physical and electronic library resources, combined, were the second most-used campus service by middle-years students in 2019/20, with 75% of students using one or both services during the year. (Source: CUSC 2017 and 2020)
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, middle-years students at Mount Royal in 2020 were comparably as satisfied with both their library's electronic and physical resources as were students at comparator universities. At Mount Royal and comparator universities, 96% of middle-years students were satisfied with their library's physical resources; and 97% of Mount Royal middle-years students were satisfied with their library's electronic resources compared with 95% of students at comparator universities. (Source: CUSC 2020)

Priority initiative					
PI 7 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	N/A	On hold	To ensure strategic alignment and no duplication of effort, this work was put on hold while the Academic Plan Implementation Committee (APIC) continues its work. The Teaching-Learning Standing Committee of General Faculties Council (GFC) will undertake this work upon direction from the APIC.	Undetermined, but 2020/21 is possible
EO 2	Approval of revised student evaluation of teaching policies	June 2019	Achieved	GFC approved the Student Evaluation of Teaching Policy in the 2018/19 academic year.	N/A
EO 3	Expansion of University-wide celebration of teaching and learning event	N/A	N/A	The annual Celebrate! Teaching and Learning at Mount Royal was not able to proceed because of COVID-19 restrictions against large gatherings.	N/A
EO4	Advancement of the Scholarship of Teaching and Learning pillar of our research strategy	June 2019	Achieved	In 2019/20 the Institute for the Scholarship of Teaching and Learning (SoTL) entered year two of a three-year SoTL development program. Eight of the inaugural 10 faculty members advanced into the second year of the program, where they conducted a SoTL study within their classrooms. Sixteen faculty members were admitted to the second cohort for 2019/20. The Institute grants program continued, 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 II in SoTL. A candidate was chosen to begin in July 2020.	N/A
EO5	Use of open education resources (OER) across programs	N/A	On hold	There is currently no mechanism to track the use of OERs across programs.	N/A
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	No 3M Teaching Fellowship applications were completed in the reporting year.			

G 3 Quality

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	When surveyed in Winter 2020, 70% of middle-years degree students said they had the opportunity to evaluate the quality of teaching in all of their fall courses. (Due to changes in question wording, this item is no longer comparable to 2017 results.) (Source: CUSC 2020)
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 middle-years students agreed they were satisfied with the quality of teaching they had received in 2020 (93%) compared with 2017 (94%). (Source: CUSC 2017 and 2020)</p> <p>Mount Royal's overall effective teaching practices score decreased slightly for first-year students from 38.3 in 2017 to 37.0 in 2020, on a 60-point scale. Among fourth-year students, the effective teaching practices score was consistent from 2017 to 2020 (38.1 in 2017 compared with 39.2 in 2020). (Source: NSSE 2017 and 2020)</p> <p>The Student Perception of Teaching (SPoT) was administered to 3,569 course sections in 2019/20, contacting 92,610 students with 37,938 respondents. This is a completion rate of 41%, which is significantly lower than 2018/19 at 48%. This decline is primarily due to the pivot to online instruction due to the COVID-19 pandemic for the Winter and Spring semesters. The instruction score is 5.18 and student faculty interaction score is 5.35 (out of 6.0) compared with 5.17 and 5.53 in 2018/19.</p>

Priority initiative

PI 8 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	Achieved	Sub-committees were established under the Healthy Campus Steering Committee to ensure collaboration across the campus community. The Environmental Health and Safety (EHS) manager chaired the Employee Wellness Committee to ensure the broader EHS perspective was a key component of all programs and decisions. With broad representation of staff and faculty, the JOHSC established its mandate and procedures. This work was embedded in a new EHS policy.	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 2020	Ongoing	Position hazard assessments and workspace inspections were and continue to be carried out on an ongoing basis. A new EHS Policy was developed to align Mount Royal with provincial occupational health and safety legislation. Safety advisory groups were created throughout campus to raise issues, implement best practices and help promote a safety culture. The COVID-19 pandemic led to the development and deployment of specific safe work procedures, and employees who remained on campus and those who returned were directly supported to ensure safe adherence to procedures.	Ongoing
EO 3	Implementation of identified priorities informed by the employee wellness consultations, Employee Wellness Survey and other data sources	June 2020	Ongoing	The employee well-being working group formed in 2018/19 through the Healthy Campus Steering Committee continued its focus on 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 contributed 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	Ongoing	A pay equity review for faculty was completed and a report is pending, out of which recommendations and actions may arise. Unconscious bias training sessions and resources were offered to selection committees focused on the recruitment and hiring process. This training will be expanded in 2020/21 to look at unconscious bias in the workplace and how it can impact decision-making. Indigenous learning opportunities will be offered to employees and leaders to increase knowledge and awareness. In 2020/21, a President's Advisory Committee was formed to help advance further work in this area.	Ongoing

Performance measures

PM 1	Increase 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, a majority (72%) of employees agreed they have access to diversity and inclusion training and education. (Source: CCDI 2017 Diversity and Inclusion Survey)

G 3 Quality

PM 3	Increase sense of community among Mount Royal employees	The University intends to undertake a robust employee engagement survey in 2022. 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?”	This was last formally measured in 2018. The employee well-being index measured aspects of physical, mental, emotional, spiritual and environmental health. It declined in 2018 compared with 2015, and Mount Royal is focused on how this relates to 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. A number of employee wellness tools were made available in spring 2020 to provide support through COVID-19.
PM 5	Evidence of broad cultural, ethnic, religious, sexual orientation, abilities, gender and age diversity among our staff, faculty and management complement	The CCDI survey was conducted in 2017 with the intention of surveying employees again in 2020. Instead, the University plans to undertake a robust employee engagement survey in 2022, which will yield important quantitative measures in this priority area in the future.
PM 6	Ensure all full-time employees have a current Formal Hazard Assessment completed for the tasks of their position	Formal hazard assessments were completed for new hires.
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 continued. The JOHSC established a schedule of quarterly inspections and will provide overall direction to departments to ensure followup on any items identified during annual inspections. Areas of higher risk are inspected frequently by internal departmental staff and are included in the overall schedule developed by the JOHSC. During the COVID-19 pandemic, additional measures were taken to ensure workspaces were kept clean and safe and that employees and contractors adopted enhanced safety practices to align with Mount Royal policy and protocols.
PM 8	Increase the percentage of employees who have completed the basic health and safety orientation	Consistent with previous year, approximately 90% of all employees have received the basic health and safety orientation. New employees receive the training during their onboarding at Mount Royal. Additional training related to COVID-19 was introduced.

Goal

G 4

Coordination

Priority initiative

PI 1 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 (MOUs) between Mount Royal and Indigenous groups that result in the creation of resources that contribute to curriculum development and indigenization	N/A	Ongoing	The University continued 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 aimed at formalizing partnerships, especially in the area of advancing Indigenous language courses at Mount Royal. This includes a transfer agreement with Old Sun College for Siksika Studies courses.	Ongoing
EO 2	Maximization of course transferability with other institutions	N/A	Ongoing	An annual review of course transferability and co-listing was completed 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. 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.	Ongoing
EO 3	Maximization of savings potential while enabling improved ability to support future information technology needs via shared IT purchasing initiatives	N/A	Ongoing	Mount Royal was one of the first institutions to sign on to a province-wide initiative, Share IT, which continued to seek savings in the purchase of various technology solutions. Through Share IT, Mount Royal continued to expand additional collaborative projects with other institutions with similar goals and requirements.	Ongoing

G 4 Coordination

EO 4	Continued pursuit of dual credit opportunities with Indigenous and area high schools and school boards	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 2020. Two aviation courses were offered with the Edmonton Catholic Separate School District No. 7. Due to budget conditions, the Calgary Board of Education suspended its dual credit offerings with Mount Royal in the reporting year. Continuation will be revisited in 2020/21.	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)	N/A	Ongoing	Mount Royal continued 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. The U of C also provided a representative on the Mount Royal HREB. This collaboration 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.	Ongoing
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).	Ongoing

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. Discussions continued in order to form an Indigenous Advisory Council, with terms of reference to be determined.
PM 2	Reduction in technology maintenance costs	Mount Royal worked with other institutions across the province to secure better pricing through Share IT. Leveraging this buying power, the University was able to acquire new or more affordable programs to support student learning.
PM 3	Increase in the number of dual credit agreements with area high schools	A new dual credit agreement Golden Hills School District was implemented in 2019/20.
PM 4	Increase in the number of collaborative degrees offered by Mount Royal with post-secondary partners	The feasibility and structure of collaborative degrees requires further analysis due to changing conditions in the Alberta post-secondary ecosystem. Mount Royal remains committed to pursuing collaborative arrangements that enhance the options and access for Alberta learners, but alternative delivery models need to be explored.

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 2019/20, the University continued on its exemplary planned growth trajectory, adding 375 Full Load Equivalents (FLE) and 334 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 3.7% growth in FLE from 2018/19 to 2019/20 represents the sixth consecutive year of FLE gains for the University. Since 2014/15, the first year the growth model was implemented, the institution has recorded a 14.4% 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	2018/19 FLE (actual)	2019/20 FLE (actual)	Annual change (actuals)	2019/20 (projection)	Variance FLE from CIP (projections)
Institution Total		10,112	10,487	375	10,466	21
Degree		7,617	8,069	452	8,096	-27
	Bachelor of Arts	1,547	1,653	106	1,725	-72
	Bachelor of Arts in Criminal Justice	357	358	1	367	-9
	Bachelor of Business Administration	1,882	1,987	105	1,989	-2
	Bachelor of Child Studies	246	266	20	261	5
	Bachelor of Communication	582	613	31	597	16
	Bachelor of Computer Information Systems	213	256	43	239	17
	Bachelor of Education	322	317	-5	324	-7
	Bachelor of Health and Physical Education	566	620	54	625	-5
	Bachelor of Interior Design	138	148	10	140	8
	Bachelor of Midwifery	36	36	0	37	-1
	Bachelor of Nursing	756	780	24	749	31
	Bachelor of Science	970	1,037	67	1,043	-6

Applied Degree	1	2	1	0	2
Bachelor of Applied Business and Entrepreneurship	1	1	0	0	1
Bachelor of Applied Interior Design	0	0	0	0	0
Bachelor of Applied Science – Environmental Science	0	0	0	0	0
Certificate	94	69	-25	88	-19
Advanced Studies in Critical Care Nursing	36	31	-5	34	-3
Athletic Therapy	14	12	-2	7	5
Business Administration	17	15	-2	17	-2
Embalmer	7	3	-4	8	-5
Funeral Director	20	8	-12	20	-12
Massage Therapy Certificate	0	0	0	2	-2
Diploma	556	548	-8	522	26
Aviation	60	66	6	59	7
Broadcasting	1	0	-1	0	0
Child and Youth Care Counsellor	2	0	-2	0	0
Funeral Service	66	70	4	69	1
Massage Therapy	140	124	-16	130	-6
Personal Fitness Trainer	98	114	16	74	40
Social Work	188	174	-14	191	-17
Non-Credential	1,415	1,409	-6	1,451	-42
Academic Upgrading	519	517	-2	589	-72
Bridge to Canadian Nursing	60	53	-7	56	-3
English as a Second Language	230	199	-31	272	-73
Open Studies	572	601	29	498	103
Transitional Vocational	33	38	5	36	2
University Transfer	430	390	-40	309	81
Bachelor of Science	71	75	4	65	10
University Entrance Option	359	314	-45	244	70

Variance explanation

As Mount Royal has a general admission intake into many of its programs and 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. 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. Because 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 term, 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 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 primarily based on improved retention and persistence of students and on gains in continuing student registration made possible through significant seat increases in courses and sections across all academic terms, 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 term, nine months before the Winter term and 12 months ahead of the Spring term) is even more complicated and, due to the number of factors involved, inevitably leads to variances between projections and actuals.

