



AMBROSE  
UNIVERSITY

# Annual Report 2019-2020

Prepared for the Ministry  
of Advanced Education



AMBROSE

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AMBROSE

# Annual Report Academic Year 2019-2020

For Alberta Advanced Education

## Contents

1. Accountability Statement .....	2
2. Management's Responsibility for Reporting .....	2
3. Message from the President.....	2
4. Public Interest Disclosure (Whistleblower Protection) Act .....	3
5. Operational Overview .....	3
6. Goals, Priority Initiatives, Expected Outcomes and Performance Measures .....	6
Accessibility.....	6
Affordability .....	14
Quality.....	16
Coordination .....	21
7. Financial and Budget Information.....	25
8. Self-Generated Revenue .....	29
9. Enrolment Plan and Program Changes .....	29
10. Research, Applied Research, and Scholarly Activities.....	32
11. Regional Stewardship, Foundational Learning, Underrepresented Learners.....	34
12. Internationalization.....	36
13. Capital Plan .....	36
14. Information Technology.....	36
Appendix A: Audited Financial Statement .....	37

## 1. Accountability Statement

Ambrose University's Annual Report for the year ended April 30, 2020 was prepared under the Board's direction in accordance with ministerial guidelines. All material economic, environmental, or fiscal implications of which we are aware have been considered in the preparation of this report.

Debi Mills  
Chair, Board of Governors

## 2. Management's Responsibility for Reporting

Ambrose 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 approved by the Board of Governors and is prepared in accordance with Ministerial guidelines.

Gordon T. Smith, PhD  
President

## 3. Message from the President

Ambrose University is an active participant in Campus Alberta as one of the Independent Academic Institutions. We appreciate our partnership with the Ministry and with the other 25 post-secondary institutions in the province. As an Independent Academic Institution, Ambrose University does not receive a mandate statement from the Minister of Advanced Education.

The 2019-2020 academic year was like no other in our institution's history. The Fall 2019 semester experienced a drop in enrolments across many programs, with the exception of the School of Education, Christian Studies, General Studies, and the new Bachelor of Arts with a major in Psychology program. Then, in March, the public health safety measures related to the pandemic required a sudden shift in program delivery and campus life. The students, faculty, and staff demonstrated great resilience during this period even though they encountered extreme challenges in all aspects of their academic and personal lives. This report speaks to the institution's steady progress towards its goals even during this extraordinary season.

The Board approved a revised statement of institutional values in the fall of 2019. This document was foundational to the faculty's development of Educational Principles later that year.

In Fall 2019, enrolments continued an overall downward trend. When compared to the previous fall, there was a decrease of 3% in Fall 2019 of new students and an overall decrease of total 23 students headcount (3% in credit hours and FLE).

Ambrose continues to collaborate with secondary school regions to offer dual credit for high school students taking Ambrose religion and business courses. Over the 2019-2020 academic year, faculty collaborated with Mount Royal University (MRU) to create transfer opportunities for MRU's music conservatory students to complete a Bachelor in Music or a Bachelor of Arts with a major in Music at Ambrose. These initiatives support coordination with the post-secondary system and respond to community needs.

Initiatives funded by the Post-Secondary Mental Health grant and the Students with Disabilities grant continue to provide students with critical services that support their academic success and their experience of thriving on our campus.

Through a generous donation in the fall of 2019, Ambrose provided science students with a new learning space: a chemistry laboratory. This space generated new learning opportunities in the area of green chemistry. During the summer of 2020, donations also supported the renovations of the cafeteria and installation of hardware in each classroom to support remote delivery. The Bookstore was also redesigned.

The institution was without a Vice President of Advancement (responsible for fundraising, communications and marketing, and public relations) for most of the 2019–2020 academic year. An appointment was made late in the spring of 2020. A new Vice President of Administration and Finance started in March 2020 following the departure of the previous incumbent.

The financial forecasts for Ambrose continued to present a challenge in 2019-2020. Institutional management is addressing the ongoing financial concerns. In Fall 2020, an increase in enrolment, along with other initiatives and donations, have resulted in a more optimistic financial position for the institution. Even though our programs are strong and we are able to draw quality faculty to Alberta and serve students, we still wait for a resolution of our funding formula with the Ministry. We are hopeful that the whole question of “equitable funding” will be addressed in the near future.

We appreciate our inclusion in Campus Alberta and the government’s commitment to providing Albertans options for post-secondary education. Approximately 80% of our student body is from Alberta and we are pleased to provide additional access and capacity for the province.

#### 4. Public Interest Disclosure (Whistleblower Protection) Act

As a private, independent Academic Institution, Ambrose University is not subject to this legislation.

#### 5. Operational Overview

This annual report highlights areas of institutional success and challenge in a year with two very distinct periods: pre-pandemic and pandemic months. Ambrose continued to make progress towards the goals articulated in the Comprehensive Institutional Plan (CIP), even during a time of financial challenges and limitations related to the pandemic.

In March 2020, classes were suspended for three days when the pandemic arrived in our area and the province mandated the population stay at home. During that period, faculty retooled their courses for delivery online. Students completed the semester and final exams. A successful graduation ceremony was held over Zoom. Since that time, the institution has worked with Alberta Health Services so that we could provide onsite, distance, and hybrid classes in the fall of 2020.

Faculty were actively engaged in institutional governance during 2019-2020. Prior to March 2020, the General Faculties Council (GFC) completed and implemented policy work in the areas of institution-wide educational principles that flow from the recently revised institutional values statement. These principles provided important guideposts when it was necessary to pivot program delivery methods in March. GFC also approved academic policies relevant to the School of Education and overall registration policies. Considerable time was spent on developing an experiential learning policy, specifically the work focused on definitions of work-integrated learning (WIL) experiences. This work will carry forward into the next academic year. The committee also reviewed the ongoing Master Academic Plan that supports the goals of the CIP. This work has provided greater clarity for curriculum development work and increased consistency of policy application across the academic programs. In March, the work of GFC was redirected to issues related to the COVID-19 pandemic. After moving all courses to online delivery, we modified our grading scheme for the remainder of

the winter 2020 semester and established a different final grade policy for the winter and spring 2020 semesters.

Indicators of progress towards achievement of our mission are reflected in the results of the 2019 National Survey of Student Engagement (NSSE). These results reflect student perspectives pre-pandemic. A couple of areas of strong performance are reflected in the results of the 2020 National Survey of Student Engagement (NSSE): experiential learning opportunities and overall experience at Ambrose. According to the NSSE survey, the majority (87%) of Ambrose senior students have participated in high-impact learning opportunities, which is comparable to the national average of 81%. The distinction, however, is that 70% of senior students indicated they had had two or more high impact learning opportunities as compared to 53% of senior Canadian students. High-impact learning opportunities are included in the institution's definition of experiential learning experiences. Also, included in the same definition is work-integrated learning experiences. The university invested considerable time in developing a comprehensive inventory of such experiences and developing a standardized categorizing schema for institution-wide implementation. There is a collaborative effort among Calgary post-secondary institutions to develop a standard set of WIL definitions and Ambrose is a participant in those discussions.

In response to questions about the quality of their overall experience at Ambrose, 84% of our senior students and 86% of our first year students rated their Ambrose experience as "Excellent" or "Good" (both measures are above the national average). On the 2020 Canadian University Survey Consortium (CUSC) survey of middle year students, the institutional results on average were comparable to national results, but the distinction was in the number of students who felt strongly about their experiences. For example, 88% of Ambrose students indicated the university experience was meeting their expectations, compared to the national average of 83%. However, 38% of Ambrose students indicated the university was exceeding their expectations compared to 19% of the national respondents. The measure of satisfaction with quality of teaching is similar. Overall, 89% of Ambrose students are satisfied and 86% of the nation's students surveyed are satisfied. But, 36% of Ambrose students strongly agree with the statement compared to the 15% national average for this measure. Taken together, Ambrose appears to be delivering education programs that meet the needs of our students at a level they value.

Ambrose made progress in regards to program and curriculum development last year. The Bachelor of Arts in Psychology was implemented in Fall 2019 with an inaugural class of 27 students. No other new programs were introduced during this period. Faculty were engaged in six cyclical program reviews in undergraduate degrees: Biology, Behavioral Studies, English, Christian Studies, General Studies, and Music. The Faculty of Theology is preparing for a Spring 2022 institutional and graduate program review with the Association of Theological Schools.

The pandemic changed the way we offer most of our credit programming. We moved from predominantly onsite classroom teaching to a predominantly hybrid model: a mix of classroom and online delivery. In the fall of 2020, approximately 28% of our courses were totally online. This dramatic change was made possible in part by the installation of hardware that supports offsite students participating in synchronous learning opportunities. After further analysis of the potential and risks related to these changes, it may be that some of these changes are adopted more permanently and are extended to continuing education.

Science students enjoyed the learning opportunities that were possible with the commissioning of the new chemistry laboratory in September 2019. An exciting advancement is the recognition of our faculty's work in the area of green chemistry. They are committed to working with and developing new products that are not harmful to humans or the earth. Ambrose is the third Canadian university (the other two being the University of Toronto and Vancouver Island University) to join this international group of chemistry academics.

Enrolments continued a downward trend overall, however, there were areas of increases: School of Education, Christian Studies, and General Studies. After a spike in Arts and Science enrolment in Fall 2016

(620 heads), enrolment was down to 558 in 2017, 526 in 2018, and 504 in 2019. The decrease in Arts and Science enrolments may be related in part to our tuition rates and the economic environment, but may also be related to increasing enrolment capacities in other post-secondary institutions in Alberta. The prolonged economic downturn in the Calgary area and the province may have increased the weight on household spending and therefore student decisions to enroll in an independent university.

Ambrose continues to build capacity for scholarship and research. The high quality research supports student learning and benefits our community. The pandemic altered plans for data collection and dissemination of research, which was reflected in lower numbers of publications. Unfortunately, we also had to cancel our annual research showcase, Ambrose Research Conference, because of the pandemic. Significant scholarly activities continue to occur within our three research institutes. This work helps locate us as an important contributor to the understanding of pressing concerns related to contemporary life in Alberta. Our research activity broadens networking between researchers, policy makers, and frontline workers, and, together with knowledge dissemination, supports healthy Albertans and communities.

The start of the 2019-2020 academic year saw further financial challenges for the university with the reduction of the provincial grant and contributions of major donors. While the pandemic presented many challenges, there were some positive outcomes that included federal subsidies and reengagement of donors. The Fall 2020 enrolment is also up from previous years. These changes mean the university is in a much stronger financial position going into the 2020-2021 academic year, a perspective confirmed by the auditors and lending agencies in September 2020. We were so grateful to major donors who sponsored the installation of technology in every classroom to support digital learning and renovations to the cafeteria. The Bookstore also was redesigned to better serve students.



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

### Accessibility

<b>Goal 1 Sexual Violence Prevention Policies</b>					
<b>Type</b>	<b>Description</b>	<b>Expected Completion Date</b>	<b>Status</b>	<b>Progress Made in Last 12 Months</b>	<b>Revised Expected Completion Date</b>
G 1	Develop and approve sexual violence prevention policy and procedure, and post to website		Policy completed  Currently implementing policy		
<b>Priority Initiatives</b>					
PI 1.1	Create a permanent sexual violence prevention task force (HR, Student Development, Faculty, and Students)	Complete	Complete	The committee meets bi-annually  Prevention education integrated into the peer health program and orientation	Ongoing  Task force established
PI 1.2	Develop and implement sexual violence prevention training and educational awareness opportunities	Ongoing	Ongoing	Hosted three Sexual Violence Response to Disclosure trainings (Two for students and one for faculty and staff)  Hosted a campus event about healthy relationships  Hosted by-stander intervention training	Ongoing
PI 1.3	Enhanced awareness and training for the entire Ambrose community, and improved access to support for victims	Ongoing	Ongoing	See PI 1.2	
<b>Expected Outcomes</b>					
EO 1	Enhanced awareness and training for the entire Ambrose community, and improved access to support for victims	Ongoing	Ongoing	See PI 1.2	Ongoing
<b>Performance Measures</b>					
PM 1.1	Regular reporting to Senior Administration of activities focused on	Ongoing	Ongoing	Annual reporting on educational activities and stigma reduction efforts	Ongoing



<b>Goal 1 Sexual Violence Prevention Policies</b>					
<b>Type</b>	<b>Description</b>	<b>Expected Completion Date</b>	<b>Status</b>	<b>Progress Made in Last 12 Months</b>	<b>Revised Expected Completion Date</b>
	reducing stigma, dispelling myths, and reducing incidents				
PM 1.2	All faculty and staff receive annual sexual violence and prevention training	Ongoing	Ongoing	One training offered	Ongoing

<b>Goal 2 Response to Truth and Reconciliation Commission</b>					
<b>Type</b>	<b>Description</b>	<b>Expected Completion Date</b>	<b>Status</b>	<b>Progress Made in Last 12 Months</b>	<b>Revised Expected Completion Date</b>
G 2	A President's Commission has developed a plan that will guide the Ambrose response to the TRC's Calls to Action				
<b>Priority Initiatives</b>					
PI 2.1	Implement recommendations identified in the report from the President's Commission	2018-2021	Ongoing		
PI 2.2	Mutually beneficial relationships with Indigenous Peoples	2018-2021	Ongoing		
<b>Expected Outcomes</b>					
EO 2	Establish an implementation committee to lead the initiatives that will continue to unfold through 2018-2021	2018-2019	Complete	Committee appointed by President's Office	
<b>Performance Measures</b>					
PM 2.1	Review of policies and procedures with reference to the UN Declaration on the Rights of Indigenous Peoples	Fall 2019	Ongoing	Part of regular cycle of policy review  New policies developed with this in view	2024
PM 2.2	Identification of key learning outcomes in	Spring 2019	Ongoing	Curricular work is underway	

Goal 2 Response to Truth and Reconciliation Commission					
Type	Description	Expected Completion Date	Status	Progress Made in Last 12 Months	Revised Expected Completion Date
	collaboration with Aboriginal advisors				
PM 2.3	Aboriginal Advisory Council in place	Fall 2019	Delayed	Current focus is on relationship building at the program level	2024

### Progress 2019-2020

The university continues to make measured steps towards this goal. This is consistent with the advice we have received as we explore pathways toward reconciliation to go slow and establish relationships that will guide an institutional response. Faculty in different programs are building these relationships and engaging elders in curriculum development. For the past three years, faculty have attended professional development sessions on topics related to Indigenous awareness. At the level of curriculum, a course has been offered on Indian Residential Schools and classes in a variety of disciplines are addressing indigenous issues. This emphasis incorporates exploring many facets of the Residential School system, including the causes, lived experiences, and long term impacts. To support this educational goal, guests with lived experience have been invited into the classroom (i.e., Elders, teachers, religious leaders, social workers). An elective BHS 330 Understanding Indigenous Knowledge in Post-Colonial Context, was added to the curriculum. A special topics course in Restorative Justice was also offered.