For the purposes of variance reporting in the Annual Report, confidence intervals 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 0.2% from projections and fell within an acceptable margin of error.

Credential level

Actual FLE at the credential level varied from projections by -0.3% for degrees, +4.7% for diplomas, and -3.0% for non-credential programs, each falling within an acceptable margin of error.

Variance of 1 FLE in applied degrees was the result of one student who has taken longer to complete the former Bachelor of Applied Business and Entrepreneurship than originally anticipated. Mount Royal no longer has an intake into any applied degree program.

Variance of -19 FLE across all certificate programs was low at the individual program level but exceeded margin-of-error thresholds at both the credential and program levels due to small program sizes. The Funeral Director certificate accounts for 63% of the total variance in the certificate credential category. Funeral Education core courses are shared across three approved programs and the variance in the certificate program was, in large part, reflective of the labour market's desire for diploma graduates.

Variance of +81 FLE in University Transfer programs was primarily attributable to increases in the University Entrance Option (UEO). Changes to admission criteria approved by General Faculties Council in 2017/18 for implementation in 2018/19 continue to impact student course-taking behaviour significantly more than anticipated. Additional 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:

Aviation

- Variance of +7 FLE resulted from increased demand due to market/environmental conditions and institutional efforts to improve program yield.

Personal Fitness Trainer

- Variance of +40 FLE resulted from increased demand and a corresponding increase to the program's intake target to accommodate additional learners.

Academic Upgrading

- Variance of -72 FLE is partially explained by economic and labour market conditions across the province that were not favourable to the pursuit of Academic Upgrading. In addition, at Mount Royal, there is typically an inverse relationship between Open Studies and Academic Upgrading. Mount Royal students seeking paths to credentialled programs will traditionally select Open Studies or UEO if seats are available in those offerings before opting for Academic Upgrading.

English as a Second Language (ESL)

- Variance of -73 FLE 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 what is now the Students portfolio. The ESL program curriculum underwent significant redesign in 2019/20 and the ministerially approved curricular changes will take effect in Fall 2020. Innovative marketing strategies are being employed and the program's expense budget has been appropriately adjusted to reflect the size of the program. Combined, these changes should reduce the variance between projections and actuals in future reporting years.

Open Studies

- Variance of +103 FLE resulted from a planned strategy to offset high turn-away rates for qualified applicants to degree programs and to guard against the possibility of lower than anticipated applicant-to-registrant yield that would compromise institutional growth objectives. Open Studies students are restricted to a maximum of 30 credits of study and, as a result, the impact of FLE variance is typically limited to a single fiscal year.

University Transfer: Bachelor of Science – Computer Science

- Variance of +10 FLE resulted from increased student demand, likely resulting from students' anticipation of the approval of the four-year Computer Science baccalaureate.

UEO

- Variance of +70 FLE resulted from changes to admission criteria, as noted in the credential section above.

International enrolment plan

Credential	Program Name	2019/20 FLE (projection)	2019/20 FLE (actual)	Variance FLE
Institution Total		387.9	288.7	-99.2
Degree		167.6	134.7	-32.9
	Bachelor of Arts	20.0	20.3	0.3
	Bachelor of Arts in Criminal Justice	1.5	0.0	-1.5
	Bachelor of Business Administration	57.2	49.2	-8.0
	Bachelor of Child Studies	10.7	10.3	-0.4
	Bachelor of Communication	5.4	1.3	-4.1
	Bachelor of Computer Information Systems	12.9	9.6	-3.3
	Bachelor of Education	1.0	0.0	-1.0
	Bachelor of Health and Physical Education	8.2	5.0	-3.3
	Bachelor of Interior Design	2.1	1.9	-0.2
	Bachelor of Nursing	22.2	15.8	-6.4
	Bachelor of Science	26.4	21.4	-5.0
Certificate		3.6	3.7	0.1
	Athletic Therapy	0.04*	0.0	-0.04*
	Business Administration	3.6	3.7	0.2
Diploma		10.0	17.6	7.5
	Aviation	0.2	2.5	2.3
	Funeral Service	0.8	0.6	-0.1
	Massage Therapy	2.4	0.7	-1.7
	Personal Fitness Trainer	0.0	1.5	1.5
	Social Work	6.7	12.3	5.6

Non-Credential	199.6	129.0	-70.6
Academic Upgrading	7.7	7.3	-0.3
Bridge to Canadian Nursing	4.2	1.1	-3
English as a Second Language	126.0	58.5	-67.5
Open Studies	61.7	60.6	-1.1
Transitional Vocational	0.0	1.5	1.5
University Transfer	7.1	3.7	-3.4
Bachelor of Science	1.3	1.6	0.3
University Entrance Option	5.8	2.1	-3.7

**All other numbers have been rounded to one decimal place. This rounding impacts totals.*

Variance explanation

Mount Royal has an objective to grow international student enrolment in credit programs to 5% by 2024/25. In 2019/20, the international student enrolment trajectory aligned with revised budgetary and enrolment projections. The projections that are required for this analysis, however, were developed prior to the adjustments, 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. Finally, the larger base of total FLE on which the 5% international target was calculated required a larger than planned number of international students to match projections.

The University is committed to growing international enrolment mindfully and has spent two consecutive years carefully establishing the infrastructure necessary for international student recruitment and admission, as well as academic, social and transitional support. As a result of these efforts, significant gains in international enrolment are expected to be realized in 2020/21.

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:

- 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 process to prioritize, develop and approve programs was improved, resulting in the quality and consistency of submissions meeting the requirements and standards upheld by the Ministry of Advanced Education.

Programs implemented

Bachelor of Business Administration – Finance

Bachelor of Business Administration – International Business

Bachelor of Business Administration – Supply Chain Management

Funding: internal reallocation

Implementation: Fall 2019

Programs approved for rollout

Bachelor of Science – Biology

Bachelor of Science – Computer Science

Funding: internal reallocation

Implementation: Fall 2020

CIP programs planned for rollout in Fall 2021

Bachelor of Social Work

Bachelor of Arts – Business Economics

Funding: internal reallocation

CIP programs planned for development

Bachelor of Science – Data Science

Bachelor of Interdisciplinary Studies

Bachelor of Arts – Philosophy

Funding: internal reallocation

Programs approved for suspension

Massage Therapy certificate

Broadcasting diploma

Effective: July 1, 2019

Programs approved for termination

Bachelor of Applied Computer Information Systems and Business

Bachelor of Health and Physical Education – Undeclared

Music Performance diploma

Theatre Arts diploma

Computer Information Systems diploma

Child and Youth Care Counsellor diploma

Early Learning and Child Care certificate

Early Learning and Child Care diploma

Effective: July 1, 2019

Research, applied research and scholarly activities

Strategic plan

The 2019/20 academic year was the second one in which Mount Royal was guided by the Strategic Research and Scholarship Plan – Discovery and Changemaking Through Research and Scholarship (2018 – 2023). The 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. 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.

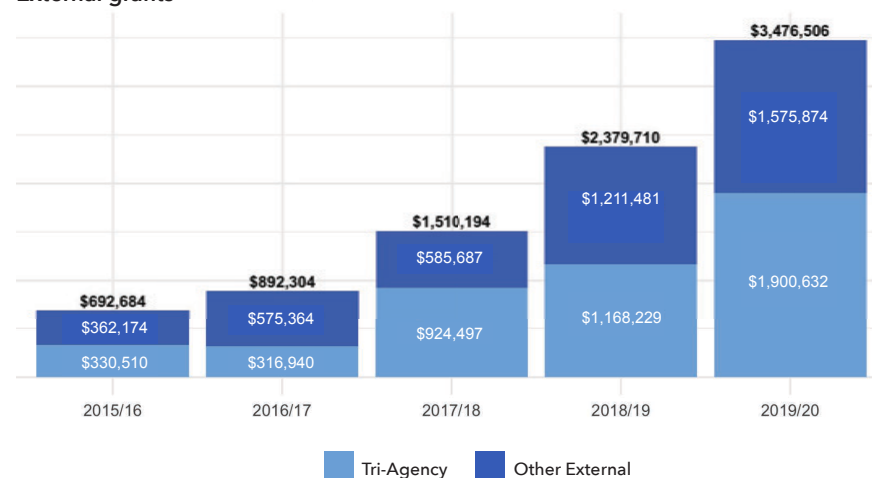
Tri-Agency success and other externally sponsored research

Tri-Agency funding refers to support from federal granting agencies that fund research, research training and innovation in Canadian post-secondary institutions. These include 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 faculty members continued to increase participation in Tri-Agency award competitions with more than 45 applications initiated in the reporting year. The success rate was the highest in MRU’s history with total funding of just under \$2.0 million. This is an increase of 60% over the previous year. Nineteen faculty members were awarded \$1.4 million in total funding from Tri-Agency research grants in 2019/20. In addition, funding from the SSHRC provided MRU with 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. A total of \$1.6 million was awarded to MRU researchers to support scholarly activity. The combined total of all external research funding awarded in the reporting year was \$3.5 million. The chart below summarizes the growth in externally sponsored research funding over the past five years.

External grants



Research chairs

Tracy Friedel, PhD, Canada Research Chair (CRC) Tier 2 in Indigenous Studies, resigned from her position in the reporting year. A competition was conducted to identify a new CRC nominee in Indigenous Studies and a nomination is being reviewed by the CRC secretariat with the aim of appointing a new Chair in 2020/21.

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 are being pursued. 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

Two new CRCs were successfully awarded and will start in July 2020: Ranjan Datta, PhD, in community disaster research and Cherie Wolmer, PhD, in the scholarship of teaching and learning. The CRC in human physiology and in design thinking are in active review. 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.

MRU was awarded its first-ever awards from the Canada Foundation for Innovation (CFI). Gwen O'Sullivan, PhD, was awarded \$217,000 for *Forensics of Wildfire Debris using GCxGC TOF* and Meg Wilcox and Brad Clark were awarded \$30,000 for *Digital Dialogues: Podcasting for Knowledge Mobilization and Community Building*. These awards provide 40% of the required project funding. Another 40% will be requested from the Province of Alberta in 2020/21 and the balance will come from in-kind and other sources. A third award is under review and is linked to a CRC application: notification is expected in the first half of 2020/21.

Community-engaged experiential education

Mount Royal has a long tradition of connecting with local and regional communities to collaborate in ways that co-create knowledge that is mutually beneficial and serves to better 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.

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 2020. Two aviation courses were offered with the Edmonton Catholic Separate School District No. 7. A new dual credit agreement with the Golden Hills School District was implemented in 2019/20. Due to budget conditions, the Calgary Board of Education suspended all dual credit offerings with Mount Royal in the reporting year. A continuation of these will be revisited in 2020/21.

Collaborative degrees

The University is currently engaged with Alberta Comprehensive Community Colleges in the following four collaborative degree programs:

- Medicine Hat College: Bachelor of Business Administration
- Medicine Hat College: Bachelor of Education
- Red Deer College: Bachelor of Business Administration
- 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 the third year of the Mount Royal degree. The third and fourth years 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 the third and fourth years, students receive the Mount Royal parchment (BBA, BEd or BSc). Detailed agreements addressing matters such as admissions, curriculum approval, faculty hiring and reporting were developed for each collaboration to ensure the integrity and quality of the program.

Initiatives for Indigenous learners

The Indigenous Strategic Plan (ISP) 2016 – 2021 was approved by the President's Executive Committee in August 2016 and committed Mount Royal to increase enrolment by Indigenous learners and support their success. The Academic Plan, "Planning to Flourish" (2017 – 2022), further supports indigenization at Mount Royal, in particular those aspects calling for an increase in the integration of Indigenous content, resources and pedagogies across Mount Royal, including in-field and work experiences, community service learning, practicums and clinical placements.

Progress in 2019/20 included:

- Applications to all programs by self-declared Indigenous students fell by 7.8% in Fall 2019 compared with Fall 2018; however, Fall 2019 applications were still 8.2% above the number of applications by self-declared Indigenous students in Fall 2017. In addition, Fall 2019 self-declared Indigenous applications remain 22.4% above the 10-year average at Mount Royal.
- 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 2013 cohort was 62.7% compared with 65.1% for non-Indigenous students.
- The percentage of students who self-identified as Indigenous reached 6.1% in 2019/20, compared with 6.0% in 2018/19, putting Mount Royal ahead of schedule to achieve its goal of 7.0% by 2025. The impact of the pandemic on Indigenous communities is expected to temporarily decrease Indigenous student enrolment. Mount Royal is analyzing trends to determine strategies to maintain and grow Indigenous student access to credentialled programs during the pandemic.
- 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 help increase the number of applications from Indigenous students.
- On April 16, 2020 the General Faculties Council (GFC) approved the following motion from the Academic Indigenous Advisory Committee: "That GFC direct

the Academic Program and Priorities Committee to explore amendments to the Programs Definitions Policy (and/or other appropriate policies) in order to implement Goal 5, Strategy B of the Indigenous Strategic Plan that requires all major programs to amend as necessary their degree completion requirements to ensure all students complete the equivalent of at least 3.0 credits of Indigenous content coursework prior to graduation." Programs will be allowed to implement the requirement in a manner that meets their individual delivery needs.

- Faculty in the Indigenous Studies discipline continued to develop an online Treaty 7 course.
- Key events strengthen Mount Royal's commitment to indigenization. The number of events showcasing Indigenous culture and ways of knowing increased from five in 2018/19 to 14 in 2019/20. They included the screening of Indigenous films and a book reading, a workshop and a webinar on different aspects of indigenization at post-secondaries, both a pipe and buffalo robe transfer ceremony, a talking circle on Indigenous health, a Wet'suwet'en day of action, a scholar-in-residence program, two Indigenous learning days, an Indigenous fashion week and an online professional development series.
- The Iniskim Centre continued providing programs to promote Indigenous student success:
 - Indigenous University Bridging (formerly the Aboriginal Education program) helped 85 students each term qualify to apply to a Mount Royal diploma or degree program or other post-secondary programs, providing a foundation for first-year Indigenous students in degree programs.
 - The student success coordinator provided academic support to Indigenous students. This included the BMO Peer Mentorship program, where senior students mentor first-year students, and other programs to bridge Indigenous students into the University's supports and the peer mentorship program.
 - The Medicine Trail program coordinator provided cultural and spiritual support for students, faculty and staff in academic programs and across the campus community. The coordinator acts as a cultural broker and connector with the community and serves as a resource and advisor.
 - A private donation doubled capacity in the Indigenous family housing program to support eight families. Twenty-eight single Indigenous students live in campus residences, with ongoing efforts to expand housing to 36 Indigenous students. A housing coordinator connects Indigenous students with campus services and supports.

Supports for other underrepresented learners

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

Accessibility Services 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 unique to a post-secondary institution environment.

Accommodations are made for students with documented conditions that cause them to face barriers in a post-secondary learning environment. These 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, and/or temporary impairments due to accident, illness or injury.

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

Mount Royal's collaborative agreements with colleges in smaller communities increase rural students' access to post-secondary learning. Rural students attending classes on Mount Royal's campus can access a variety of supports to address their academic and mental health needs, including those specifically for students in their first year away from home.

In support of students' financial needs, Mount Royal's total endowment principal for student awards increased from \$39.5 million to \$40.5 million over the past year. The total number of students receiving University-administered student awards increased from 1,627 in 2018/19 to 1,698 in 2019/20. This was a slight increase from 16.4% to 16.6% of unique, full-time students, excluding academic upgrading. While the percentage of students receiving awards was relatively flat, the total number of full-time students enrolled at Mount Royal over this same period of time increased by 3.4%.

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; housing subsidies; 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 2019/20:

- 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, to be exposed to diverse cultures, to receive certified immigration advising, to be aware of food options and food sustainability, to benefit from student advocacy and to meaningfully connect with peers.
- Building the infrastructure to recruit international students continued to be a priority and included refining practices for international admission officers and the University's international recruiter, putting in place agent agreements, implementing innovative marketing campaigns and conducting targeted travel.

- International students accounted for 2.9% of all enrolment in 2019/20 LERS programming. As noted elsewhere in the Annual Report, international increases in credit programs fell below target. This was primarily due to Mount Royal's credit student body growing more than the international student population. In degree programs, however, international student enrolment increased by 3.0%.
- An International Field School Manual and Guidelines for the Design and Approval of Field Schools continued to be updated, reflecting a two-year implementation process. The procedures will increase coordination and integration of deans into field school approval processes.
- Annual growth targets for outbound mobility were established, with the goal of 20% of all Mount Royal students having an outbound mobility experience by graduation in 2025. In 2019/20, 208 students were officially registered to study abroad through semester-long exchanges, field schools and international work experience initiatives, representing 11.8% of 1,764 degree graduates and an increase of 134 students over 2018/19. Despite the pandemic, 68 of these students completed exchanges in the Fall 2019 and Winter 2020 semesters, representing 3.9% of 1,764 degree graduates.
- In 2019/20, Mount Royal had 67 active international partnerships, including two that were new. These partnerships are based on compatible undergraduate programming, potential for reciprocity and demand for geographic regions. All new partnerships are supported by academic faculties. In addition, new partnerships include opportunities for faculty mobility, joint research and delivery, and other elements that support internationalization at home and abroad.

Information technology

New leadership and the Technology Stewardship Committee

The search for a new chief information officer (CIO) was completed in the first quarter of 2019/20 and the new CIO joined Mount Royal in November 2019. The new CIO launched a technology survey in December and results indicated that priority action items were to refresh the technology strategy and to enhance analytical capability and reporting. The areas with strong satisfaction included IT security and campus Wi-Fi.

The Technology Stewardship Committee (TSC) is composed of senior leaders and reports to the President's Executive Committee. The TSC provides strategic guidance and oversight of MRU's information technology project portfolio. This includes providing direction on standards for efficient operations, overseeing enterprise data and system architecture, and monitoring initiatives to achieve outcomes. For an initiative to access the Strategic Technology Reserve Fund it must align with and support the University Strategic Plan and have broad impact across the institution.

Impact of the pandemic

With the declaration of the pandemic, Information Technology Services (ITS) paused project execution and focused resources on assisting the institution pivot to online learning and remote work. These activities included: establishing and supporting online meeting solutions for synchronous class instruction and employee meetings; enhancing the virtual private network solution to securely support employees working from home; and, a telephone solution so calls could be redirected to staff working remotely, including the ITS Service Desk.

Projects in 2019/20

At a strategic level, planned activities included developing an ITS strategic technology roadmap and enhancing cybersecurity practices, awareness and training.

ITS completed dozens of projects in areas related to the University's infrastructure and security, application development and strategic practices. Major projects included the completion of a new faculty activity reporting system; a new web content management system; payment card industry network upgrades; scheduling optimization; and, a virtual computer lab solution to address the impact of the pandemic on in-class learning.

Capital plan

General overview

The primary opportunity in Mount Royal's Capital Plan is to repurpose two large vacant spaces in the original campus building. This major internal renovation plan received the support of a private donor for just under 25% of the total estimated project cost, and once funding is fully secured, this existing infrastructure can be brought back into productive use.

This capital investment is critical to the University meeting its goal to increase student enrolment and to enhance support of student success. These outcomes help the Province achieve its focus that capital investments are cost-effective and use existing infrastructure. Mount Royal will work with the government to complete capital priorities efficiently to meet the growing demand among Alberta learners, while being financially flexible during challenging economic times. The following information details this renovation priority.

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. Renovation of these vacated internal spaces will reequip and revitalize major elements in the interior of the original main building and increase capacity to serve students in the future. This project will add 2,328 square metres of usable space, repurpose 21,513 square metres and accommodate 1,250 new Full Load Equivalent students.

The estimated cost of \$65.0 million includes:

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

Planning

Science and Technology

There is a need to assess space requirements to meet the current and future expansion of degree programs in the Faculty of Science and Technology. Campus infrastructure is aging, with the original labs now 47 years old.

A gap analysis done in 2018 identified where spaces did not serve the current needs of the Faculty of Science and Technology programs. An assessment of future requirements began in 2019 and will lead to a recommendation to address current and future needs. This long-term plan will identify the best course of action, including renewing existing infrastructure renewal and/or expanding spaces. This planning is expected to be completed by first quarter 2021.

Completed in 2019/20

The Indigenous student housing initiative that was supported by a private donation enabled Mount Royal to complete extensive renovations to double the number of units available to eight for Indigenous students and their families. These facilities opened to students and their families in the Fall 2019 semester and were at full capacity. With further funding, the University aims to increase capacity from 28 to 36 single units for Indigenous students. The success of Mount Royal's growing Indigenous student population is a priority.

Internally funded capital initiatives

In 2019/20, the University identified underused smaller classrooms that could be redesigned to create six larger classrooms to meet the need for flexible instructional spaces. Using internal capital and reserve funding designated for these purposes, the renovation of these spaces brought three of the redesigned classrooms into the scheduling complement for the Winter 2020 semester. The final three classrooms will be completed ahead of the Spring 2021 semester. These larger classrooms increase learning spaces and, given the pandemic, support physically distanced learning spaces so more students can return to learning on campus.