Goal 3 Supports to Vulnerable Learners					
Type	Description	Expected Completion Date	Status	Progress Made in Last 12 Months	Revised Expected Completion Date
G 3	Accessibility and Support Services will provide enhanced support for student success	2020 Survey	Ongoing	We continue to adapt and enhance unique support services, with a focus on holistic student success	Spring 2021
Priority Initiatives					
PI 3.1	Accessibility and Support Services will ensure that implementation of universal design for learning provides supports for students that do not have documented learning disabilities	Complete  Implemented each semester	Complete	After review, it has been determined that while elements of universal design are important, this will be adopted by specific faculty depending on teaching strategies and course content	
PI 3.2	All students with documented disabilities will receive appropriate accommodations and supports	Ongoing  Implemented each semester	Ongoing	We continue to provide the necessary accommodations and supports for students with documented	

Goal 3 Supports to Vulnerable Learners					
Type	Description	Expected Completion Date	Status	Progress Made in Last 12 Months	Revised Expected Completion Date
				disabilities across all programming	
PI 3.3	Evaluate implementation of student support tool: Ambrose Aware	Winter 2019	Ongoing	<p>This year saw the completion of the original three-year project</p> <p>An additional year was added to the project</p> <p>Continued specific faculty training and rollout of use of the tool has been successful to date</p> <p>New training and use specific to at risk student-groups is being implemented</p>	Spring 2021
Expected Outcomes					
EO 3	Increased student use of support services as indicated by NSSE results	2020 Survey	Complete	We saw our highest engagement from unique students using support services this past year	
Performance Measures					
PM 3.1	NSSE 14 b First year (FY) 3.3 Senior Year (SR) 3.2	2020 Survey	Ongoing	<p>We came within 0.1 of our goals, while maintaining 2019 results</p> <p>Both continue to be above the national average</p>	Spring 2021
PM 3.2	NSSE 14 c First year (FY) 3.0 Senior Year (SR) 2.8	2020 Survey	Complete	Both areas continue to progress while exceeding our goals and continuing to be above national average	

This table provides context for the above performance measures.

NSSE Questions		2018	2019	2020	Goal	Canada 2020
14 b Providing support to help students succeed academically	FY	3.0	3.2	3.2	3.3	2.8
	SR	3.1	3.1	3.1	3.2	2.6
14 c Using learning support services	FY	3.0	3.1	3.1	3.0	2.7
	SR	2.7	3.0	3.1	2.8	2.4

Goal 4 Healthy Campus Initiative					
Type	Description	Expected Completion Date	Status	Progress Made in Last 12 Months	Revised Expected Completion Date
G 4	Enhance well-being for all Ambrose students including mental, spiritual, relational, and physical health	Ongoing	Ongoing	<p>We started a peer health outreach and Supportive Listeners program</p> <p>We added one recreation option to our offerings</p> <p>We completed our Mental Health Strategy</p> <p>We were able to successfully offer wellness programming during COVID</p>	Ongoing
Priority Initiatives					
PI 4.1	Develop an Ambrose specific mental health strategy in alignment with the <i>Alberta Post-Secondary Mental Health and Addiction Framework</i> and other initiatives facilitated by recent government grant	Fall 2019	Complete	We have completed the plan and have begun work on implementation plans	Complete
PI 4.2	Analyze, report, and develop recommendations on data collected from the recent student Wellness Survey to develop the mental health strategic plan	Fall 2019	Complete	<p>Included results of NCHA data in the Ambrose Mental Health strategy</p> <p>Created a presentation for the campus community</p>	Complete

<b>Goal 4 Healthy Campus Initiative</b>					
<b>Type</b>	<b>Description</b>	<b>Expected Completion Date</b>	<b>Status</b>	<b>Progress Made in Last 12 Months</b>	<b>Revised Expected Completion Date</b>
				Presented pertinent results to student leaders and various stakeholders  Peer health educators use this data to guide their programming on campus	
PI 4.3	Work with other PSI's in Calgary around Healthy Campus Alberta	Winter 2019	Ongoing	We have participated in Healthy Campus Alberta initiatives and served on regional networks for Calgary	
<b>Expected Outcomes</b>					
EO 4	Enhanced levels of psychological thriving for Ambrose students				
<b>Performance Measures</b>					
PM 4.1	Indication of student thriving above 80% as measured by the Thriving Quotient Survey	2019-2021		This is being reassessed as our analysis of the Thriving Quotient Survey is providing better data	
PM 4.2	Regular administration and improved measures of mental health as measured by the National College Health Assessment (NCHA)	2019-2021	Spring 2019  First iteration complete	The NCHA will be administered for the second time in 2022	Spring 2022

### Progress 2019-2020

This initiative is developing with an additional recreation classes offered and a student intramural coordinator hired. A Wellness Coordinator offered wellness related programs and workshops (anxiety, grief, mindfulness, and resiliency). Ambrose launched a peer mentorship program on campus in the fall of 2019. This is a program designed to build resiliency for first year students. The impact of this program is being studied through a research study on campus. Ambrose was also able to implement two group therapy options for the students to increase capacity for student support. Ambrose added one sexual violence prevention program to the annual offerings. In addition, we were able to effectively move wellness and spiritual life programming online during COVID. In Fall 2018, Ambrose participated for the third consecutive year in the Thriving Quotient Survey which was administered through the Council of Christian Colleges and Universities (CCCU), and provided comparative data for similar institutions. There was no new data in 2019. The survey will be administered again in 2020.

Thriving Quotient	2016	2017	2018	CCCU 2018
	4.4	4.6	4.7	4.6

Goal 5 Program Expansion					
Type	Description	Expected Completion Date	Status	Progress Made in Last 12 Months	Revised Expected Completion Date
G 5	Program expansion				
Priority Initiatives					
PI 5.1	Build additional wet lab to accommodate increased numbers of biology students	Fall 2019	Complete	New Chemistry lab opened in Fall 2019	
PI 5.2	Social Science offerings will be expanded by offering a major in Psychology beginning the fall of 2019 and exploring the feasibility of a major in Sociology in the fall of 2020	2020	Psychology degree launched in Fall 2019	Work on Sociology major has been suspended	
PI 5.3	Explore potential for a Bachelor of Humanities or Philosophy degree	Winter 2020	Suspended	Work on a Bachelor of Humanities or Philosophy degree has been suspended	
PI 5.4	Increase course offerings in spring semester to accommodate program expansion	Ongoing		Spring offering continue to provide alternative delivery options	
Expected Outcomes					
EO	Program expansion will provide new opportunities for learners in Social Science and Natural Science		Complete	There are no further plans to expand program	
Performance Measures					
PM 5.1	40 Psychology Major students	Fall 2019		27 students are enrolled in the Psychology major	
PM 5.2	Initiate program proposal for new BA in Humanities or Philosophy	Fall 2020	Suspended		

<b>Goal 5 Program Expansion</b>					
<b>Type</b>	<b>Description</b>	<b>Expected Completion Date</b>	<b>Status</b>	<b>Progress Made in Last 12 Months</b>	<b>Revised Expected Completion Date</b>
PM 5.3	Increase spring enrolments from 60 FLE to 75 FLE	Spring 2019		Enrolment for Spring 2019 was 81.2 FLE	

### Progress 2019-2020

The Bachelor of Arts with a major in Psychology launched in Fall 2019. The strategic direction set by this iteration of the CIP was set in 2016-2017, reflecting several years of steady, if modest, enrolment growth. In that context, the plan projected this trend forward and set out pathways to expand programming and increase capacity. Since then, enrolment has declined. Plans for new programs in Sociology and Humanities are no longer being actively considered. Plans to increase online and spring semester course offerings have been scaled back, although these delivery modes provide wider options for access to Ambrose University's courses. There may be new opportunities that arise from the online delivery initiatives that resulted from enforced changes during the pandemic.

<b>Goal 6 Continuing Education Initiatives</b>					
<b>Type</b>	<b>Description</b>	<b>Expected Completion Date</b>	<b>Status</b>	<b>Progress Made in Last 12 Months</b>	<b>Revised Expected Completion Date</b>
G 6	A Continuing Education strategy will enhance access to Ambrose programs. It is the next step of program development that incorporates the previous e-Learning Strategy.				
<b>Priority Initiatives</b>					
PI 6.1	Add one more multi-access space to accommodate further development of e-Learning strategies	2018-2019	Complete	This space was available in Fall 2019	
PI 6.2	Develop 'Ambrose At Large' website to accommodate registrations for Continuing Education courses	2018-2019	Ongoing	Ambrose at Large launched in Fall 2018	
<b>Expected Outcomes</b>					
EO 6	Wider access to Ambrose courses	Winter 2019			



Goal 6 Continuing Education Initiatives					
Type	Description	Expected Completion Date	Status	Progress Made in Last 12 Months	Revised Expected Completion Date
<b>Performance Measures</b>					
PM 6	2 new classes offered as Continuing Education	Winter 2019	Complete	11 Continuing Education classes were offered	

### Progress 2019-2020

Ambrose continues to receive requests for workshops, advanced content, and workplace specific courses. Over the past three years, we have increased learning opportunities to provide current students, alumni, and community members' wider access to Ambrose and its programs. Ambrose Seminary began offering continuing education workshops to develop leadership capacity in the religious and non-profit sector. Ambrose School of Education, with funding from Alberta Education, developed a certification program for principals to comply with the Leadership Quality Standards. The pandemic changed the way we offered our credit programming and most of our non-credit programming. Some of the adaptations and innovations that were developed to accommodate the sudden pivot have potential to enrich our program delivery more long term. Over the summer of 2020, hardware was installed in all of our classrooms and labs to support offsite students participating in synchronous learning opportunities. After further analysis of the potential and risks related to these changes, it may be that some of these changes are adopted more permanently and are extended to continuing education.

### Affordability

Goal 7 Financial Assistance					
Type	Description	Expected Completion Date	Status	Progress Made in Last 12 Months	Revised Expected Completion Date
G 7	Remove financial barriers to assist students in pursuing an Ambrose education	2020	Ongoing	80% of Fall 2020 entrance students received an Ambrose award  74% of all students received an award in 2019-2020 (previously 59%)	2022
<b>Priority Initiatives</b>					
PI 7.1	Use data from the Ruffalo Noel-Levitz Price Sensitivity Research to develop a strategic approach to tuition costs to inform tuition rates	2018-2019	Suspended	A needs-based student aid program is no longer being considered	

<b>Goal 7 Financial Assistance</b>					
<b>Type</b>	<b>Description</b>	<b>Expected Completion Date</b>	<b>Status</b>	<b>Progress Made in Last 12 Months</b>	<b>Revised Expected Completion Date</b>
	and a needs-based student aid program				
PI 7.2	Dedicate five scholarships for recruitment into small programs	2020-2021	Ongoing	<p>New: Church Partner Program Scholarship for Seminary part-timers</p> <p>Offered 10 music scholarships compared to three in the previous year</p> <p>Offered more endowed entrance scholarships</p> <p>More students received the Church Youth Group scholarship (20%) &amp; Youth Conference (19%) Quizzing up 100% (three students)</p> <p>Presidential second and third place offered continuous awards for program</p>	
<b>Expected Outcomes</b>					
EO 7	A strategic approach to affordability that addresses concerns that cost may be a barrier to Ambrose fulfilling its mission			Exploring opportunity to offer a Dean's Academic Scholarship for students – retention award	2021-2022
<b>Performance Measures</b>					
PM 7.1	Increase the average award per undergraduate student	2019-2020		The average award increased from: \$1041.42 in 2017-2018 to \$1319.95 in 2018-2019 to \$1391.12 in 2019-2020	
PM 7.2	Five new students in small programs will receive scholarship	2019-2020		Scholarships were awarded	

<b>Goal 7 Financial Assistance</b>					
<b>Type</b>	<b>Description</b>	<b>Expected Completion Date</b>	<b>Status</b>	<b>Progress Made in Last 12 Months</b>	<b>Revised Expected Completion Date</b>
PM 7.3	Student loan repayment continues above 80%	Ongoing		This continues to be the case	