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
Priority projects							
Repurposing existing facilities	Renovate vacated Conservatory and vacated Library space, add classrooms and expand main circulation	77% unfunded and 23% donation	Donor funds committed	TBD	Initiated project and hiring project manager	23% of project funding secured	TBD
Repurpose existing facilities	Renovate spaces to facilitate research - three grant awards by the Canada Foundation for Innovation (CFI)	40% CFI, 40% provincial matching and 20% internal	CFI funding secured and provincial funding request submitted	June 2022	Initiated project with design of renovated spaces	Grant awards received and design work for spaces completed	June 2022
Maintenance							
	Upgrade fire alarm system	Provincial infrastructure maintenance funding (IMP)	Submitted via funding program mechanisms	June 2022	Initiated with IMP funding in July 2020	Audit completed and priority work to rewire main building started	June 2022 pending continued funding
	Replace system that monitors and controls campus access, including perimeter access, card swipes and CCTV	Provincial IMP	Submitted via funding program mechanisms	2020	Initiated with IMP funding in July 2020	Continue replacement of legacy systems to a single platform to control and monitor system access	June 2022 pending continued funding
	Conduct priority facility maintenance projects, such as roofing, fire protection and electrical upgrades	Provincial IMP	Submitted via funding program mechanisms	Ongoing	Replaced IMP funding with Capital Maintenance and Renewal (CMR) provincial funding programs	Continue to do facility maintenance projects of varying scope	Individual project timeframes pending funding support
New	N/A						
Expansion	N/A						

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, 2020, with discussion and analysis of the following areas:

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

Economic and operating environment

Consistent with the Strategic Plan, Mount Royal is focused on strategic growth. While jurisdictions across Canada struggle to maintain stable enrolment levels, Mount Royal and 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 surpassed its enrolment targets consistently. Enrolment growth of 3.7% in 2019/20 was achieved through the end of the academic year, despite the onset of a pandemic as the Winter 2020 semester neared conclusion. The University remains committed and focused on ensuring its enrolment and program offerings meet the needs of current and future Alberta learners.

Early in the 2019/20 fiscal year, the tabling of the provincial government's budget led to significant and unexpected in-year reductions to the University's base operating grant and annual deferred maintenance funding. A \$5.0 million decline in projected

revenues required strategies to address the financial shortfall. These strategies included restructuring across several units and departments, adjustments to enrolment intake, and restricted spending on internal contracts and discretionary expenses.

During the first months of the 2020 calendar year, the Minister of Advanced Education communicated to the post-secondary sector directives for discretionary expense reductions, as well as changes to the level and mechanism for allocating the future base operating grant using a performance-based funding model. The model was weighted heavily on total expense reduction targets and placed already reduced grant funding at risk through an investment management agreement (IMA).

The University was in the midst of adjusting to in-year funding reductions and planning for changes to future base funding when the World Health Organization declared a global pandemic in mid-March. The University's operations and financial situation were significantly impacted. As many buildings closed, course delivery and most operations pivoted quickly to online platforms, with remote learning by students and working by employees.

Collaboration across Mount Royal resulted in a response that mitigated severe negative impacts. The speed and flexibility with which employees transitioned to a primarily online environment enabled continuation of premium programs and student support services. Students adapted quickly to the sudden change in their learning environment and continued to access resources to support their success.

The financial impacts of the pandemic during the final quarter of the 2019/20 fiscal year are projected to continue compromising revenues in 2020/21. Revenue generating and commercial activities not conducive to online operation will resume only as health authority restrictions are relaxed. Partially offsetting these negative impacts, enrolments remain on target for the 2020/21 year and international regulations extending visas for online offerings mean students can successfully complete their programs.

In May, the Board of Governors approved a three-year budget plan that projected the impact of the pandemic on operations and provided strategies to achieve expense reduction targets in the IMA. The Minister of Advanced Education then announced the delay of the IMA and removal of the expense reduction target. This was a welcome decision given the protracted impacts of the pandemic.

Financial health indicators

Long-term financial sustainability is fundamental to the continued delivery of Mount Royal's premium undergraduate programs and services.

The annual operating position reflects annual operating revenues less expenses, including spending on internally restricted funded activities that are not captured in the budget. Internally restricted funded activities focus on advancing strategic initiatives, enabling investment in revenue generating capacity and priority capital investments. The annual budget is established to generate a sufficient surplus to fund these strategic and investment needs.

Considering the impact of the pandemic on operations, the University realized only a modest deficit operating result at the close of 2019/20. This was achieved through organizational restructuring, significant fiscal restraint across all functions, prioritized process efficiencies, and expense reduction in the revenue generating operations that experienced limited or no activity due to the pandemic. The University continues to mitigate financial risk by achieving enrolment targets and adapting service delivery.

The University reviewed its liquidity profile and increased the capacity of its revolving operating line of credit from \$15.0 million to \$40.0 million in anticipation of continued uncertainty due to the provincial economy and heightened risk of cash flow disruptions with the pandemic. The lowest point of the cash flow cycle at the end of June required use of \$9.7 million of the \$40.0 million capacity, which was fully replenished in August. Ongoing liquidity planning is part of the budget planning cycle so the University can meet its long-term cash requirements through limited use of the operating line of credit. The University also continues to improve its net debt position over prior years' positions.

Financial risks

Achievement of the University's strategic growth objective of 13,000 Full Load Equivalents (FLE) by 2025 is based on predictable, stable and sustained financial support from the Government of Alberta. This is particularly relevant given that the pandemic creates long-term financial risk, primarily on revenue generating activities and ancillary operations.

The University's approved 2020/21 budget makes several assumptions that will be monitored and adjusted as the pandemic continues. These include estimates for revenue and the related expenses for planned activity levels. This budget recognizes a further 5.0% decrease to provincial grant funding, modest enrolment growth and the 7.0% increase from student tuition and fees (partially offset with the University's commitment to divert some of these funds to scholarships). As well, expired collective agreements with the Mount Royal staff and faculty associations require negotiation in a constrained and uncertain fiscal environment.

The impact of the Ministry of Advanced Education's performance metric framework and other directives, such as the use of previous years' surpluses, is not yet known. This uncertainty limits the University's ability to address financial challenges, invest in strategic initiatives, prioritize capital requirements, and support academic and administrative process efficiencies.

Fiscal year results

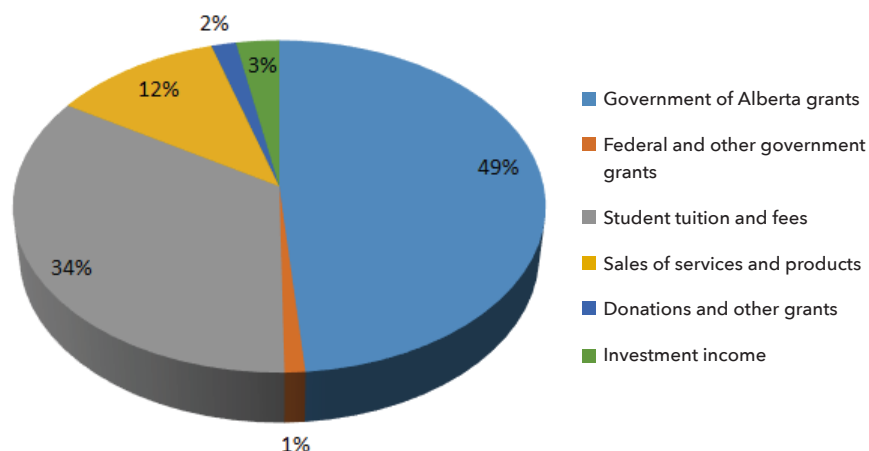
2019/20 consolidated financial results

At the consolidated level, total operating revenues exceeded expenses by \$2.4 million, excluding \$3.7 million of internally restricted fund spending. Revenues decreased by \$10.8 million over 2018/19 levels primarily due to the reduction in the base operating grant and the suspension of infrastructure maintenance funding from the province. The largest financial consequence of the pandemic was felt by commercial sales, rentals and services. Expenses decreased by \$4.3 million in operations. Spending of \$3.7 million from internally restricted sources funded special projects and strategic investments. Positive expenditure variances were achieved through organizational restructuring and curtailment of non-discretionary expenses.

Revenue

Revenues through Government of Alberta grants and student tuition and fees continued to make up 82.6% of the University's income stream in 2019/20, comparable with 2018/19.

Total Revenue by Source 2019/20



Grant funding streams

Provincial grant revenue totalled \$111.5 million, which includes a 2.5% year-over-year decrease to the University’s operating grant. The general operating grant accounted for \$99.4 million of this total. The remaining balance is grants from 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.

Sales of services and products

During the first half of the fiscal year, the University was on track to surpass budget targets in the sales of services and products, with an increase in events in the Taylor Centre for Performing Arts, the aviation program at capacity enrolment and stable student demand for campus residence. The pandemic closed most of campus and resulted in the cancellation of activities that could not be offered or adapted for an online environment. This resulted in \$4.2 million lower-than-budgeted revenues. Some of this activity has restarted, while some remains at much lower levels. The University is monitoring the financial impact and adopting methods to mitigate the risk as much as possible.

Student tuition and fees

Over 2019/20, the University continued to experience strong enrolment and high

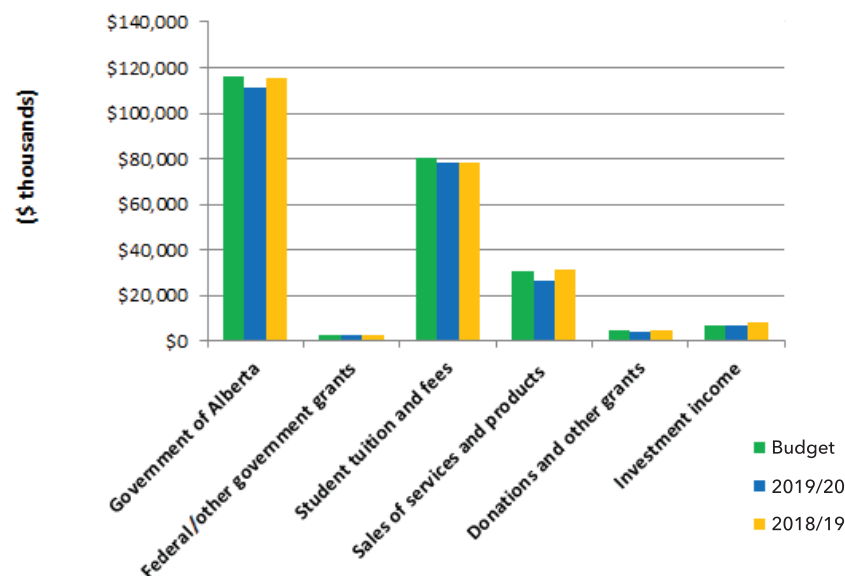
application pressure. This contributed to a 3.7% increase in enrolment and the addition of \$1.1 million in domestic tuition revenue over budget. Offsetting this growth in revenue was lower-than-budgeted international credit registration. As the University adapts its international strategy to the pandemic, budgeted targets will be aligned accordingly. A decline in credit-free activity as a result of the pandemic contributed to the negative budget variance.

Investment income

Realized investment income in 2019/20 met budget targets but at a decreased rate of return from the prior year (4.35% in 2019/20 compared with 7.03% in 2018/19). Market expectations during the pandemic decreased rates of returns for the portfolio, as compared with anticipated results at the close of calendar 2019. Modest market recoveries in the latter months of the fiscal year resulted in an overall rate of return for the portfolio surpassing the total fund performance benchmark.

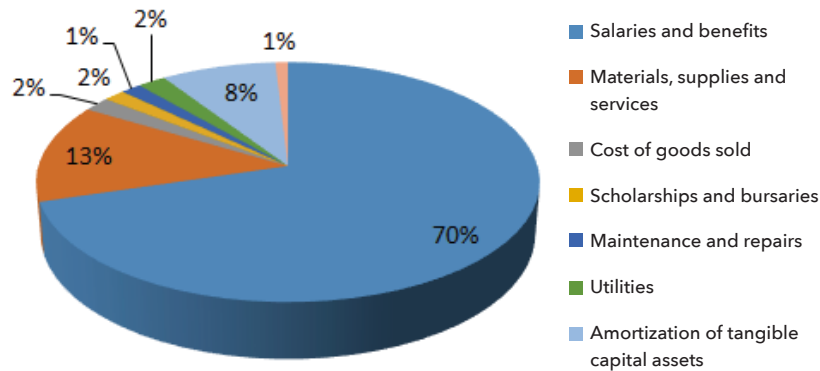
Economic conditions in Canada, primarily due to the impact of the pandemic, led the real estate fund manager to temporarily suspend trading during the last quarter of the fiscal year. The suspended trading, given the uncertainty in the asset’s valuation, is expected to continue until the fund manager determines the risk of lifting the suspension has been adequately mitigated. The University continues to monitor and consult regularly with its advisors and fund managers to determine the impact to its investment portfolio.

Total Revenue by Source - 2019/20 Budget, Actual and Prior Year



Expense

Expense by Object 2019/20



Salary and benefit expense

Similar to prior years' spending profiles, compensation expenses totalled 70.3% of the University's operations in 2019/20. Compensation expense, including benefits and reserve fund spending, was \$3.2 million under budget. These savings resulted from position eliminations across the University, restraint in filling vacancies, delays in hiring faculty positions and provisions negotiated with the staff association to reduce hours of work or require leave without pay where positions had limited work or could not perform work remotely due to the pandemic. Included in the total expenses were severance costs funded from internally restricted funds.

Materials, supplies and services

Materials, supplies and services expenditures were under budget due to savings in the credit faculties. These resulted from cancellation of travel for field schools, grounding of the flight school, reduced custodial hours and concerted efforts to reduce discretionary spending to offset budget challenges.

Cost of goods sold

The negative variance in cost of goods sold resulted from unplanned inventory write-downs partially offset by lower textbook sales due to the shift to online sales and operations.

Maintenance and repairs

Total maintenance and repair activities were under budget because uncertain provincial infrastructure maintenance program funding led to a focus on projects deemed critical. This delay in addressing maintenance requirements increases the University's future liability, decreasing operational reliability and impacting efforts to prioritize funding in the future.

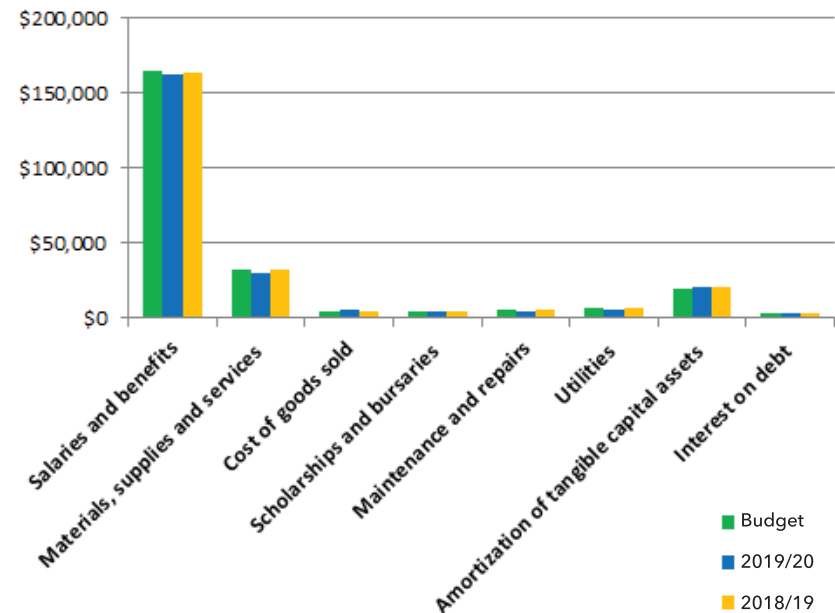
Utilities

The University's investment in combined heat and power generation contained spending on utilities. As well, utility consumption was lower because the pandemic resulted in many buildings being closed in the last quarter of the fiscal year.

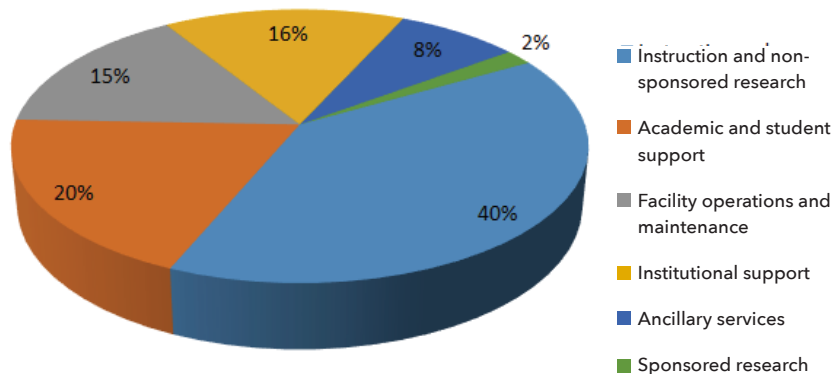
Amortization of tangible capital assets

The increase in amortization expenses, as compared with budget, reflects the capitalization of projects, such as the central plant cooling towers, that were originally anticipated to be expensed.

Expense by Object - 2019/20 Budget, Actual and Prior Year



Expense by Function 2019/20



Instruction

Instruction and non-sponsored research expenses ran below budget for 2019/20. This was due to enrolment declines in the Faculty of Continuing Education and Extension leading to the need for fewer instructors; instructional expenses not incurred during the grounding of the flight school; and, delayed hiring of vacant full-time faculty positions. With lower expenses the University was able to partially address the financial challenges due to the pandemic.

Academic and student support

Positive budget variances were attributable to significant campus closures and ongoing expense savings from position abolishments to address fiscal pressures. Most of this variance was related to reduced management and casual employment.

Facility operations and maintenance

Concerted efforts to contain costs in facility operations and maintenance led to the below-budget result. A reduction in custodial hours, utilities savings and intentional delays in the least critical maintenance projects contributed to the positive variance.

Institutional support

A positive operating variance within this category of \$1.3 million was due to savings from position abolishments, employees on leave without pay due to the pandemic and other discretionary spending containment. Expenses for position abolishments, drawn from internally restricted funds, exceeded that positive budget variance, for a total negative variance of \$0.3 million.

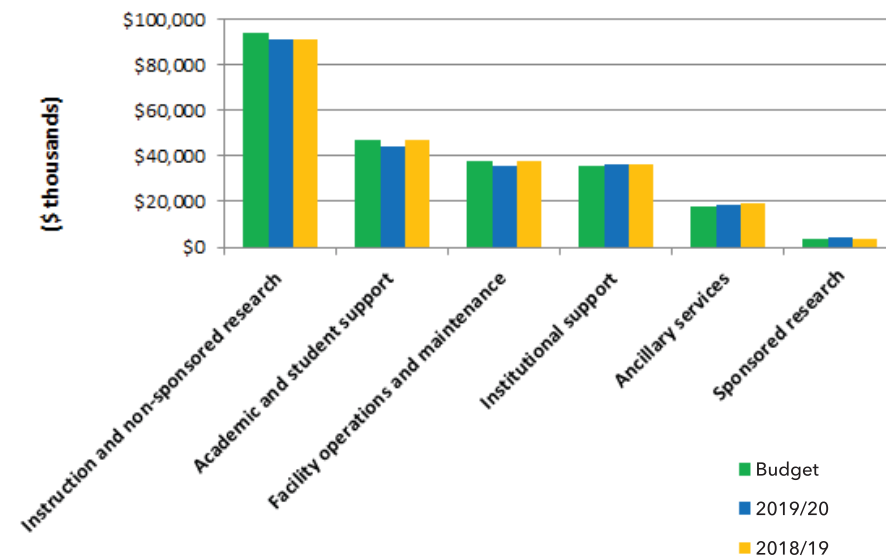
Ancillary services

Higher-than-budgeted spending levels resulted from internally restricted expenditures of \$0.8 million so revenue generating operations can capture future opportunities. Unanticipated inventory adjustments in the campus store and decreased internal printing recoveries in document services, offset labour and non-labour savings during the pandemic.

Sponsored research

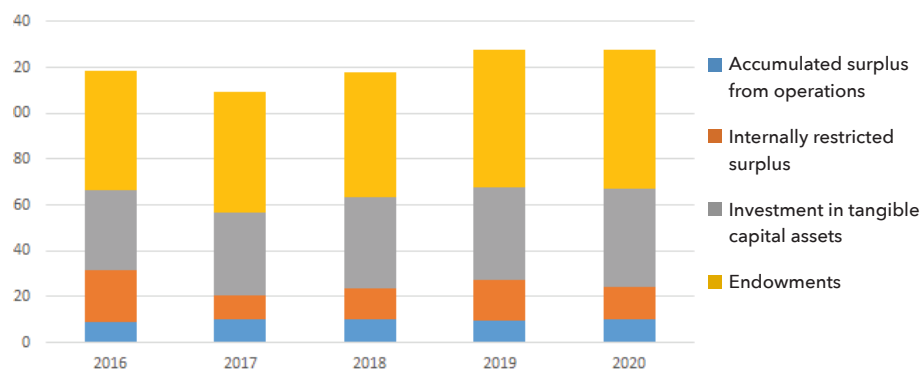
Sponsored research expense beyond budget is a reflection of the growth of externally funded research activities at the University. All sponsored research is fully offset by external grant funding.

Expense by Function - 2019/20 Budget, Actual and Prior Year



The University as at June 30, 2020

Five-year Trend of Total Accumulated Surplus



The 2019/20 annual deficit contributed to a modest decline of the 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 \$118.7 million total accumulated surplus at the close of 2019/20 comprises 51% in endowed balances that are restricted in their use (\$60.8 million), 36% in the University's net investment in existing tangible capital assets (\$42.6 million), 12% in internally restricted surplus (\$14.2 million) and the balance of 1.0% (\$1.1 million) in unrestricted net assets.