## Quality

<b>Goal 8 Teaching Excellence</b>					
<b>Type</b>	<b>Description</b>	<b>Expected Completion Date</b>	<b>Status</b>	<b>Progress Made in Last 12 Months</b>	<b>Revised Expected Completion Date</b>
G 8	Excellence in teaching and student achievement				
<b>Priority Initiatives</b>					
PI 8.1	The Teaching and Learning Committee will implement teaching quality standards, an orientation and mentorship program, to assist faculty as they move toward developing innovation and excellence in teaching	Ongoing			
PI 8.2	Encourage students to participate in a least two High Impact Practices	Ongoing			
PI 8.3	Design Faculty Annual Report template to accommodate evidence of meeting teaching quality standards	Fall 2019	Complete		
<b>Expected Outcomes</b>					
EO 8	Ambrose will be known for excellence in teaching and student achievement				
<b>Performance Measures</b>					
PM 8.1	NSSE Engagement Indicator – Effective	Ongoing		A significant recovery in the NSSE Engagement Indicator – Effective	

Goal 8 Teaching Excellence					
Type	Description	Expected Completion Date	Status	Progress Made in Last 12 Months	Revised Expected Completion Date
	Teaching Practices 41.0 or higher			Teaching Practices after a low result in 2019	
PM 8.2	NSSE – Participation in at least 2 HIPs (Senior) at 80% or higher	Ongoing		After an anomalous result in 2019, this has returned to typical levels. With the suspension of travel study it is likely to remain low for 2021	
PM 8.3	New Faculty Annual Report template to facilitate tracking and assessment of our teaching quality standards	Complete			

#### Progress 2019-2020

Ambrose has been tracking Effective Teaching Practices as a Performance measure since its introduction in 2013, and 2020 has recovered after a low result in 2019. Student participation in at least two High Impact Practices have been consistently in the 70% participation range among senior students. The 50% result in 2019 seems to be an outlier. Offering of High Impacted Practices were greatly reduced by COVID suggesting this goal will need to be reassessed going forward.

	2018	2019	2020	Goal	Canada 2020
<b>NSSE – Effective Teaching Practices (Senior)</b>	40.5	36.1	38.8	41.0	35.0
<b>NSSE – Participation in at least 2 HIPs (Senior)</b>	72%	50%	70%	80%	53%

Goal 9 Assessment of Residence Program					
Type	Description	Expected Completion Date	Status	Progress Made in Last 12 Months	Revised Expected Completion Date
G 9	Residence Life will provide enhanced opportunities for all residence student to thrive: spiritually, academically, psychologically and socially				
<b>Priority Initiatives</b>					
PI 9.1	Conduct a comprehensive	Winter 2019	Complete	Presented report to president exploring mandatory residence	

<b>Goal 9 Assessment of Residence Program</b>					
<b>Type</b>	<b>Description</b>	<b>Expected Completion Date</b>	<b>Status</b>	<b>Progress Made in Last 12 Months</b>	<b>Revised Expected Completion Date</b>
	program review of residence life			for all first year students including cost/benefit analysis  Did a five-year residence trends review  Completed audit on communication (on line, recruitment, website) about residence program	
PI 9.2	Revise qualifications for Residence Director will include MA in Higher Education or comparable degree	Fall 2018	Complete	Revision made  The revision included MA preferred	
PI 9.3	Articulation of student learning outcomes and assessment in residence life	Fall 2019	Complete	Outcomes continue to guide programming	
<b>Expected Outcomes</b>					
EO 9	Growth in number of residence students			Our numbers declined slightly this fall	
<b>Performance Measures</b>					
PM 9	Indication of student "fit" above 90% as measured by the Thriving Quotient Survey	Ongoing		With new multiple years of data and comparisons from other institutions, the measure has been reset as the Psychological Sense of Community	

### Progress 2019-2020

During this year, we hired a new Residence Director (RD) and implemented the programming pillars into orientation, programming for residence, and continued assessment plans for programs. We have also hired a new Assistant RD who continues spiritual life support and on-call in residence. Levels of programming have increased through Community Life for campus community at large for improved social connection. We closed our residence halls in March due to COVID, only allowing international students and those who needed to stay. Significant changes to residence life activities were implemented due to COVID-19. Over a three-year period, the Psychological Sense of Community measure from the Thriving Quotient Survey has indicated that participation in the Residence program can significantly increase students' sense of belong to community. There was no new data for 2019. The survey will be administered again in 2020.

<b>Psychological Sense of Community</b>	2016	2017	2018	CCCU 2018
All Ambrose	4.58	4.80	4.76	4.67
On Campus	4.64	5.12	5.12	
Off Campus	4.55	4.68	4.64	

<b>Goal 10 Student-Faculty Interaction</b>					
<b>Type</b>	<b>Description</b>	<b>Expected Completion Date</b>	<b>Status</b>	<b>Progress Made in Last 12 Months</b>	<b>Revised Expected Completion Date</b>
G 10	Create opportunities for student-faculty interaction				
<b>Priority Initiatives</b>					
PI 10.1	Create a culture that encourages faculty interaction with students on academic, career and wider issues	Ongoing			
PI 10.2	The Ambrose Research Conference and various program initiatives will continue to encourage research projects that include students	March 2019		ARC 2019 was cancelled due to COVID-19  Plenary sessions planned for 2019 will be offered in March 2020	
<b>Expected Outcomes</b>					
EO 10	Ambrose will continue to be recognized for high quality student-faculty interactions as a key valued-added element of the Ambrose experience				
<b>Performance Measures</b>					
PM 10.1	NSSE Engagement Indicator – Student-Faculty Interaction (Senior) 28.0 or higher	2019 and Ongoing		NSSE Engagement Indicator – Student-Faculty Interaction (Senior) at 22.5	
PM 10.2	NSSE Research with a Faculty Member Senior (Done or in progress + Plan to do) 45 % or higher	2019 and Ongoing		NSSE Research with a Faculty Member Senior (Done or in progress + Plan to do) was down last year, but back up this year	
PM 10.3	Inventory of the activities on campus	2019		Eight program specific activity days in January	

Goal 10 Student-Faculty Interaction					
Type	Description	Expected Completion Date	Status	Progress Made in Last 12 Months	Revised Expected Completion Date
				provide intentional opportunities for student-faculty interaction  There were Academic Advising weeks in fall and winter featuring both group and individual academic advising	

### Progress 2019-2020

Similar to NSSE results for Performance Measures for Goal 8 Teaching Excellence, results for Student-Faculty Interaction are below goals established in the CIP. These results, along with those from Goal 8, will be referred for discussion and suggestions for improvement to the Teaching and Learning Committee, Faculty Councils, and student focus groups.

	2018	2019	2020	Goal	Canada 2020
<b>NSSE – Student-Faculty Interaction (Senior)</b>	23.3	22.1	23.5	28.0	17.7
<b>NSSE Research with a Faculty Member Senior (Done or in progress + Plan to do)</b>	28%	16%	24%	45%	36%

Goal 11 Scholarship Excellence					
Type	Description	Expected Completion Date	Status	Progress Made in Last 12 Months	Revised Expected Completion Date
G 11	Excellence in scholarship and research				
<b>Priority Initiatives</b>					
PI 11	Explore development of a Research Office to support faculty applications for external grants	Winter 2019	Delayed	Work on this has been delayed	2024
<b>Expected Outcomes</b>					
EO 11	Ambrose will be known for excellence in scholarship				
<b>Performance Measures</b>					
PM 11	Collectively faculty will report 2 new		Ongoing	Faculty reported 6 grants received	



Goal 11 Scholarship Excellence					
Type	Description	Expected Completion Date	Status	Progress Made in Last 12 Months	Revised Expected Completion Date
	grant applications, 2 new publications, 1 new research project (data collected CAQC Annual Report and from Faculty of Theology Annual Reports)			43 peer-reviewed publications  New projects through Institutes	

## Coordination

Goal 12 Chaplaincy Education					
Type	Description	Expected Completion Date	Status	Progress Made in Last 12 Months	Revised Expected Completion Date
G 12	To provide a program to develop spiritual care professionals in collaboration with other Alberta seminaries and Alberta Health Services (AHS)				
Priority Initiatives					
PI 12.1	Continue to provide registration services for students for Clinical Pastoral Education (CPE) practicums in AHS and to provide financial processing for spiritual care education at AHS facilities	Ongoing		Review of registration procedures with AHS (Sept-Oct, 2020)	
PI 12.2	Action recommendations from Feasibility Plan completed in winter 2018	January 2020	MOU signed with five theological colleges	Collaborative Certificate in Spiritual Care offered in Fall 2020  Spiritual Care specialization embedded in Masters in Leadership and Ministry	
PI 12.3	Develop advanced modules of course-		Complete	Introduction to Prison Ministry modules	

Goal 12 Chaplaincy Education					
Type	Description	Expected Completion Date	Status	Progress Made in Last 12 Months	Revised Expected Completion Date
	based spiritual care training			developed for online delivery Fall 2020  Introduction to Spiritual Care course offered biennially	
Expected Outcomes					
EO 12	Open new opportunities for chaplaincy training for various vocational settings			Fall 2020: 5 applications	
Performance Measures					
PM 12	10-12 students in course-based spiritual care training (in MA Leadership and Ministry or MDiv programs)	2019-2020		SC 501 Introduction to Spiritual Care had an enrolment of 12 in January 2019	

Goal 13 Research Institutes					
Type	Description	Expected Completion Date	Status	Progress Made in Last 12 Months	Revised Expected Completion Date
G 13	To facilitate the mobilization of knowledge identified through the three Institutes among policy-makers, practitioners and academics				
Priority Initiatives					
PI 13.1	In partnership with the Canadian Observatory on Homelessness at York University, establish a national Poverty Hub as an online repository of relevant research regarding the causes, impacts and solutions to poverty	2019	Complete	The Poverty Hub was launched in April 2019 and is online at <a href="http://www.povertyhub.ca">www.povertyhub.ca</a>  Work continues on engaging community stakeholders to assume control of their subject domains	
PI 13.2	In partnership with a coalition of key	Beginning in 2018	Complete	This project was completed in 2018 and	

<b>Goal 13 Research Institutes</b>					
<b>Type</b>	<b>Description</b>	<b>Expected Completion Date</b>	<b>Status</b>	<b>Progress Made in Last 12 Months</b>	<b>Revised Expected Completion Date</b>
	justice service organizations in Calgary, conduct research into barriers to accessing justice services by low-income individuals. Funded by the Law Foundation of Ontario			has informed practice in the Justice Sector Constellation	
<b>Expected Outcomes</b>					
EO 13.1	Improved collaboration among professionals, researchers and practitioners in the field of poverty reduction	Ongoing	Ongoing	The CPI promotes collaboration through its various roundtables, professional development, research, and evaluation activities	
EO 13.2	Implementation of recommendations to enhance service coordination and integration within the justice sector in Alberta result in increased access to justice services for low-income individuals	2019	Complete	This project was completed in 2018 and has informed practice in the Justice Sector Constellation	
<b>Performance Measures</b>					
PM 13.1	300 new resources added annually to the Poverty Hub	2019-2020	Ongoing	Approximately 300 new resources were added to the Poverty Hub over the past year	
PM 13.2	Recommendations for service reform are adopted and implemented by partner justice service organizations	2019-2020	In progress	The Justice Sector Constellation continues to review recommendations from the research and has prioritized actions from the report in its current strategic plan	

### Progress 2019-2020

The Canadian Poverty Institute supported three policy roundtables that brought together government, academics, and non-profit organizations focused on Access to Justice, Energy Poverty, and Decent Work. They contributed to the development of the City of Calgary Resilience Strategy, led development of the United Way poverty reduction strategy, and coordinated the Poverty Studies Summer Institute that provided professional development training to 113 practitioners, government officials, and community leaders.

Goal 14 Dual Credit Project					
Type	Description	Expected Completion Date	Status	Progress Made in Last 12 Months	Revised Expected Completion Date
G 14	Collaboration with Palliser Regional Schools to provide dual credit for High School students taking Ambrose religion and business courses				
Priority Initiatives					
PI	Continue dual credit agreement with Palliser Regional Schools	2018-2019	Ongoing		
Expected Outcomes					
EO	Open new opportunities for high school studies to begin post-secondary studies			Offered two courses for dual credit: REL 105 and BUS 100	
Performance Measures					
PM	20 students enrolled under the dual credit agreement	2018-2019		REL 105 - 1 student BUS 100 – 2 students	

### Progress 2019-2020

The dual credit initiative offers grade 11 and 12 students opportunities to take courses and receive credit towards their post-secondary education. Two university courses are offered: an introductory course in business and a required general education course (religious studies). There are two groups of high school students: the Palliser School Division and the Bearspaw Christian School. The high school students, who joined a small number of Ambrose students to take the course, have fit in well and are actively engaged in the classroom discussion. The pandemic has halted all registrations related to this initiative and further analysis will be necessary to determine its future sustainability.