After the previous year's efforts to increase the internally restricted balance, as of June 2020 the reserve fund balance decreased \$3.1 million from the prior year. Abolishment costs required as part of organizational restructuring, capital requirements to sustain revenue generating capacity, continued investment in the University's integrated software platform and critical capital improvements to support academic programs led to higher disbursements than appropriations for internally restricted needs. Provincial directives encompassed in the 2020/21 grant agreement prevent the use of reserves should the University experience an operating deficit. With the ongoing financial impacts of the pandemic, advocacy on lifting these restrictions will be critical to ensure revenue losses can be adequately buffered.

The financial position of the University upon conclusion of the 2019/20 fiscal year reflects the revenue and expense activities described above. Institutional restructuring, flexibility in staff employment terms due to the pandemic and efforts to constrain expenditures led to the positive financial outcome for the University despite the challenges.

The University remains stable in its net financial asset position and in its net assets overall as at June 30, 2020. The priorities are to support the academic mission and put in place protocols that protect the health and safety of the campus community during the pandemic. It is uncertain what the ongoing impact of the pandemic will have on revenues and what to expect from provincial government funding. While these factors challenge the University's ability to grow to meet demand for its programs, Mount Royal remains focused on achieving its strategic goals in the face of uncertainty.

Protected disclosure (whistleblower) activity

Mount Royal University has a Protected Disclosure (Whistleblower) policy and procedures to guide employees who identify and seek to disclose potential wrongdoings as defined by the *Public Interest Disclosure (Whistleblower Protection) Act*.

Two disclosures were received in 2019/20. The first disclosure met the threshold of the policy. This disclosure was investigated and the allegation of wrongdoing was not substantiated. The second disclosure was minor in nature and did not meet the threshold of the policy, nor, therefore, the definition of wrongdoing. No investigation was required and the file was closed.

Self-generated revenue

During the first half of the fiscal year, the University was on track to surpass budget targets in the sales of services and products, with an increase in events in the Taylor Centre for Performing Arts, the aviation program at capacity enrolment and stable student demand for campus residence. The pandemic resulted in the cancellation of activities that could not be adapted to an online environment. This resulted in \$4.2 million lower-than-budgeted revenues.

Auxiliary/ Ancillary Services			
Activity	Description	Revenue (\$ thousands)	Profit/(Loss) (\$ thousands)
Residence	Residence accommodates about 1,000 students in two complexes: West and East residences. The cost to the student varies from about \$6,000 to \$8,500 per academic year depending on type of room.	5,547	(107)
Campus store	The Cougars Campus Store is the on-campus retail outlet that provides academic and non-academic products and services to the Mount Royal community. The store also includes Parking and Transportation Services, the campus OneCard, and the retail portion of Document Services.	4,544	(906)
Parking	Parking Services coordinates all parking requirements on campus. It oversees the short- and long-term parking permits for more than 4,200 parking spots in 15 parking options comprising 12 surface lots, two underground garages and one five-level parkade.	4,883	2,401
Youth programming	Mount Royal provides summer youth programming for children aged five to 14. This program also provides summer and seasonal employment opportunities for many Mount Royal students. Mount Royal offers bursaries for people who could not otherwise access programs such as this.	940	204
Mount Royal Child Care Centre	The Child Care Centre provides child care services for children of students, employees and members of the public. The Centre also provides a facility for practicum experience for students in the University's Early Childhood Education Program.	1,444	1
Hospitality Services	Hospitality Services oversees all food services contracts and the leasing of space to food service vendors at Mount Royal outside of Wyckham House, the student centre. It is also responsible for overseeing all catering activity on campus as well as campus vending, pouring contracts and ATM machine contracts.	375	257
Event and Theatre Services	Event and Theatre Services (ETS) oversees the rental of theatre, event and classroom space at Mount Royal. ETS curates an annual Concert Season for the University and hosts more than 300 performances annually in the Bella, Wright and Leacock theatres. Event and Conference Services coordinates conference, meeting and special event activity for hundreds of internal and external clients annually.	2,129	(490)

Academic Enterprises			
Activity		Revenue (\$ thousands)	Profit/(Loss) (\$ thousands)
Flying school	Flight training is provided to students in the aviation diploma program.	1,494	(501)
Continuing Education	The Faculty of Continuing Education offers more than 70 credit-free programs and 700+ courses to support professional, personal and academic development. Programming areas include Continuing Studies, Occupational Programs, Academic Upgrading, Mount Royal Conservatory and the Transitional Vocational Program.	9,008	1

Mount Royal operates no commercial enterprises as they are defined in the Annual Report Guidelines.

Appendix

The audited financial statements of Mount Royal University for the year 2019/20 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, 2020

Mount Royal University

CONSOLIDATED FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2020

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, 2020, and the consolidated statements of operations, remeasurement gains and losses, change in net financial assets, 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, 2020, and the results of its operations, its remeasurement gains and losses, its changes in net financial assets, and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for opinion

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

Other information

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

October 14, 2020
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, 2020 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, 2020
(thousands of dollars)

	2020	2019
Financial assets excluding portfolio investments restricted for endowments		
Cash	\$ 37	\$ 167
Portfolio investments - non-endowment (note 4)	84,769	79,996
Accounts receivable (note 6)	11,998	13,381
Inventories held for sale	578	1,084
	97,382	94,628
Liabilities		
Accounts payable and accrued liabilities	22,272	25,401
Employee future benefit liabilities (note 7)	2,581	2,358
Debt (note 8)	61,146	62,061
Deferred revenue (note 9)	34,500	28,403
	120,499	118,223
(Net debt) excluding portfolio investments restricted for endowments	(23,117)	(23,595)
Portfolio investments - restricted for endowments (note 4)	66,175	64,848
Net financial assets	43,058	41,253
Non-financial assets		
Tangible capital assets (note 11)	336,627	349,152
Inventories of supplies	58	55
Prepaid expenses	280	382
	336,965	349,589
Net assets before spent deferred capital contributions	\$ 380,023	\$ 390,842
Spent deferred capital contributions (note 10)	252,168	263,109
Net assets (note 12)	\$ 127,855	\$ 127,733
Net assets is comprised of:		
Accumulated surplus	118,748	119,212
Accumulated remeasurement gains	9,107	8,521
	\$ 127,855	\$ 127,733

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, 2020
(thousands of dollars)

	Budget	2020	2019
Revenues			
Government of Alberta grants (note 21)	\$ 116,480	\$ 111,486	\$ 115,606
Federal and other government grants (note 21)	2,410	2,552	2,480
Sales of services and products	30,783	26,551	31,320
Student tuition and fees	80,516	78,154	78,041
Donations and other grants	4,449	3,860	4,505
Investment income	6,751	6,756	8,170
	241,389	229,359	240,122
Expenses (note 18)			
Instruction and non-sponsored research	94,187	91,508	90,951
Academic and student support	47,365	44,406	47,052
Facility operations and maintenance	37,686	35,733	37,441
Institutional support	35,975	36,290	36,057
Ancillary services	17,674	18,501	19,572
Sponsored research	3,417	4,196	3,820
	236,304	230,634	234,893
Annual operating surplus (deficit)	5,085	(1,275)	5,229
Endowment contributions (note 12)		811	3,353
Endowment capitalized investment income (note 12)		-	1,808
Annual surplus (deficit)	5,085	(464)	10,390
Accumulated surplus, beginning of year	119,212	119,212	108,822
Accumulated surplus, end of year	\$ 124,297	\$ 118,748	\$ 119,212

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, 2020 (thousands of dollars)

	Budget	2020	2019
Annual surplus (deficit)	\$ 5,085	\$ (464)	\$ 10,390
Acquisition of tangible capital assets	(6,561)	(6,899)	(7,783)
Proceeds from sale of tangible capital assets		16	689
Amortization of tangible capital assets	18,809	19,393	18,702
Loss on disposal of tangible capital assets		15	54
Change in inventories of supplies		(3)	7
Change in prepaid expenses		102	(382)
Change in spent deferred capital contributions (note 10)	(9,373)	(10,941)	(9,571)
Change in accumulated remeasurement gains		586	(674)
Increase in net financial assets	7,960	1,805	11,432
Net financial assets, beginning of year	41,253	41,253	29,821
Net financial assets, end of year	\$ 49,213	\$ 43,058	\$ 41,253

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, 2020 (thousands of dollars)

	2020	2019
Accumulated remeasurement gains, beginning of year	\$ 8,521	\$ 9,195
Unrealized gains (losses) attributable to:		
Quoted in active market financial instruments:		
Portfolio investments - non-endowment	1,384	(225)
Amounts reclassified to the consolidated statement of operations:		
Quoted in active market financial instruments:		
Portfolio investments - non-endowment	(798)	(449)
Accumulated remeasurement gains, end of year	\$ 9,107	\$ 8,521

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



Mount Royal University
CONSOLIDATED STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2020
(thousands of dollars)

	2020	2019
OPERATING TRANSACTIONS		
Annual (deficit) surplus	\$ (464)	\$ 10,390
Add (deduct) non-cash items:		
Amortization of tangible capital assets	19,393	18,702
(Gain) on sale of portfolio investments	(809)	(759)
Loss on disposal of tangible capital assets	15	54
Expended capital recognized as revenue	(12,366)	(12,235)
Increase (decrease) in employee future benefit liabilities	223	(701)
Change in non-cash items	5,992	15,451
Decrease in accounts receivable	1,383	6,331
Decrease (increase) in inventories held for sale	506	(677)
(Decrease) increase in accounts payable and accrued liabilities	(3,129)	2,517
(Increase) decrease in inventories of supplies	(3)	7
Increase (decrease) in deferred revenue	5,580	(2,722)
Decrease (increase) in prepaid expenses	102	(382)
Cash provided by operating transactions	10,431	20,525
INVESTING TRANSACTIONS		
Purchases of portfolio investments	(9,803)	(22,341)
Proceeds on sale of portfolio investments	5,615	14,684
Cash (applied to) investing transactions	(4,188)	(7,657)
FINANCING TRANSACTIONS		
Debt - repayment	(11,277)	(16,467)
Debt - new financing	10,362	7,849
Increase in spent deferred capital contributions, less expended capital recognized as revenue, less in-kind donations	1,222	2,647
Cash provided by (applied to) financing transactions	307	(5,971)
CAPITAL TRANSACTIONS		
Acquisition of tangible capital assets, less in-kind donations	(6,696)	(7,766)
Proceeds on disposal of tangible capital assets	16	689
Cash (applied to) capital transactions	(6,680)	(7,077)
(Decrease) in cash	(130)	(180)
Cash, beginning of year	167	347
Cash, end of year	\$ 37	\$ 167

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, 2020

(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.



Mount Royal University

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2020

(thousands of dollars)

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

b. Valuation of financial assets and liabilities (continued)

The 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.



Mount Royal University

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2020

(thousands of dollars)

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

d. Endowments (continued)

- Investment income earned (excluding unrealized income) by the endowments in excess of the amount required for spending allocation is capitalized to maintain and grow the real value of the endowments. Benefactors as well as University policy stipulate that the economic value of the endowments must be protected by limiting the amount of income that may be expended and by reinvesting unexpended income.

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

- 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.

Leases of tangible capital assets which transfer substantially all the benefits and risks of ownership are accounted for as leased tangible capital assets. Capital lease liabilities are recognized at the present value of 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.



Mount Royal University

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2020

(thousands of dollars)

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

g. Foreign currency translation (continued)

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.

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 pre-determined 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 deferred leave plans. 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 plan (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 certain 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, 2020

(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, 2020 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, 2020

(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, 2022. Asset Retirement Obligations provides guidance on how to account for and report a liability for retirement of a tangible capital asset. Management plans on early adoption of this new standard as of July 1, 2020. Assessment indicates minimal impact on the consolidated financial statements.

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, 2023 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 this new standard on the consolidated financial statements.

3. Impact of COVID -19

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

a. Campus

As part of the University's continuing efforts to minimize the spread of COVID-19, most buildings on campus have been temporarily closed until further notice. Where open, safety measures have been introduced to limit occupancy, access and movement of people. As well, extra cleaning is being performed and use of personal protective equipment is required. Effective March 18, 2020, the University moved to the remote delivery model for classes. Following that date, field schools suspended activities and all planned in-person events on campus were cancelled. Effective April 1, 2020, all University parking lots were temporarily made complimentary and all parking permits were suspended. Ancillary revenues were and continue to be negatively impacted.

b. Staff

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

c. Enrolment

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

d. Fundraising

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

e. Research

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

f. Relaunch plans

The University has been strategically assessing the potential relaunch of activities as updated regulations allow. It is not possible to reliably estimate the impact these developments will have on the financial results and operations of the University in future periods.



Mount Royal University

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2020

(thousands of dollars)

4. Portfolio investments

	2020	2019
Portfolio investments - non-endowment	\$ 84,769	\$ 79,996
Portfolio investments - restricted for endowments	66,175	64,848
	\$ 150,944	\$ 144,844

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

	2020			Total
	Market yield	Level 2	Level 3	
Portfolio investments at fair value				
Pooled investments in bonds				
Canadian bonds	7.88 %	\$ 31,533	\$ -	\$ 31,533
Pooled investments in equities				
Canadian equities	(2.20)%	21,289	-	21,289
Foreign equities	6.61 %	67,838	-	67,838
Pooled real estate units	4.51 %	-	30,270	30,270
Other ^(a)		-	14	14
Total portfolio investments		120,660	30,284	150,944
		80 %	20 %	100 %

	2019			Total
	Market yield	Level 2	Level 3	
Portfolio investments at fair value				
Pooled investments in bonds				
Canadian bonds	7.36 %	\$ 29,821	\$ -	\$ 29,821
Pooled investments in equities				
Canadian equities	3.86 %	21,743	-	21,743
Foreign equities	5.60 %	63,630	-	63,630
Pooled real estate units	7.76 %	-	29,637	29,637
Other ^(a)		-	13	13
Total portfolio investments		115,194	29,650	144,844
		80 %	20 %	100 %

(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, 2020

(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:

	2020	2019
Balance, beginning of year	\$ 29,650	\$ 15,307
Purchases	-	12,600
Proceeds on sale	(700)	-
Unrealized gains	1,192	1,743
Gain on sale	142	-
Balance, end of year	<u>\$ 30,284</u>	<u>\$ 29,650</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, 2020, 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	\$ 31,533	\$ (788)	\$ (315)	\$ 315	\$ 788
Canadian equities	21,289	(532)	(213)	213	532
Foreign equities	67,838	(1,696)	(678)	678	1,696
Real estate	30,270	83	33	(33)	(83)
	<u>\$ 150,930</u>	<u>\$ (2,933)</u>	<u>\$ (1,173)</u>	<u>\$ 1,173</u>	<u>\$ 2,933</u>



Mount Royal University

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2020

(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	\$ 40,296	\$ (598)	\$ (239)	\$ 239	\$ 598
Euro	6,160	(14)	(6)	6	14
British pound	2,700	(3)	(1)	1	3
Japanese yen	4,857	(9)	(3)	3	9
	<u>\$ 54,013</u>	<u>\$ (624)</u>	<u>\$ (249)</u>	<u>\$ 249</u>	<u>\$ 624</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:

	2020	2019
Credit rating		
AAA	35.71 %	38.00 %
AA	36.96	37.50
A	14.85	12.70
BBB	12.46	11.70
Not rated	0.02	0.10
	<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 \$40 million (2019 - \$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, 2020, the University has committed borrowing facilities of \$9,715 (2019 - \$6,727).

Mount Royal University

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2020

(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
Bond	\$ 31,533	\$ 7,245	\$ 2,898	\$ (2,450)	\$ (6,125)
Real estate	30,270	575	242	(242)	(575)

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	1	39	60	7.88

6. Accounts receivable

	2020	2019
Accounts receivable	\$ 2,439	\$ 3,472
Receivable from the Students Association of Mount Royal University (note 8)	9,559	9,909
	\$ 11,998	\$ 13,381

Accounts receivable are unsecured and non-interest bearing.

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 centre 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, 2020
(thousands of dollars)

7. Employee future benefit liabilities

Employee future benefit liabilities are comprised of the following:

	2020	2019
Long-term disability	\$ 1,807	\$ 1,864
Administrative leave including deferred salary plans	483	219
Supplementary executive retirement plans - defined benefit	192	209
Supplementary executive retirement plans - defined contribution (note 22)	99	66
	\$ 2,581	\$ 2,358

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, 2020. The next actuarial valuation will be carried out June 30, 2021.

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 \$48 (2019 - \$64).



Mount Royal University
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2020
(thousands of dollars)

7. Employee future benefit liabilities (continued)

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

	2020			
	Long-term disability	Administrative leave	Defined benefit	Defined contribution
Expense				
Current service cost	\$ (57)	\$ 30	\$ -	\$ 48
Interest cost	-	-	9	-
Amortization of net actuarial loss	-	-	12	-
Total expense	\$ (57)	\$ 30	\$ 21	\$ 48
Financial position				
Accrued benefit obligation:				
Balance, beginning of year	\$ 1,864	\$ 136	\$ 209	\$ 66
Current service cost	(57)	30	-	48
Interest cost	-	-	9	-
Amortization of net actuarial loss	-	-	12	-
Benefits paid	-	-	(38)	(15)
Balance, end of year	\$ 1,807	\$ 166	\$ 192	\$ 99
	2019			
	Long-term disability	Administrative leave	Defined benefit	Defined contribution
Expense				
Current service cost	\$ 196	\$ 38	\$ -	\$ 64
Interest cost	-	-	7	-
Amortization of net actuarial loss	-	-	10	-
Total expense	\$ 196	\$ 38	\$ 17	\$ 64
Financial position				
Accrued benefit obligation:				
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)
Balance, end of year	\$ 1,864	\$ 136	\$ 209	\$ 66



Mount Royal University
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2020
(thousands of dollars)

7. Employee future benefit liabilities (continued)

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

	2020		2019	
	Long-term disability	Defined benefit	Long-term disability	Defined benefit
Accrued benefit obligation:				
Discount rate	2.45 %	3.20 %	3.20 %	2.50 %
Benefit cost:				
Discount rate	2.45 %	3.20 %	3.20 %	2.50 %
Inflation (long-term)	2.00 %	2.00 %	2.00 %	2.00 %
Estimated average remaining service life	n/a	8 years	n/a	9 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, 2019, the LAPP reported an actuarial surplus of \$7,913,621 (2018 - \$3,469,347). An actuarial valuation of the LAPP was carried out as at December 31, 2018 and was then extrapolated for December 31, 2019. The pension expense recorded in the consolidated financial statements is \$11,806 (2019 - \$12,395).



Mount Royal University

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2020

(thousands of dollars)

8. Debt

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

	2020				2019
	Collateral ⁽¹⁾	Maturity	Interest rate %	Amortized cost	Amortized cost
Debentures payable to Alberta Capital Finance Authority:					
West Student Residence	1	August 15, 2027	6.1250 %	\$ 16,190	\$ 17,725
Taylor Centre for the Performing Arts	1	March 17, 2029	3.1250 %	8,184	8,960
Mount Royal University Parkade	1	September 24, 2035	4.8675 %	15,775	16,444
MRU Student Association's Wyckham Student Centre (note 6)	1	June 15, 2037	5.0030 %	9,559	9,909
Short-term line of credit			2.4500 %	9,715	6,727
Liabilities under capital leases (note 17)			(0.3467)%	1,723	2,296
Balance, end of year				\$ 61,146	\$ 62,061

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

Principal and interest repayments are as follows:

Year	Principal	Interest	Total
2021	\$ 14,171	\$ 2,672	\$ 16,843
2022	4,162	2,594	6,756
2023	4,101	2,107	6,208
2024	4,107	1,911	6,018
2025	4,271	1,702	5,973
Thereafter	30,334	7,168	37,502
	\$ 61,146	\$ 18,154	\$ 79,300

Interest expense on debt is \$2,104 (2019 - \$2,253) and is included in the consolidated statement of operations.

The University has a short-term line of credit, unsecured, with an authorized limit of \$40 million (2019 - \$15 million). The interest rate is prime less 0.75% (2020 - 2.45%, 2019 - 3.2%), 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, 2020
(thousands of dollars)

9. Deferred revenue

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

	2020			2019	
	Unspent externally restricted grants and donations	Unspent externally restricted capital contributions	Tuition and other fees	Total	Total
Balance, beginning of year	\$ 16,892	\$ 4,005	\$ 7,506	\$ 28,403	\$ 32,171
Grants, tuition, donations received during the year	10,195	4,087	6,348	20,630	14,367
Investment income	2,275	-	-	2,275	4,084
Unrealized gains (losses)	517	-	-	517	(1,046)
Transfers to spent deferred capital contributions	(260)	(1,165)	-	(1,425)	(2,664)
Recognized as revenue	(8,319)	(75)	(7,506)	(15,900)	(18,509)
Balance, end of year	\$ 21,300	\$ 6,852	\$ 6,348	\$ 34,500	\$ 28,403

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).