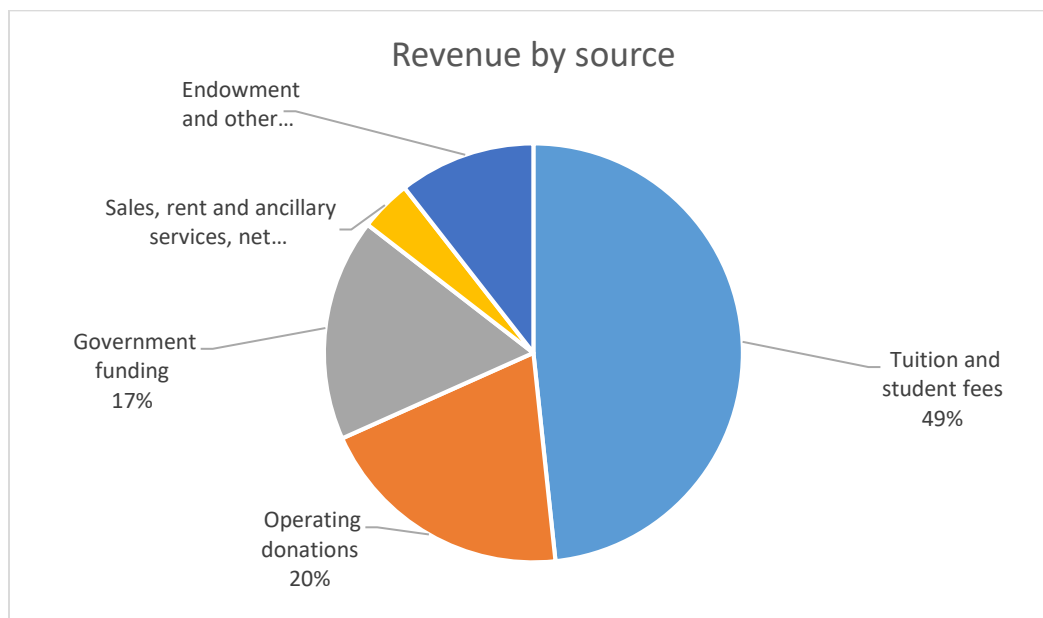
## 7. Financial and Budget Information

The following table compares actual and budgeted operating results for Ambrose's fiscal year ended April 30, 2020. Additional information, including Ambrose's financial position at April 30, 2020, revenue, and expenses compared to the previous fiscal year, and cash flows, is included in the Ambrose audited financial statements (see Appendix A).

Year ended April 30, 2020				
	Actual	Budget	Variance	
			favourable (unfavourable)	
Revenue				
Tuition and student fees	\$ 8,498,965	\$ 8,708,583	\$ (209,618)	-2.4%
Operating donations	3,516,480	2,630,000	886,480	33.7%
Government funding	3,020,030	2,956,698	63,332	2.1%
Sales, rent and ancillary services, net	698,747	1,672,754	(974,007)	-58.2%
Endowment and other	1,856,062	518,380	1,337,682	258.1%
Total revenue	17,590,284	16,486,415	1,103,869	6.7%
Operating expenses				
Employee compensation and benefits	10,373,730	11,008,932	635,202	5.8%
Operating supplies	2,156,030	2,365,830	209,800	8.9%
Scholarships and bursaries	1,082,800	499,000	(583,800)	-117.0%
Facilities	651,317	1,334,620	683,303	51.2%
Communications, advertising and events	527,273	767,062	239,789	31.3%
Total operating expenses	14,791,150	15,975,444	1,184,294	7.4%
Surplus before financing expenses and non-cash items	2,799,134	510,971	2,288,163	447.8%
Financing expenses				
Interest	989,771	939,410	(50,361)	-5.4%
Annuity payments	152,591	156,400	3,809	2.4%
Total financing expenses	1,142,362	1,095,810	(46,552)	-4.2%
Surplus (deficit) before non-cash items	1,656,772	(584,839)	2,241,611	383.3.2%
Non-cash revenue (expenses)				
Amortization of deferred capital contributions	598,149	600,000	(1,851)	-0.3%
Amortization expense	(1,512,159)	(1,500,000)	(12,159)	0.8%
Gain on annuity contract maturities	125,000	-	125,000	100.0%
Change in fair value of interest rate swap	(1,218,018)	-	(1,218,018)	-100.0%
Net surplus (deficit)	\$ (350,256)	\$ (1,484,839)	\$ (1,107,028)	76.4%

## Revenue

The share of revenue by source is as follows:



Total revenue for the year ended April 30, 2020 was higher than budget. Variances to budget include:

- Tuition and student fees:

- Tuition rates were increased in 2019-2020 as budgeted:

<b>Tuition rate per credit hour</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>Increase</b>
Arts & Science and School of Ministry	\$ 380	\$ 395	\$ 15 3.9%
School of Education	390	400	10 2.6%
Seminary	420	435	15 3.6%

- Enrolment, as measured in net paid credit hours, declined 3.8% from 2018-2019, and was 5.9% below budget for 2019-2020. Net paid credit hours compared to budget are as follows:

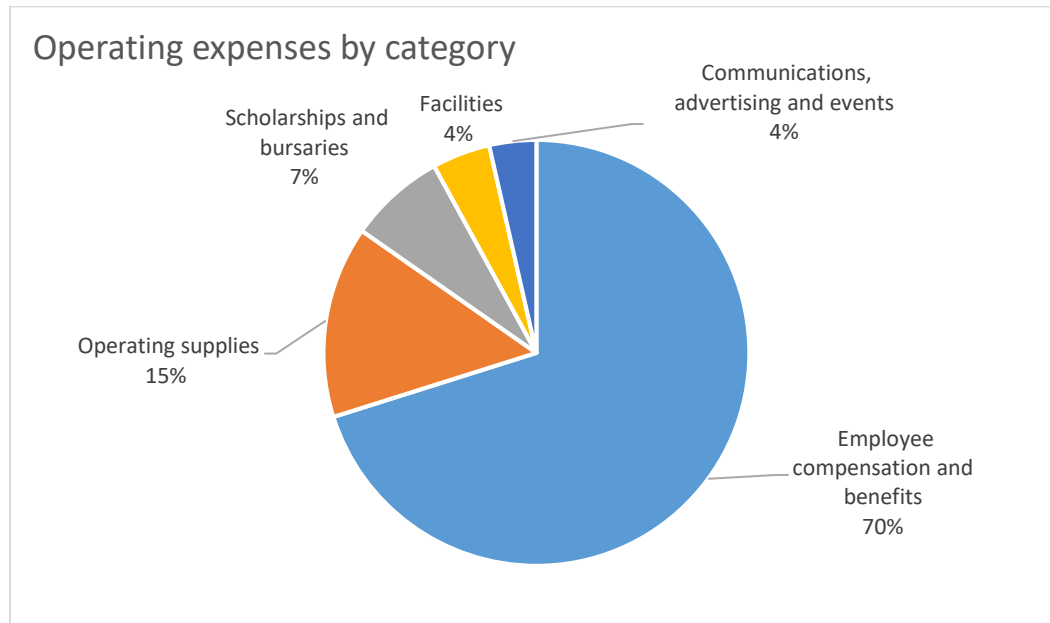
	<b>Actual</b>	<b>Budget</b>	<b>Variance</b>	
				<i>Favourable (Unfavourable)</i>
<b>Net paid credit hours</b>				
Arts & Science and School of Ministry	13,870	15,413	(1,543)	-10.0%
School of Education	2,666	2,672	(6)	-0.2%
Seminary	1,766	1,360	406	29.9%
<b>Total</b>	<b>18,302</b>	<b>19,445</b>	<b>(1,143)</b>	<b>-5.9%</b>

- The decline in net paid credit hours resulted in a \$356,000 negative budget variance in tuition. Lower enrolment also contributed to lower mandatory non-instructional fee revenue.
- Unbudgeted student travel fees result in a positive variance to budget. This revenue is directly offset by unbudgeted operating supplies expense.

- Sales, rent and ancillary services, net:
  - Covid-19 resulted in the closure of the residence in mid-March which negatively impacted both residence rental revenue and food services income.
- Endowment and other:
  - The Wage Subsidy program provided by CRA resulted in \$811,000, which partly offset the loss of revenue from Sales.
  - Higher than anticipated investment returns on endowment funds was realized in 2019-2020. This endowment income primarily funds student scholarships and bursaries.
  - Unbudgeted research grant funding was recognized in 2019-2020, largely offset by unbudgeted operating expenses.

### Operating Expenses

Operating expenses for 2019-2020, excluding both financing expenses and non-cash expenses, by category are as follows:



Total operating expenses for 2019-2020 were (7.4%) below budget. Variances to budget include:

- Employee compensation and benefits expenditures was positively impacted by savings as a result of several vacant positions, offset by unbudgeted expenditures related to grant funded projects and severance costs.
- Unbudgeted but fully funded educational trip costs.
- Operating supplies, Facilities and Communications expenditures were lower than budget as the campus was closed for the last month and a half of the year due to Covid-19.
- Funded scholarships expenditures were higher than budget as a result of higher than budgeted endowment income. Unfunded scholarships were below budget for the year.



Operating expenses by function are as follows:

	<u>Actual</u>	<u>Budget</u>	<u>Variance to budget</u> <i>favourable</i> <i>(unfavourable)</i>	
Academic	\$ 5,829,603	\$ 5,834,518	\$ 4,915	0.1%
Institutional support	2,192,566	2,475,868	283,302	11.4%
Student services, including scholarships	2,347,915	2,561,388	213,473	8.3%
Facilities	2,174,965	3,035,772	860,807	28.4%
Academic support	1,655,221	1,391,860	(263,361)	-18.9%
Externally restricted	590,880	676,038	85,158	12.6%
<b>Total operating expenses</b>	<b>\$ 14,791,150</b>	<b>\$ 15,975,444</b>	<b>\$ 1,184,294</b>	<b>7.4%</b>

### Surplus (deficit) – Before and After Financing Expenses

Surplus for 2019-2020, before financing expenses and non-cash items, was above budget, as a result of both higher than budget revenue and lower than budget operating expenses. The surplus after financing expenses was similarly above budget as Financing expenses were only slightly below budget.

### Non-Cash Revenue (expenses)

Net non-cash revenue (expenses) was \$1.1 million above budget. Included in this is the change in fair market value of interest rate swap of \$1.2 million loss (\$0.5 million loss in the prior year). This amount is an unbudgeted accounting loss and arises as a result of long-term market interest rates. Unless the interest rate swap agreement is settled prior to its maturity in 2028, the accumulated amount (\$3.1 million at April 30, 2020) will reverse in future years and has no current or future cash flow impact on Ambrose. Additional information is provided in the Audited Financial Statement (see Appendix A).

The unbudgeted gain on annuity contract maturities results from the deaths of annuitants and has no impact on cash flows except for reduced future annuity payments.

### Net Surplus (deficit) and Cash Flows

Overall, Ambrose's financial results for 2019-2020, excluding the unbudgeted loss on the interest rate swap, compare favourably with budget. Given the impact of the non-cash revenue and expenses noted above, the net surplus (deficit) for the year is not a meaningful measure in assessing overall financial results for 2019-2020. A more relevant measure is the deficit before these non-cash items. While this amount is comparable to the amount budgeted for 2019-2020, the fact that it has changed from a deficit in prior years to a surplus this year is a positive sign of the improved financial position of Ambrose. This operating surplus is before both capital expenditures and debt principal repayment. It must be noted that included in this surplus are the impacts of Covid-19 on operations and attention will need to be paid on how the "new normal" will affect results. For example, the Wage Subsidy will end and Sales revenue and expenses will begin to increase. Ambrose's net cash position increased by \$2.2 million in 2019-2020, and this will need to be monitored closely over the near term as the long term impacts of Covid-19 are realized.

Ambrose's accumulated deficit at April 30, 2020, is \$3.7 million, representing 21% of annual revenue.

### Going Concern Risk

Ambrose's Audited Financial Statement for the year ended April 30, 2020 include discussion of the risks associated with Ambrose's ability to continue as a going concern (see Appendix A, note 2 to the Audited Financial Statement, as well as the auditors' report). Although this note remains in the Financial Statements,

there are positive results worth noting. After several years of Bank Covenant non-compliance, Ambrose met all covenants for 2019-2020. Ambrose also forecasts that we will be in compliance for 2020-2021. In addition, Operating Cash flow was positive for 2019-2020 and is forecasted to be positive for 2020-2021. An anticipated land sale at the end of 2021 will also strengthen the Balance Sheet and ease pressure on cash flow. If we can achieve these objectives, we would anticipate removing the Going Concern note.

## 8. Self-Generated Revenue

Ambrose tracks self-generated revenue by the following categories. Self-generated revenue totaled \$1.84 million as indicated below for the 2019-2020 year. Direct, attributable costs of \$1.14 million are shown with the applicable revenue. Direct costs for the other categories are not tracked, but would mostly comprise amortization of Capital Assets.