	2020	2019
Spent deferred capital contributions, beginning of year	\$ 263,109	\$ 272,680
Transfers from unspent externally restricted grants and donations	260	278
Transfers from unspent deferred capital contributions	1,165	2,386
Expended capital recognized as revenue	(12,366)	(12,235)
Net change for the year	(10,941)	(9,571)
Balance, end of year	\$ 252,168	\$ 263,109



Mount Royal University

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2020 (thousands of dollars)

11. Tangible capital assets

	2020					2019
	Land	Buildings ⁽¹⁾	Learning resources	Furnishings, equipment and systems ⁽²⁾	Total	Total
Cost						
Balance, beginning of year	\$ 6,815	\$ 485,573	\$ 6,881	\$ 65,396	\$ 564,665	\$ 559,577
Acquisitions	-	3,044	757	3,098	6,899	7,783
Disposals, including write-downs	-	-	(958)	(1,756)	(2,714)	(2,695)
	<u>6,815</u>	<u>488,617</u>	<u>6,680</u>	<u>66,738</u>	<u>568,850</u>	<u>564,665</u>
Accumulated amortization						
Balance, beginning of year	\$ -	\$ 169,312	\$ 3,460	\$ 42,741	\$ 215,513	\$ 198,763
Amortization expense	-	12,339	757	6,297	19,393	18,702
Effects of disposals, including write-downs	-	-	(958)	(1,725)	(2,683)	(1,952)
	<u>-</u>	<u>181,651</u>	<u>3,259</u>	<u>47,313</u>	<u>232,223</u>	<u>215,513</u>
Net book value, June 30, 2020	<u>6,815</u>	<u>306,966</u>	<u>3,421</u>	<u>19,425</u>	<u>336,627</u>	
Net book value, June 30, 2019	\$ 6,815	\$ 316,261	\$ 3,421	\$ 22,655		\$ 349,152

(1) No interest was capitalized by the University in 2020 or 2019.

(2) Furnishings, equipment and systems include computer software, hardware, and all furniture and non-computing capital equipment. Historical cost includes work in progress at June 30, 2020 of \$594 (2019 - \$0).

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, 2020

(thousands of dollars)

12. Net assets

	Accumulated surplus from operations	Internally restricted surplus	Investment in tangible capital assets ⁽¹⁾	Endowments	Total
Net assets, as at June 30, 2018	\$ 10,166	\$ 13,209	\$ 39,757	\$ 54,885	\$ 118,017
Annual operating surplus	5,229	-	-	-	5,229
Endowments					
New donations	-	-	-	3,353	3,353
Capitalized investment income	-	-	-	1,808	1,808
Tangible capital assets					
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)	-	-
Operating expenses funded from internally restricted surplus	3,166	(3,166)	-	-	-
Net Board appropriation to internally restricted surplus	(8,000)	8,000	-	-	-
Change in accumulated remeasurement gains	(674)	-	-	-	(674)
Net assets, beginning of year	9,805	17,275	40,607	60,046	127,733
Annual operating (deficit)	(1,275)	-	-	-	(1,275)
Endowments					
New donations	-	-	-	811	811
Tangible capital assets					
Amortization of tangible capital assets	7,027	-	(7,027)	-	-
Acquisition of tangible capital assets	(4,110)	(1,363)	5,473	-	-
Debt repayment	(4,200)	-	4,200	-	-
Debt - new financing	647	-	(647)	-	-
Net book value of tangible capital asset disposals	31	-	(31)	-	-
Operating expenses funded from internally restricted surplus	3,701	(3,701)	-	-	-
Net Board appropriation to internally restricted surplus	(2,000)	2,000	-	-	-
Change in accumulated remeasurement gains	586	-	-	-	586
Net assets, as at June 30, 2020	\$ 10,212	\$ 14,211	\$ 42,575	\$ 60,857	\$ 127,855

(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	\$ 1,105	\$ 14,211	\$ 42,575	\$ 60,857	\$ 118,748
Accumulated remeasurement gains	9,107	-	-	-	9,107
	\$ 10,212	\$ 14,211	\$ 42,575	\$ 60,857	\$ 127,855



Mount Royal University

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2020

(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:

	2020			
	Balance at beginning of year	Appropriations from unrestricted net assets	Disbursements during the year	Balance at end of year
Appropriations for capital activities				
Capital renewal	\$ 5,192	\$ -	\$ 1,427	\$ 3,765
Business and retail services project planning	2,290	-	302	1,988
Residence	1,190	-	352	838
	<u>8,672</u>	<u>-</u>	<u>2,081</u>	<u>6,591</u>
Appropriations for operating activities				
Research and special projects	2,299	-	374	1,925
Academic strategic development	1,169	-	115	1,054
University effectiveness and community needs	4,924	2,000	2,490	4,434
Scholarships and bursaries	211	-	4	207
	<u>8,603</u>	<u>2,000</u>	<u>2,983</u>	<u>7,620</u>
Total	<u>\$ 17,275</u>	<u>\$ 2,000</u>	<u>\$ 5,064</u>	<u>\$ 14,211</u>
	2019			
	Balance at beginning of year	Appropriations from unrestricted net assets	Disbursements during the year	Balance at end of year
Appropriations for capital activities				
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>
Appropriations for operating activities				
Research and special projects	3,045	-	746	2,299
Academic strategic development	1,018	200	49	1,169
University effectiveness and community needs	366	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>
Total	<u>\$ 13,209</u>	<u>\$ 8,000</u>	<u>\$ 3,934</u>	<u>\$ 17,275</u>



Mount Royal University

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2020

(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
2021	\$ 62	\$ 2,445	\$ 2,507
2022	37	1,403	1,440
2023	37	1,119	1,156
2024	37	399	436
2025	-	192	192
Thereafter	-	-	-
Total at June 30, 2020	\$ 173	\$ 5,558	\$ 5,731
Total at June 30, 2019	\$ 214	\$ 4,477	\$ 4,691



Mount Royal University

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2020

(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 ⁽¹⁾	Service contracts ⁽²⁾	Information systems and technology	Total
2021	\$ -	\$ 22,542	\$ 766	\$ 23,308
2022	-	6,834	281	7,115
2023	-	6,478	45	6,523
2024	-	329	-	329
2025	-	-	-	-
Thereafter	-	-	-	-
Total at June 30, 2020	\$ -	\$ 36,183	\$ 1,092	\$ 37,275
Total at June 30, 2019	\$ 2,349	\$ 47,660	\$ 1,832	\$ 51,841

(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, 2021 are expected to be approximately \$4.9 million.

18. Expense by object

The following is a summary of expense by object.

	2020		2019
	Budget (note 23)	Actual	Actual
Salaries	\$ 142,323	\$ 139,913	\$ 140,667
Employee benefits	22,977	22,166	22,710
Materials, supplies and services	32,627	30,642	32,109
Cost of goods sold	3,847	4,549	3,896
Scholarships and bursaries	3,936	3,614	3,474
Maintenance and repairs	4,304	3,438	5,062
Utilities	5,244	4,784	5,277
Amortization of tangible capital assets	18,809	19,424	19,445
Interest on debt	2,237	2,104	2,253
	\$ 236,304	\$ 230,634	\$ 234,893



Mount Royal University

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2020

(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.

	2020	2019
Associations and others	\$ 30	\$ 30
Recreational clubs	26	20
Ministry funds	8	-
	<u>\$ 64</u>	<u>\$ 50</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, 2020
(thousands of dollars)

21. Government transfers

	2020	2019
Grants from Government of Alberta		
Advanced Education:		
Operating	\$ 99,395	\$ 101,951
Other	4,346	3,986
Total Advanced Education	<u>\$ 103,741</u>	<u>\$ 105,937</u>
Other post-secondary institutions	<u>\$ 99</u>	<u>\$ 25</u>
Other Government of Alberta departments and agencies:		
Ministry of Culture, Multiculturalism and Status of Women	134	133
Ministry of Community and Social Services	50	-
Ministry of Economic Development, Trade and Tourism	15	135
Ministry of Children's Services	1,080	867
Ministry of Education	-	127
Ministry of Labour	110	110
Ministry of Health	53	122
Total other Government of Alberta departments and agencies	<u>1,442</u>	<u>1,494</u>
Total contributions received	<u>105,282</u>	107,456
Expended capital recognized as revenue	9,507	9,310
Less: deferred revenue	(3,303)	(1,160)
	<u>\$ 111,486</u>	<u>\$ 115,606</u>
Accounts receivable		
Advanced Education	\$ -	\$ 36
Other Government of Alberta departments and agencies	11	88
	<u>\$ 11</u>	<u>\$ 124</u>
Federal and other government grants		
Contributions received	\$ 1,450	\$ 1,300
Expended capital recognized as revenue	1,394	1,395
Less: deferred revenue	(292)	(215)
Revenue	<u>\$ 2,552</u>	<u>\$ 2,480</u>

The University has liabilities with Alberta Capital Finance Authority as described in note 8. The University received no rebate from the Ministry of Environment and Parks (2019 - \$86).



Mount Royal University

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2020

(thousands of dollars)

22. Salary and employee benefits

	2020			2019	
	Base salary ⁽²⁾	Other cash benefits ⁽³⁾	Other non-cash benefits ⁽⁴⁾⁽⁵⁾	Total	Total
Governance⁽¹⁾					
Chair of the Board of Governors	\$ -	\$ -	\$ -	\$ -	-
Members of the Board of Governors	-	-	-	-	-
Executive					
President and Vice-Chancellor					
Current term commenced May 1, 2019	\$ 305	\$ 6	\$ 56	\$ 367	64
Past term ended April 30, 2019	-	15	-	15	352
Total	\$ 305	\$ 21	\$ 56	\$ 382	416
Provost and Vice-President Academic					
Current term commenced June 8, 2020	\$ 16	\$ -	\$ 2	\$ 18	-
Past term ended June 3, 2020	282	280	85	647	402
Total	\$ 298	\$ 280	\$ 87	\$ 665	402
Vice-President Finance and Administration					
Current term commenced January 1, 2018	\$ 250	\$ -	\$ 30	\$ 280	280
Past term ended December 31, 2017	-	-	-	-	15
Total	\$ 250	\$ -	\$ 30	\$ 280	295
Vice-President University Advancement	\$ 215	\$ 22	\$ 28	\$ 265	264
Vice-President Student Affairs and Campus Life					
Position Abolished November 25, 2019	86	343	11	440	245

(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, cash travel allowances and severance. No cash bonuses were paid in 2020 or 2019.

(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 and 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, 2020
(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, 2019	Payments	Current service cost	Accrued obligation June 30, 2020
President and Vice-Chancellor				
Current term commenced May 1, 2019	\$ 4	\$ -	\$ 23	\$ 27
Past term ended April 30, 2019	15	15	-	-
Total	<u>\$ 19</u>	<u>\$ 15</u>	<u>\$ 23</u>	<u>\$ 27</u>
Provost and Vice-President Academic				
Past term ended June 3, 2020	\$ 47	\$ -	\$ 25	\$ 72
	<u>\$ 66</u>	<u>\$ 15</u>	<u>\$ 48</u>	<u>\$ 99</u>

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, 2019	Payments	Current service cost	Accrued obligation June 30, 2020
Provost and Vice-President Academic				
Past term ended June 3, 2020	\$ 136	\$ -	\$ 30	\$ 166
	<u>\$ 136</u>	<u>\$ -</u>	<u>\$ 30</u>	<u>\$ 166</u>

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 2019-2020 Comprehensive Institutional Plan have been reclassified to conform with the presentation adopted in the 2020 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 14, 2020.

25. Comparative figures

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



4825 Mount Royal Gate SW
Calgary, AB T3E 6K6
mtroyal.ca