Self-Generated Revenue for Year ended April 30, 2020

<u>Revenue Type</u>	<u>Description</u>	<u>Revenue</u>	<u>Expenses</u>	<u>Profit</u>
<b>Auxiliary Services:</b>				
Meal Plans	Meals plans for students in Residence	\$ 266,117	\$ 342,527	\$ (76,410)
Catering	Food for non-Students and 3rd Parties	331,430	426,593	(95,163)
Bookstore	Textbooks, books and apparel	293,385	368,650	(75,265)
Student Services	Misc. such as Printing, Laundry	5,004	n/a	5,004
Residence	Dorm fees for Students in Residence	401,395	n/a	401,395
Facilities	Facility & AV Equipment rentals	88,888	n/a	88,888
Accommodation	Dorm fees for non-Students	66,570	n/a	66,570
Parking	Parking for students, employees and visitors	167,350	n/a	167,350
Events	On campus events for students and Community groups	163,205	n/a	163,205
		1,783,343	1,137,771	645,572
<b>Academic Enterprises:</b>				
		-	-	-
<b>Commercial Enterprises:</b>				
Cell Tower	Rental fee for Cell Tower on Ambrose land	33,100	n/a	33,100
Security	Security services provided to neighbouring businesses	20,075	n/a	20,075
		53,175		53,175
<b>Total Operating Expenses</b>		<b>\$ 1,836,518</b>	<b>\$ 1,137,771</b>	<b>\$ 698,747</b>

## 9. Enrolment Plan and Program Changes

The strategic enrolment plans included the 2019 launch of the Bachelor of Arts with a major in Psychology. All other new programming is on hold through this planning period. During the 2019-2020 year, the School of Education faculty developed strategies to take a third cohort of students in fall 2020. The strategic direction set by this iteration of the CIP was set in 2016-2017, reflecting several years of steady, if modest, enrolment growth. In that context, the plan projected this trend forward and set out pathways to expand programming and increase capacity. Since then, enrolment has declined. Plans for new programs in Sociology and Humanities are no longer being actively considered. Plans to increase online and spring semester course

offerings were initially to expand capacity. These plans have been scaled back although these delivery modes provide wider options for access to Ambrose University's courses.

#### Fall enrolments by program (FLE)

	2017	2018	2019	2019
<b>Arts and Science</b>			Actual	Projected
<i>Humanities</i>				
Christian Studies	10.5	15.0	22.1	13
English Literature	23.4	17.0	12.1	18
General Studies	23.6	23.1	25.8	25
History	22.9	19.5	14.6	20
University Studies	2.4	3.1	0.8	2
<i>Humanities Total</i>	80.4	77.7	75.4	78
<i>Social Science</i>				
Behavioural Science	133.3	119.3	98.8	90
Psychology			22.7	35
<i>Social Science Total</i>	133.3	119.3	121.5	125
<i>Science</i>				
Biology	117.4	110.2	97.6	115
<i>Ambrose Arts</i>				
Music	28.9	20.8	25.3	30
Diploma in Acting	5.7	2.7	4.1	6
<i>Arts Total</i>	34.6	23.5	29.4	36
<i>Business</i>	74.7	64.5	60.1	66
<i>Unclassified</i>	7.2	11.3	10.0	5
<b>Total Arts and Science</b>	<b>450</b>	<b>406.5</b>	<b>394.0</b>	<b>425</b>
<b>School of Education</b>	<b>79.6</b>	<b>93.8</b>	<b>100.0</b>	<b>90</b>

	2017	2018	2019	2019
<i>Faculty of Theology</i>			Actual	Projected
<i>School of Ministry</i>				
BTh	4.1	2.0	0.0	2
Family / Children	6.9	8.8	6.3	8
Church	24.9	29.5	28.0	30
Intercultural	17.5	14.9	13.1	16
Youth	18.7	23.8	18.3	25
Post-Professional	0.4	0.0	0.0	0
AIM/Access	2.3	1.4	0.0	0
<i>Total SoM</i>	74.8	80.4	65.7	81
<i>Seminary</i>				
Certificates	1.6	3.7	3.8	3
Diplomas	3.4	5.0	3.4	4
MA Biblical & Theological Studies	1.7	0.8	0.8	2
M Christian Studies	4.8	3.4	4.0	4
MA Intercultural Ministries	3.6	1.4	1.4	4
MA Leadership & Ministry	16	13.8	14.7	14
MDiv	22.8	18.2	19.6	20
Open Studies / Visiting	8.8	6.0	11.2	6
<i>Total Ambrose Seminary</i>	62.7	52.3	58.9	57
<i>Theological Studies in Chinese at Ambrose Seminary</i>				
<i>Diplomas</i>	3.8	0.4	1	2
<i>M Christian Studies</i>	4	1.6	0.6	2
<i>MDiv</i>	8.6	5	2.4	6
<i>Total CCSTAS</i>	16.4	7	4.0	10
<b><i>Total Seminary Programs</i></b>	<b>79.1</b>	<b>59.3</b>	<b>62.9</b>	<b>67</b>
<b><i>Total Ambrose</i></b>	<b>683.5</b>	<b>640.0</b>	<b>622.6</b>	<b>573</b>

## 10. Research, Applied Research, and Scholarly Activities

### Introduction

Ambrose University, a teaching-based university with undergraduate Arts and Science programs, an undergraduate School of Ministry, and a graduate level Seminary, is in its formative years as an institution to support and develop a robust research program. We have an emerging and growing array of research success among faculty and students, evident in both discovery and applied forms of research. The structures which support, evaluate, protect, and promote research and scholarly activity are built upon the basis of the Ambrose Research Mandate, which affirms that, “research and scholarly activity complement the primary instructional role of faculty, enriching classroom teaching and creating a scholarly atmosphere on campus”. Moreover, it defines “our role as researchers whose scholarship contributes to our academic disciplines, our church constituencies, the public of Alberta and Canada and the international partners we serve”. The following overview captures our three strategic research priorities (and supporting infrastructure) in connection with Ambrose University’s institutional goals and current provincial outcomes: strengthen the institutional infrastructure to support faculty research, provide high-level research and dissemination opportunities for students, and support research that benefits external stakeholders and practitioners.

### Institutional Infrastructure to Support Faculty Research

Ambrose continues to progress in its institutional infrastructure to support faculty research. Each faculty member is given \$2,000 in Professional Development (PD) funds each year and an opportunity to apply for an additional \$1000 of PD funds to support research. In addition, faculty can apply for up to \$6,000 in internal research grants (total of \$35,000 is awarded each year). Ambrose also has a longstanding sabbatical policy where every six years faculty are eligible for a six-month sabbatical for 100% salary or a full year sabbatical at 85% salary, or every three years faculty can apply for a six-month sabbatical at 85% salary. In addition, tenured faculty are eligible for the “Sustaining Scholarship Program” that permits applications for a two-year course release of one-to-two courses per annum, to help facilitate time-sensitive research projects. In addition, the “Scholarship Assistance Program” permits all faculty members to apply for a one-course release to advance a research project.

In 2020, Ambrose took several steps forward to support faculty research. The third year of “Scholars’ Corner,” an event to publicly recognize the scholarly achievements among Ambrose faculty was suspended due to pandemic related restrictions. The 2019-2020 school year also continued the development of initial infrastructure towards an Ambrose Research Office housed in the office of the Vice President of Academic Affairs. In August 2020, Ambrose hosted its third Research Day to explore the needs of Ambrose faculty by discussing two topics: the institutional systems for faculty research assessment at Ambrose and the impact of faith on faculty research.

There is strong uptake on each of these initiatives among faculty thus far, with much anticipation that this supportive infrastructure will foster increased scholarly output among Ambrose faculty – evident recently, for example, with 33 peer-reviewed articles, chapters, books, or compositions published this past year among our 20 faculty members (publications in Biology, English, Education, History, Music, Psychology, Sociology, Theatre, and Theology). Faculty research has recently appeared in publications by Captus Press, Brill, T&T Clark Bloomsbury, Wipf and Stock, New York University Press, Dundurn Press, SCM Press, Zondervan, Waterford Press, Palgrave Macmillan, Beacon Hill Press, and De Gruyter. Topics include music history and composition, church leadership and flourishing congregations, themes in Second Temple Judaism, poverty studies and biblical studies, theoretical psychology, sociological study of millennials, religious “nones” and civic engagement and religious perceptions, leadership in education, Nazi racism and American Anti-Semitism, biological studies of Alberta fishes, gene expression, racialized youth and the Canadian judicial system, the nurse registration process, the soul in Woolf and Dostoevsky, the Gospel of Matthew from a Wesleyan perspective, and relational pedagogy, among other subjects.

In 2019-2020, faculty received over 2.5 million dollars in grants including: research in science education for the Ministry of Advanced Education for the Government of Alberta; integration of the sciences with theological education with the American Association for the Advancement of Science Dialogue on Science, Ethics, and Religion; interdisciplinary poverty reduction research including Psychology, History, and Theology faculty; a John Templeton Foundation Grant for work on spiritual formation; and the Minister of Education Leadership Development Program Grant.

In various ways, these research activities dovetail well with present provincial outcome goals of a strong economy and supporting healthy Albertans in all of our communities. Several of our faculty actively present their research and consult with market leaders and practitioners, linking research findings with practical application. Understandably, research at Ambrose is not of the scale or scope of larger research-based institutions, but, as a teaching-based university of this size, we have a solid research culture and a promising infrastructure to develop upon moving forward.

### Student Research

In line with current provincial outcome objectives of a strong economy and supporting healthy Albertans in all of our communities, Ambrose sees student research as an important element to prepare Ambrose students well toward these ends. Developing the skills and capacities to conduct original research, to think carefully and critically about complex issues and to disseminate new knowledge, strengthens students' abilities to obtain jobs post-graduation, and to thrive professionally, personally and relationally. A few markers stand out that reveal our efforts and effectiveness in this regard.

Opportunities for student research is emerging as a strength of the Ambrose experience. The National Survey of Student Engagement (NSSE) identifies six High-Impact Practices it views as "life-changing" and key to student success, one of which is "research with faculty". Of the senior students from Ambrose who participated in the NSSE survey, 21% recently responded that they were currently working, had worked, or were planning to "work with a faculty member on a research project". This compares to 23% in Canadian institutions as a whole and 23% in the independent sector. While the number of students involved with faculty in research is slightly lower than the national average, Ambrose students are active in final senior projects above the average: 70% of Ambrose senior students say they have either worked on a culminating senior experience such as a capstone course, senior project, or thesis or plan to do so. This far exceeds the peer institutions in Alberta (38%), Canada (33%) and the independent sector (53%). Engagement in such research helps student contribute to their local community.

In addition to original student research that takes place across many courses, Ambrose's primary outlet for student research is the annual Ambrose Research Conference (ARC). Unfortunately, the Ambrose Research Conference in 2020 was cancelled due to the COVID-19 pandemic. ARC will resume in March 2021 and will be adapted to a mixed in-person and online infrastructure to meet pandemic requirements. Even though we were unable to host ARC this year, two students had exceptional opportunities to engage in virtual conferences to present their research:

- A recent Biology alumni won first place for best oral presentation at the *Undergraduate Research in Science Conference of Alberta*, for his talk entitled "Comparing molecular and morphological methods for distinguishing introduced Prussian carp (*Carassius gibelio*) from goldfish (*Carassius auratus*) in Alberta". His presentation was based on his BIO 493 class.
- A Behavioural Science was a Global Finalist in competition sponsored by the Skoll Centre for Social Entrepreneurship at Saïd Business School, University of Oxford. He joined 2 students from another Calgary post-secondary institution. They were one of six national finalists for *Map the System*. Their win advanced them to the Global Finals. Competitors were challenged to think differently about social and environmental change. His team's topic: "Is Canadian charity designed to fail?"

## External Stakeholders and Practitioners

Ambrose is uniquely positioned to support our economy and healthy Albertans in all of our communities with three research institutes: Canadian Poverty Institute, Jaffray Institute for Global Initiatives, and Flourishing Congregations Institute. These institutes are dedicated to research that simultaneously contributes to current academic discussions and directly benefits external stakeholders and practitioners. All three Institutes attract notable funding dollars from various partners (e.g., Social Sciences and Humanities Research Council, Stronger Philanthropy, and Cardus) to strengthen our capacity to do excellent research and share our research in ways that benefit the organizations/industries and communities that our research intersects with. Further, our Institutes are premised on providing students with first-hand research training and experience.

Beyond these institutes, research elsewhere bridges Ambrose with external stakeholders and practitioners too. For instance, our Business program hosts an annual conference, “Soul of the Next Economy”, where non-profit sector, government, business, and educational institutions converge to learn, connect, and engage around innovation, collaboration, and corporate social responsibility. Several of our students (e.g., Behavioural Science, School of Education, and School of Ministry) also complete practicum-based research that involves volunteering, data collection and knowledge dissemination with over 100 partnering agencies in Calgary, and many more across Canada and around the world.

## 11. Regional Stewardship, Foundational Learning, Underrepresented Learners

### Continuing Education

During 2019-2020 Ambrose faculty offered a wide range of workshops, advanced content, and workplace specific courses in response to an increasing demand from students, alumni, and community members. In this way, Ambrose is providing wider access to its programs. Five examples of this activity are provided below.

#### *Principal Certification*

The School of Education has successfully implemented two non-credit courses, ELQS 001 and ELQS 002, that meet the requirements for certification of the Professional Standards, Leadership. Participants who have completed Certification report a high degree of satisfaction with the delivery, content, quality of instruction, and meaningful application of the Leadership Quality Standards. The success of the program is the result of careful collaboration of faculty and community members, as well as responding and addressing feedback of students who have taken the courses. We will continue to offer the courses in the fall/winter semesters in two consecutive ten-week sections, as well as an intensive spring offering of two consecutive five-week sections, thus addressing the learning needs of participants.

#### *Ambrose Seminary Continuing Education*

Ambrose Seminary began offering continuing education workshops to develop leadership capacity in the religious and non-profit sector in 2018. These workshops have proved successful 11 workshops/ continuing education courses were offered in 2019-2020.

#### *Dual credit*

The dual credit initiative offers grade 11 and 12 students an opportunity to take courses and receive credit towards their post-secondary education. Currently, two university courses are offered: an introductory course in business and a required general education course (religious studies). Two groups of high school students, one from the Palliser School Division and the other from Bearspaw Christian School, joined



Ambrose students and have done well in the course. Participation in this initiative has been restricted because of the pandemic. Further analysis will be necessary to determine the sustainability of the initiative.

#### *Bow Valley College*

As a contributing member of Campus Alberta, Ambrose signed an agreement with Bow Valley in October 2019 to provide their students, who have completed diplomas or are in Open Studies, an opportunity to complete degrees in the Humanities, Behavioral Sciences, and Business. This collaboration provides Ambrose an opportunity to add students to upper level courses. Our already strong transfer agreements between the institutions through the Alberta Council on Admissions and Transfer allows students to move between institutions without having to retake courses.

#### *Mount Royal University*

The newly established partnership between Ambrose University Music and the Mount Royal Conservatory Advanced Performance Program (APP) is a new learner pathway for praxis-based musicians to parley their studies into a 4-year degree-program. Students have the option to take the two programs simultaneously or consecutively. In either case, students take advantage of the high-level instruction in practical musicianship, ensembles, and state-of-the-art performance spaces at Mount Royal, while benefiting from Ambrose's academic training in music theory, history, and the liberal arts. Students may participate in joint auditions between the programs, or audition into each program separately. Students earn approximately half of their degree credits at each institution. This unique partnership works from both program's institutional strengths, and is indicative of Ambrose's commitment to engaging with the broader cultural life of our city.

#### *Indigenous Learners*

The Calls to Action of the Truth and Reconciliation Commission (TRC) identified curriculum as an area requiring action. While a curricular response is important for all students, it is particularly so for pre-service teachers and those whose professional work will bring them in contact with Indigenous communities. Ambrose is committed to developing a curriculum that addresses difficult truths related to the history of Canada and its relationship with Indigenous peoples. Beyond identifying these difficult truths, the curriculum will provide models for redemptive engagement with Indigenous communities. This curriculum, in collaboration with Aboriginal advisors, will seek to integrate Indigenous knowledge.

For the past three years, faculty have collectively dedicated their fall professional development day to increasing their indigenous awareness by participating in full-day workshops. The School of Education has been at the forefront of our initiatives, supported by a grant from Alberta Education. Over the past year, students and faculty worked with Elders from the Siksika and Tsuut'ina First Nations who facilitated Elder led Blanket Exercises with Education students, land-based learning opportunities, as well as in-class presentations and guest lectures. The School of Education has also implemented changes to the Program Scope and Sequence based on recommendations from Indigenous partners ensuring the curriculum appropriately addresses Indigenous perspectives, the histories of treaties and residential schools as well as Indigenous ways of knowing within course content.

During the 2019-2020 year, the Behavioural Science program (BHS) addressed TRC recommendations by highlighting Indigenous realities and experiences within our curriculum. Attention to social inequality, racism and resilience figured into many courses. This emphasis incorporates exploring many facets of the Residential School system, including the causes, lived experiences, and long term impacts. To support this educational goal, guests with lived experience have been invited into the classroom (i.e., Elders, teachers, religious leaders, social workers). Additionally, an elective BHS 330 Understanding Indigenous Knowledge in Post-Colonial Context was added to the curriculum. This course explores how various communities perceive the nature of knowledge in different ways by considering the complex relationship between colonial and indigenous forms of knowledge. Last, in fall of 2020, a special topics course in Restorative Justice was offered.

Looking forward, the BHS program is redesigning the curriculum to add new electives focused on Indigenous ways of knowing as taught by an elder as well as two new educational streams allowing students to gain depth of knowledge in: 1) supporting vulnerable populations and 2) working with racially diverse populations. The two new courses focused on Indigenous knowing will be taught by Elder Clarence Wolflegs from Siksika Nation, who is a residential survivor and a well-respected teacher within the Calgary area. These two courses will provide knowledge that facilitate student's ability to work on the frontlines.

### Supports for Underrepresented Learners

The Student Academic Success Office provides a wide variety of opportunities to help students be successful as they transition into university life and complete their academic careers. While these services are available to all students, some of the most frequent users are students who face barriers to education in terms of social skills, accessibility issues and economic barriers. Thus, student services are free of charge to Ambrose students and are focused on reducing barriers while having a holistic success approach. Services include writing and tutoring support, language support for English language learners, and accommodations for students with documented disabilities. Programs that support integration into the university also include New Student Orientation, Early Alert Referrals, and advising for students on academic probation and intervention. Accessibility services ensure that students experiencing disabilities have equal access to educational success by providing academic accommodations that are tailored to the individual student, while upholding high academic integrity. The Accessibility Services Lab provides students access to specialized equipment, software and resources for students registered with the Accessibility Office. Ambrose has partnered with Inclusion Alberta to provide an inclusive post-secondary experience for several students with developmental disabilities. The Ambrose Writing Centre provides students with academic support in reading and research, critical thinking and writing or speaking skills. Students have access to peer tutors, academic webinars and group workshops. Three years ago, Ambrose adopted a relational retention software program (Ambrose Aware) to support the early identification of at risk students and early interventions that would foster their academic success. Initiatives funded by the Post-Secondary Mental Health grant and the Students with Disabilities grant continue to provide students with critical services that support their academic success and their experience of thriving on our campus.

### 12. Internationalization

During this reporting period, Ambrose did not have off-shore or cross-border initiatives that involve delivery of Alberta credentials or collaborative projects with non-Alberta based institutions.

### 13. Capital Plan

Ambrose completed one major capital project during the 2019-2020 year. \$580,000 was spent to upgrade the Chemistry Labs. Other Capital expenditures in the year ended April 30, 2020 totaled \$140,000 and comprised campus renovation and refurbishment costs, as well as minor information technology and library purchases.

### 14. Information Technology

Ambrose has not commenced any significant information technology projects during the 2019-2020 year. However, small scale improvements were made to campus networking and security, and routine replacement of hardware, including classroom technology was undertaken.

## Appendix A: Audited Financial Statement



# AMBROSE

## UNIVERSITY

### **Financial Statements**

**April 30, 2020**

**And Independent Auditors' Report therein**



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## INDEPENDENT AUDITORS' REPORT

To the Board of Governors of Ambrose University

### ***Opinion***

We have audited the financial statements of Ambrose University (the Entity), which comprise:

- the statement of financial position as at April 30, 2020;
- the statement of operations for the year then ended;
- the statement of cash flows for the year then ended;
- the statement of changes in net assets for the year then ended;
- and notes to the financial statements, including a summary of significant accounting policies

(hereinafter referred to as the "financial statements").

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Entity as at April 30, 2020, and its results of operations and its cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.

### ***Basis for Opinion***

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the "Auditors' Responsibilities for the Audit of the Financial Statements" section of our auditors' report.



We are independent of the Entity in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada and we have fulfilled our other ethical responsibilities in accordance with these requirements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

***Emphasis of Matter – Significant Judgments related to Going Concern***

We draw attention to Note 2 in the financial statements, which indicates that Ambrose University's ability to continue as a going concern is dependent on its ability to generate sufficient cash flows from operations, service its existing debt obligations and the continued support of its lender.

As stated in Note 2 in the financial statements, these events or conditions, along with other matters as set forth in the financial statements, indicate that an uncertainty exists that may cast doubt on the Entity's ability to continue as a going concern.

Our opinion is not modified in respect of this matter.

***Responsibilities of Management and Those Charged with Governance for the Financial Statements***

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian accounting standards for not-for-profit organizations, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Entity'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 management either intends to liquidate the Entity or to cease operations, or has no realistic alternative but to do so.

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

***Auditors' Responsibilities for the Audit of the Financial Statements***

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our 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 the financial statements.

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

We also:

- Identify and assess the risks of material misstatement of the 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 our 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 Entity'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 Entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the Entity's to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.



- 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 we identify during our audit.

*KPMG LLP*

Chartered Professional Accountants

Calgary, Canada

October 22, 2020



**Ambrose University**  
**Statement of Financial Position**  
**As at April 30, 2020**

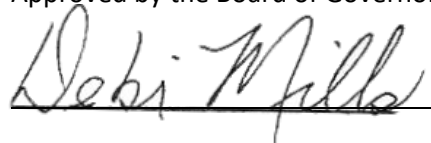
	2020	2019
<b>Assets</b>		
Current assets		
Cash	\$ 2,246,004	\$ -
Accounts receivable (note 4)	1,127,210	307,660
Inventory	47,418	118,573
Prepaid expenses	404,981	427,825
Total current assets	3,825,613	854,058
Non-current assets		
Investments (note 5)	9,698,481	9,577,114
Capital assets (note 6)	34,462,259	35,255,539
	<b>\$ 47,986,353</b>	<b>\$ 45,686,711</b>
<b>Liabilities</b>		
Current liabilities		
Bank overdraft (note 7)	\$ -	\$ 126,575
Accounts payable and accrued liabilities (note 8)	973,030	1,307,533
Deferred contributions and deposits (note 9)	1,911,565	2,482,233
Current portion of loans and borrowings (note 10)	3,179,054	16,992,420
Total current liabilities	6,063,649	20,908,761
Non-current liabilities		
Loans and borrowings (note 10)	17,633,955	614,718
Deferred contributions		
Annuity contracts (note 11)	2,229,933	2,375,932
Deferred capital contributions (note 12)	15,076,866	15,345,494
	<b>17,306,799</b>	<b>17,721,426</b>
<b>Net Assets</b>		
Accumulated operating deficit	(3,721,759)	(4,570,780)
Endowments (note 13)	10,655,923	9,765,523
Invested in capital assets (note 14)	47,786	1,247,063
	<b>6,981,950</b>	<b>6,441,806</b>
	<b>\$ 47,986,353</b>	<b>\$ 45,686,711</b>

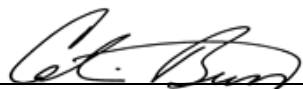
**Going concern assumption** (note 2)

**Commitments** (note 18)

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

Approved by the Board of Governors





**Ambrose University**  
**Statement of Operations**  
**Year ended April 30, 2020**

	2020	2019
<b>Revenue</b>		
Tuition and student fees	\$ 8,498,965	\$ 8,570,603
Donations and constituent support (note 15)	3,516,480	2,972,547
Government grants	3,020,030	2,996,829
Sales, rent and ancillary, net (note 16)	698,747	997,181
Government relief	789,749	-
Endowment and other	1,066,313	759,853
	<b>17,590,284</b>	<b>16,297,013</b>
<b>Expenses</b>		
Employee compensation, benefits and other	10,373,730	10,982,711
Operating supplies	1,562,794	1,540,657
Scholarships and bursaries	1,082,800	951,726
Interest	989,771	843,153
Communications, advertising and events	527,273	697,943
Facilities	651,317	898,798
Travel and hospitality	271,035	345,480
Professional fees	341,073	367,138
Annuity payments (notes 10 and 11)	152,591	233,009
Other expenses (recoveries)	(18,872)	32,380
	<b>15,933,512</b>	<b>16,892,995</b>
<b>Surplus (deficiency) of revenue over expenses before the following</b>	<b>1,656,772</b>	<b>(595,982)</b>
Amortization of capital assets	(1,512,159)	(1,562,082)
Amortization of deferred capital contributions (note 12)	598,149	601,757
Gain on annuity contract maturities (note 11)	125,000	35,000
Change in fair value of interest rate swap (note 10)	(1,218,018)	(549,327)
<b>Deficiency of revenue over expenses</b>	<b>\$ (350,256)</b>	<b>\$ (2,070,634)</b>

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

**Ambrose University**  
**Statement of Cash Flows**  
**Year ended April 30, 2020**

	<b>2020</b>	<b>2019</b>
<b>Cash flow from operating activities:</b>		
Cash received for tuition and student fees	\$ 8,114,444	\$ 8,853,749
Cash received from donors and constituents	3,414,872	3,018,723
Government funding received	2,914,500	2,983,482
Cash received from customers, tenants and others	3,544,283	3,151,003
Cash paid to and on behalf of employees, suppliers and annuitants	(16,918,076)	(16,856,182)
Interest received	5,316	3,963
Interest paid	(909,673)	(766,363)
<b>Net cash flow from operating activities</b>	<b>165,666</b>	<b>388,375</b>
<b>Cash flow from financing activities:</b>		
Capital contributions received	298,520	45,381
Restricted contributions received	598,149	267,721
Cash received from annuitants	-	-
Repayment of loans and borrowings	(592,244)	(581,850)
Advances of loans and borrowings	2,500,000	-
<b>Net cash flow from financing activities</b>	<b>2,804,425</b>	<b>(268,748)</b>
<b>Cash flow from investing activities:</b>		
Capital expenditures	(718,879)	(379,125)
Net change in investments	121,367	(229,840)
<b>Net cash flow from investing activities</b>	<b>(597,512)</b>	<b>(608,965)</b>
<b>Increase in cash</b>	<b>2,372,579</b>	<b>(489,338)</b>
<b>(Bank overdraft) cash, beginning of year</b>	<b>(126,575)</b>	<b>362,763</b>
<b>Cash (bank overdraft), end of year</b>	<b>\$ 2,246,004</b>	<b>\$(126,575)</b>

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

**Ambrose University**  
**Statement of Changes in Net Assets**  
**Year ended April 30, 2020**

	Year ended April 30, 2020			
	Accumulated operating deficit	Externally restricted	Invested in capital assets	Total
<b>Balance, May 1, 2019</b>	<b>\$(4,570,780)</b>	<b>\$ 9,765,523</b>	<b>\$ 1,247,063</b>	<b>\$ 6,441,806</b>
<b>Surplus (deficiency) of revenue over expenses (note 14)</b>	<b>2,637,932</b>	<b>-</b>	<b>(2,988,188)</b>	<b>(350,256)</b>
<b>Direct changes in net assets:</b>				
Restricted contributions received	-	1,066,579	-	<b>1,066,579</b>
Net investment income	-	475,075	-	<b>475,075</b>
Change in fair market value of investments	-	(223,213)	-	<b>(223,213)</b>
Endowment distributions	-	(428,041)	-	<b>(428,042)</b>
<b>Transfers of net assets:</b>				
Net investment in capital assets (note 14)	(1,788,911)	-	1,788,911	-
<b>Balance, April 30, 2020</b>	<b>\$(3,721,759)</b>	<b>\$ 10,655,923</b>	<b>\$ 47,786</b>	<b>\$ 6,981,950</b>

	Year ended April 30, 2019			
	Accumulated operating deficit	Externally restricted	Invested in capital assets	Total
<b>Balance, May 1, 2018</b>	<b>\$(3,170,748)</b>	<b>\$ 9,181,606</b>	<b>\$ 1,917,665</b>	<b>\$ 7,928,523</b>
<b>Surplus (deficiency) of revenue over expenses (note 14)</b>	<b>394,447</b>	<b>-</b>	<b>(2,465,081)</b>	<b>(2,070,634)</b>
<b>Direct changes in net assets:</b>				
Restricted contributions received	-	267,721	-	<b>267,721</b>
Gain on annuity contract maturities (note 11)	-	-	-	<b>-</b>
Net investment income	-	617,463	-	<b>617,463</b>
Change in fair market value of investments	-	212,727	-	<b>212,727</b>
Endowment distributions	-	(513,994)	-	<b>(513,994)</b>
<b>Transfers of net assets:</b>				
Net investment in capital assets (note 14)	(1,794,479)	-	1,794,479	-
<b>Balance, April 30, 2019</b>	<b>\$(4,570,780)</b>	<b>\$ 9,765,523</b>	<b>\$ 1,247,063</b>	<b>\$ 6,441,806</b>

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

# Ambrose University

## Notes to the Financial Statements

### Year ended April 30, 2020

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#### 1. Purpose of the organization

Ambrose University ("Ambrose") is a Christian university offering provincially accredited undergraduate arts and science degrees, and undergraduate and post-graduate degrees in ministry and theology. Ambrose was incorporated in Alberta on September 12, 2003 as Canadian Bible College/Canadian Theological Seminary Ltd. On March 24, 2004, after receiving accreditation by the Province of Alberta, the name was changed to Alliance University College Ltd. On May 2, 2007, the name was changed to Ambrose University College Ltd. after Canadian Nazarene University College Ltd., a separately accredited institution, transferred all of its net assets, operations and degree granting authority to Ambrose. On November 26, 2014 the name was changed to Ambrose University.

The financial statements of Ambrose include 1282185 Alberta Ltd., a wholly-owned bare trustee corporation that holds title to certain real property. There are no operations in 1282185 Alberta Ltd.

Ambrose is a registered charity under the *Income Tax Act*, Canada. Ambrose is not subject to income taxes under the *Income Tax Act* and, as such, no provision for income taxes is included in these financial statements.

#### 2. Basis of presentation and going concern basis of accounting

The financial statements of Ambrose have been prepared by management on a going concern basis which assumes Ambrose will realize its assets and discharge its liabilities in the normal course of operations for at least 12 months from the date of issuance of the financial statements.

In response to its financial position, management has entered into a conditional sale agreement for vacant land. Proceeds from the land sale are not anticipated prior to Ambrose's fiscal year ending April 30, 2021. Ambrose has secured borrowing to meet its anticipated cash flow needs until the conditional land sale is completed (note 10).

Ambrose met a debt covenant requiring a minimum debt service coverage ratio for the 2020 fiscal year after operating outside of compliance with that debt covenant from the 2015 through to 2019 fiscal years (note 10). As a result of meeting the covenant for the current fiscal year, the long-term portion of the bank financing scheduled to be repaid to 2038 has been presented on the statement of financial position as a non-current liability. Ambrose's ability to continue as a going concern is dependent on continued future debt covenant compliance, support of its lender, and generation of positive cash flows from operations.

As a result of the foregoing, there is a material uncertainty that may cast significant doubt upon Ambrose's ability to continue as a going concern. These financial statements do not reflect any adjustments that may be necessary if the going concern assumption were not appropriate, including adjustments to the carrying amounts of assets and liabilities, the reported revenues and expenses, and the statement of financial position classifications used.

# Ambrose University

## Notes to the Financial Statements

### Year ended April 30, 2020

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#### 3. Significant accounting policies

The financial statements of Ambrose have been prepared by management in accordance with the Canadian Accounting Standards for Not-For-Profit Organizations in Part III of the CPA Handbook (the “Standards”). The following is a summary of significant accounting policies followed in preparation of the financial statements.

##### *a. Use of estimates and judgement*

The preparation of financial statements in accordance with the Standards requires management to make judgments, estimates and assumptions that affect the application of accounting policies and the recorded amounts of assets and liabilities and disclosure of contingent assets and liabilities and the reported amounts of revenue and expenses. Actual results may differ from those estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognized in the period in which the estimates are revised and in any future periods affected.

In preparing the financial statements, the significant judgments made by management in applying Ambrose’s accounting policies and the key sources of estimation were the allowance for doubtful accounts, amortization rates and useful lives of capital assets, and impairment of long-lived assets.

On March 11, 2020, the World Health Organization declared the Coronavirus COVID-19 (COVID-19) outbreak a pandemic. This has resulted in governments worldwide, including the Canadian and Alberta governments, enacting emergency measures to combat the spread of the virus. These measures, which include the implementation of travel bans, self-imposed quarantine periods, closures of non-essential businesses, and physical distancing, have caused material disruption to businesses in Calgary resulting in an economic slowdown. Governments and central banks have reacted with significant monetary and fiscal interventions designed to stabilize economic conditions.

Ambrose has experienced temporary declines in the fair value of investments and investment income, decline in revenue activities, etc. in relation to the COVID-19 pandemic. The ultimate duration and magnitude of the impact on the economy and the financial effect on Ambrose’s future revenues, operating results and overall financial performance is not known at this time (note 2).

As at the reporting date, Ambrose has determined that COVID-19 has had no impact on its contracts or lease agreements, the assessment of provisions and contingent liabilities, or the timing of revenue recognition. Management has assessed the financial impacts of the COVID-19 pandemic and did not identify any impacts on its financial statements as at April 30, 2020.

Ambrose continues to use its tangible capital assets and management has not assessed any impairment that needs to be recognized on these assets at April 30, 2020. Ambrose also continues to manage liquidity risk by forecasting and assessing cash flow requirements on an ongoing basis. As at April 30, 2020, Ambrose continues to meet its contractual obligations within normal payment terms and its exposure to credit risk remains largely unchanged. An estimate of the financial effect of these items is not practicable at this time.

##### *b. Revenue recognition*

Ambrose follows the deferral method of accounting for contributions, which include donations and government grants.

- i. Unrestricted contributions are recognized when received or receivable if the amount receivable can be reasonably estimated and collection is reasonably assured.
- ii. Contributions externally restricted for purposes other than scholarships, endowments and capital assets are deferred and recognized as revenue in the year in which related expenses are recognized.

# Ambrose University

## Notes to the Financial Statements

### Year ended April 30, 2020

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- iii. Endowment contributions are recognized as direct increases in net assets in the year in which they are received. Investment income on endowment net assets is recognized as revenue in the year in which related expenses are recognized.
- iv. Contributions restricted for the acquisition of capital assets are recognized as revenue in amounts that match the amortization expense of the related capital assets purchased with the contributions.

Tuition and student fees are recognized as revenue in the academic year to which they relate. Registration deposits and tuition payments for future academic terms are deferred.

Sales and ancillary revenue is recognized when goods are sold or services are performed.

Rental revenue is recognized in the period during which occupancy took place.

Gains resulting from the maturity of annuity contracts designated for operating purposes is recognized on the date of maturity of the annuity contract. Annuity contracts designated for capital purposes are recognized as deferred capital contributions on the date of maturity of the annuity contract.

*c. Cash and bank overdraft*

Cash and bank overdrafts include chequing accounts and bank overdrafts held with Canadian financial institutions.

*d. Inventory*

Inventory of bookstore merchandise is recorded at the lower of cost and net realizable value, determined on a first-in, first-out basis. Cost of goods sold is comprised of inventory expensed in the year.

*e. Investments*

Investments are recorded at market value, which is determined from published price quotations, and corresponding unrealized gains or losses that occur due to changes in market values are reported on the statement of operations for unrestricted funds and as direct changes in net assets for restricted funds.

*f. Capital assets*

Capital assets, except land and mineral rights, are measured at cost less accumulated amortization. Land and mineral rights are carried at cost and not amortized. Cost includes expenditures that are directly attributable to the acquisition of the asset.

Amortization is calculated on a straight-line basis over the estimated useful lives of the assets as follows:

<b>Asset category</b>	<b>Term</b>
Buildings	30 - 40 years
Library materials	10 - 12 years
Equipment and computers	3 - 10 years
Land improvements	7 years
Furnishings	3 - 10 years

Estimated useful lives of capital assets are reviewed annually and adjusted if appropriate. Any changes are accounted for prospectively. Capital assets are tested for impairment whenever events or changes in circumstances indicate that their carrying amounts may not be fully recoverable. An impairment loss is recognized in the period it is determined impairment exists and is calculated as the excess of the carrying value of the asset over its fair value.

**Ambrose University**  
**Notes to the Financial Statements**  
**Year ended April 30, 2020**

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*g. Annuity contracts*

Annuity contracts are recorded at the amount received at the inception of the annuity contract. Until the annuity matures, the difference between the face value of the contracts and the estimated actuarial liability is treated as deferred revenue. Annuity contracts wherein Ambrose is not the beneficiary upon maturity are recorded as loans and borrowings. Periodic annuity payments are recorded as expenses on the statement of operations.

*h. Financial instruments*

Financial instruments are recorded at fair value on initial recognition. Freestanding derivative instruments that are not in a qualifying hedging relationship and equity instruments that are quoted in an active market are subsequently measured at fair value. All other financial instruments are subsequently recorded at cost or amortized cost, unless management has elected to carry the instruments at fair value. Ambrose has not elected to carry any such financial instruments at fair value.

Transaction costs incurred on the acquisition of financial instruments measured subsequently at fair value are expensed as incurred. All other financial instruments are adjusted by transaction costs incurred on acquisition and financing costs, which are amortized using the straight-line method.

Financial assets are assessed for impairment on an annual basis at the end of the fiscal year if there are indicators of impairment. If there is an indicator of impairment, Ambrose determines if there is a significant adverse change in the expected amount or timing of future cash flows from the financial asset. If there is a significant adverse change in the expected cash flows, the carrying value of the financial asset is reduced to the highest of the present value of the expected cash flows, the amount that could be realized from selling the financial asset or the amount Ambrose expects to realize by exercising its right to any collateral. If events and circumstances reverse in a future period, an impairment loss will be reversed to the extent of the improvement, not exceeding the initial carrying value.

*i. Changes in accounting policies*

In March 2018, the Accounting Standards Board issued "Basis for Conclusions - Accounting Standards Improvements for Not-for-Profit Organizations" resulting in the introduction of new handbook sections in the Accounting Standards for Not-for-Profit Part III of the Handbook as follows:

Section 4433, Tangible capital assets held by not-for-profit organizations, which directs organizations to apply the accounting guidance of Section 3061, Property Plant and Equipment in Part II of the Handbook. In so doing, the new section requires that organizations annually assess for partial impairment of tangible capital assets, to be recorded where applicable, as a nonreversible impairment expense. In addition, where practical, to componentize capital assets when estimates can be made of the useful lives of the separate components.

This section is applied on a prospective basis with the exception of the transitional provision to recognize an adjustment to opening net assets for partial impairments of tangible assets that existed as at May 1, 2019.

Section 4434, Intangible assets held by not-for-profit organizations, which directs organizations to annually assess intangible assets, and where applicable to record an impairment expenses should the net carrying value be higher than the asset's fair value or replacement cost.

This section is applied on a prospective basis with the exception of the transitional provision to recognize an adjustment to opening net assets for partial impairment of intangible assets that existed as at May 1, 2019.

Section 4441, Collections held by not-for-profit organizations, which defines a collection and directs organizations to record such assets on the statement of financial position at either cost or nominal value. It is anticipated that all collections will be accounted for using the same method, with the exception of organizations that opt to account for collections at cost, whereby the cost for certain



**Ambrose University**  
**Notes to the Financial Statements**  
**Year ended April 30, 2020**

collections either held or contributed cannot be determined. Such items are to be accounted for at a nominal value. In addition, collections are written down when there is evidence that the net carrying amount exceeds fair value.

Organizations are permitted to retrospectively capitalize collections at their cost or fair value at the date of acquisition, or fair value or replacement cost as at May 1, 2019, based on the most readily determinable value. In addition, an adjustment to opening net assets is permitted to recognize any partial impairment of the value of collections that existed as at May 1, 2019.

The amendments are effective for financial statements for fiscal years beginning on or after January 1, 2019. The implementation of these changes had no impact on the financial statements.

**4. Accounts receivable**

	2020	2019
Student accounts receivable	\$ 168,942	\$ 158,206
Trade and other receivables	947,838	142,096
Goods and Services Tax recoverable	10,430	7,358
	<b>\$1,127,210</b>	<b>\$ 307,660</b>

**5. Investments**

Investments comprise pooled mutual funds professionally managed in accordance with the Investment Policy adopted by the Ambrose Board of Governors. Fair values of investments are based on quoted market prices on the date of the statement of financial position.

	2020	2019
Investments at cost	\$ 9,083,723	\$ 8,739,143
Unrealized gains	614,758	837,971
	<b>\$ 9,698,481</b>	<b>\$ 9,577,114</b>

**6. Capital assets**

	2020			2019
	Cost	Accumulated amortization	Net book value	Net book value
Land	\$ 3,602,942	\$ -	\$ 3,602,942	\$ 3,602,942
Buildings	43,391,438	13,274,321	30,117,117	30,797,109
Library materials	3,579,127	3,071,597	507,530	540,966
Equipment and computers	1,713,921	1,577,809	136,112	183,258
Land improvements	1,236,515	1,232,760	3,755	6,259
Furnishings	1,085,199	1,008,396	76,803	107,005
Mineral rights	18,000	-	18,000	18,000
	<b>\$ 54,627,142</b>	<b>\$ 20,164,883</b>	<b>\$ 34,462,259</b>	<b>\$ 35,255,539</b>

**Ambrose University**  
**Notes to the Financial Statements**  
**Year ended April 30, 2020**

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**7. Bank overdraft**

Ambrose has a \$0.5 million demand bank line of credit that may be used to fund short-term cash deficiencies. Advances on this facility bear interest at the bank's prime rate plus 0.5% (April 30, 2020 – 2.95%). No amount is outstanding at year end (2018 – \$126,575).

**8. Accounts payable and accrued liabilities**

	<b>2020</b>	<b>2019</b>
Trade accounts payable	\$ 802,724	\$ 1,123,625
Government payroll remittances payable	127,970	141,572
Accrued annuity payments	42,336	42,336
	<b>\$ 973,030</b>	<b>\$ 1,307,533</b>

**9. Deferred contributions and deposits**

	<b>2020</b>	<b>2019</b>
Student deposits and other prepayments	\$ 1,146,311	\$1,366,860
Deferred donations	510,747	611,422
Deferred non-government grant funding	254,384	398,298
Deferred government grant funding	123	105,653
	<b>\$ 1,911,565</b>	<b>\$ 2,482,233</b>

**Ambrose University**  
**Notes to the Financial Statements**  
**Year ended April 30, 2020**

**10. Loans and borrowings**

	<i>Note</i>	<b>2020</b>	<b>2019</b>
Current liabilities			
Bank financing	a)	\$ 617,818	\$ 16,931,431
Loan with Canadian Baptist Foundation	b)	2,500,000	-
Constituent loans	c)	61,236	60,989
		<b>3,179,054</b>	<b>16,992,420</b>
Non-current liabilities			
Bank financing	a)	\$ 17,019,238	-
Annuity contracts	d)	614,717	614,718
		<b>17,633,955</b>	<b>614,718</b>
		<b>\$ 20,813,009</b>	<b>\$ 17,607,138</b>

a) *Bank financing*

	<b>2020</b>	<b>2019</b>
Current portion of Bank Term Loan	617,818	-
Bank term loan, with monthly payments of \$109,600 to August 2038, bearing interest at 4.24% per annum until August 2028	\$ 16,131,826	\$ 17,341,888
Deferred financing costs, net of accumulated amortization	(2,258,321)	(2,338,172)
Fair value of interest rate swap	3,145,733	1,927,715
	<b>\$ 17,019,238</b>	<b>\$ 16,931,431</b>

Deferred financing costs are amortized over the repayment term of the bank term loan and \$79,851 is included in interest expense on the statement of operations.

The bank term loan bears interest at the bank's prime rate. Ambrose has entered into an interest rate swap arrangement that secures an interest rate of 4.24% on the bank term loan until August 2028. The change in the fair market value of the interest rate swap is included on the statement of operations.

The bank term loan is secured by a mortgage providing a first charge on land and buildings with a net carrying amount at April 30, 2020 of \$33.7 million and a General Security Agreement over net assets.

Scheduled annual principal repayment of the bank term loan is as follows:

<b>Years ending April 30</b>	<b>Amount</b>
2021	\$ 617,818
2022	644,496
2023	672,326
2024	701,359
2025	731,645
Thereafter	13,382,000
	<b>\$ 16,749,644</b>

**Ambrose University**  
**Notes to the Financial Statements**  
**Year ended April 30, 2020**

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*b) Canadian Baptist Foundation financing*

Financing was obtained through Canadian Baptist Foundation to provide cash for operating purposes. The loan is repayable upon demand and bears interest at a rate of prime plus 2%. The loan is secured by a \$4.5 million first charge on land.

*c) Constituent loans*

Various constituents have advanced funds to Ambrose to provide cash for capital and operating purposes. The loans are repayable upon demand, unsecured and bear interest at rates from 1.5% to 3.0%. The effective annual rate of interest at April 30, 2020 is 1.5%.

*d) Annuity contracts*

Ambrose has entered into annuity contracts which pay the annuitants a periodic fixed amount for the lifetime of the annuitant, in exchange for an amount received from the annuitant upon inception of the contract. In accordance with the terms of the annuity contracts, any residual amount upon maturity of the annuity must be paid to third parties stipulated in the annuity contracts. Annuity payment rates vary depending on the anticipated time to maturity at the inception of the contract, and range from 2.6% to 12.0% per annum. The effective annual rate on the contracts at April 30, 2020 is 5.25%. Scheduled annual annuity payments to third parties at April 30, 2020, assuming no annuity contracts mature, total \$32,000.

*e) Financial covenant*

Ambrose is required to comply with certain covenants under its bank financing. Ambrose was in compliance with a financial covenant that requires a minimum debt service coverage ratio of 110% for the year ended April 30, 2020. Ambrose had been in non-compliance for the years of 2015 through to 2019.

**11. Annuity contracts**

Ambrose has entered into annuity contracts which pay the annuitants a periodic fixed amount for the lifetime of the annuitant, in exchange for an amount received from the annuitant upon inception of the contract. Annuity payment rates vary depending on the anticipated time to maturity at inception of the contract and range from 2.6% to 12% per annum. The weighted-average annuity payment rate at April 30, 2020 is 5.25%. Scheduled annual annuity payments at April 30, 2020, assuming no annuity contracts mature, total \$117,000.

*a) Changes in annuity contracts for the years ended April 30:*

	<b>2020</b>	<b>2019</b>
Balance, beginning of year	\$ 2,375,932	\$ 4,745,932
New annuity contracts	10,001	-
Matured annuity contracts recognized as:		
Gain on annuity contract maturities	(125,000)	(35,000)
Deferred capital contributions	(31,000)	(2,335,000)
Balance, end of year	\$ 2,229,933	\$ 2,375,932

**Ambrose University**  
**Notes to the Financial Statements**  
**Year ended April 30, 2020**

*b) Annuity contract maturity*

Annuity contracts at April 30 will be derecognized upon maturity based on the terms of the annuity contracts as follows:

	2020	2019
Gain on annuity contract maturities	\$ 1,070,650	\$ 1,185,649
Deferred capital contributions	1,055,833	1,086,833
Externally restricted net assets - scholarships	103,450	103,450
	<b>\$ 2,229,933</b>	<b>\$ 2,375,932</b>

**12. Deferred capital contributions**

Deferred capital contributions represent the unamortized amount of restricted funds received for capital purposes.

	2020	2019
Balance, beginning of year	\$ 15,345,494	\$ 13,566,870
Capital contributions received	329,521	45,381
Recognized upon annuity contract maturities	-	2,355,000
Amortization of deferred capital contributions recognized	(598,149)	(601,757)
Balance, end of year	<b>\$ 15,076,866</b>	<b>\$ 15,345,494</b>

**13. Externally restricted net assets**

	2020	2019
Endowed scholarships	\$ 8,009,347	\$ 7,152,912
Other endowments	2,646,576	2,612,611
	<b>\$ 10,655,923</b>	<b>\$ 9,765,523</b>

**14. Investment in capital assets**

	2020	2019
Capital assets	\$ 34,462,259	\$ 35,255,539
Amounts financed by:		
Loans and borrowings	(18,281,774)	(17,576,149)
Annuity contracts	(1,055,833)	(1,086,833)
Deferred capital contributions	(15,076,866)	(15,345,494)
	<b>\$ 47,786</b>	<b>\$ 1,247,063</b>

*a) Change in net assets invested in capital assets resulting from deficiency of revenue over expenses for the years ended April 30:*

	2020	2019
Interest	\$ (802,847)	\$ (825,188)
Annuity payments	(53,312)	(130,241)
Amortization of capital assets	(1,512,160)	(1,562,082)
Amortization of deferred capital contributions	598,149	601,757
Change in fair value of interest rate swap	(1,218,018)	(549,327)
	<b>\$ (2,988,188)</b>	<b>\$ (2,465,081)</b>

**Ambrose University**  
**Notes to the Financial Statements**  
**Year ended April 30, 2020**

*b) Net investment in capital assets for the years ended April 30:*

	2020	2019
Capital expenditures	\$ 718,879	\$ 379,125
Payments of principal and interest on loans and borrowings	1,346,240	1,330,494
Annuity payments made	53,312	130,241
Financing provided by capital contributions received	(329,520)	(45,381)
	<b>\$ 1,788,911</b>	<b>\$ 1,794,479</b>

**15. Related party transactions**

During the year ended April 30, 2020, Ambrose received contributions of \$1,625,000 (2019 – \$1,300,000) from district and national offices within the denominations of the Christian and Missionary Alliance in Canada and the Church of the Nazarene in Canada and in the United States. Each of these parties is affiliated with Ambrose. These transactions are in the normal course of operations and are measured at the exchange amount which is the amount of consideration established and agreed to by the related parties.

**16. Sales, rent and ancillary revenue, net**

	2020	2019
<b>Revenue</b>		
Sales	\$ 895,936	\$ 1,093,726
Rental	777,377	986,696
Events	163,205	156,702
	<b>1,836,518</b>	<b>2,237,124</b>
<b>Expenses</b>		
Cost of goods sold	539,118	614,068
Contract services	430,325	473,962
Other	168,328	151,913
	<b>1,137,771</b>	<b>1,239,943</b>
<b>Sales, rent and ancillary revenue, net</b>	<b>\$ 698,747</b>	<b>\$ 997,181</b>

**17. Financial risks and concentration of credit risk**

*a) Liquidity risk:*

Liquidity risk is the risk that Ambrose will be unable to fulfill its financial obligations on a timely basis or at a reasonable cost. Ambrose manages its liquidity risk by monitoring its operating cash flow requirements, and by preparing budgets and cash flow forecasts to ensure it has sufficient funds to meet its obligations. Operating and cash flow losses and the events described in notes 2 and 3(a) have increased liquidity risk exposure during the year.

*b) Credit risk:*

Credit risk is the risk that a counter-party will default on its contractual obligations resulting in a financial loss to Ambrose. Credit risk arises principally from Ambrose's cash deposits, and receivables from students and third parties. Ambrose holds its cash deposits in a large Canadian financial institution. Management monitors its accounts receivable regularly and makes a provision for any amounts that are not collectible. The events described in note 3(a) have increased credit risk exposure during the year.

# Ambrose University

## Notes to the Financial Statements

### Year ended April 30, 2020

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c) *Interest rate risk:*

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate as a result of changes in market interest rates. Ambrose is exposed to interest rate risk on interest-bearing investments and cash deposits, and certain loans and borrowings that bear interest at rates that fluctuate with market interest rates including exposure relating to interest rate forward contracts. There has been no change to interest rate risk exposure during the year.

d) *Currency risk:*

Currency risk is the risk associated with transacting in and holding balances that are denominated in foreign currencies. In the normal course of operations, Ambrose purchases goods and services and receives revenue denominated in foreign currencies and at times a portion of investments may be denominated in a foreign currency. There has been no change to currency risk exposure during the year.

e) *Market risk:*

Market risk is the risk that the value of financial assets will change resulting in a financial loss. Ambrose is exposed to market risk on its investments. Ambrose manages its investment portfolio to earn investment income and invests according to guidelines established by the Board of Governors. Ambrose is not involved in any hedging relationships through its operations and does not hold or use any derivative financial instruments for trading purposes. There has been no change to market risk exposure during the year.

#### 18. Commitments

Ambrose has entered into various equipment operating leases that require the following annual payments:

Years ending April 30	Amount
2021	\$ 78,000
2022	78,000
2023	16,000

#### 19. Financial Information Return for purposes of the Charitable Fund-raising Act of Alberta

In accordance with Section 8 of the *Charitable Fund-raising Act* of Alberta, the following amounts are disclosed in addition to those disclosures reflected elsewhere in these financial statements which together comprise the Financial Information Return of Ambrose:

	2020	2019
Donations	\$ 2,075,907	\$ 2,031,799
Total direct expenses incurred for soliciting contributions	116,074	611,522
Remuneration to employees whose principal duties involved fundraising	240,201	424,057



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