

# Comprehensive Institutional Plan 2019-2022





Table of Contents

- 1. Executive Summary..... 4**
  - Overview ..... 4
  
- 2. Accountability Statement..... 7**
  
- 3. Institutional Context ..... 7**
  - St. Mary’s University’s Role in Campus Alberta..... 7
  - Mission ..... 8
  
- 4. Consultation Process..... 8**
  - Student Consultation..... 8
  - Faculty and Staff Consultation ..... 8
  - Indigenous Partner Consultation ..... 8
  - External Consultation ..... 8
  
- 5. Goals, Priority Initiatives and Expected Outcomes ..... 9**
  
- Appendix A: Financial and Budget Information ..... 19**
  - Operating Revenues and Expenses ..... 20
  - Key Budget Assumptions..... 25
  - Statements of Expected Revenues and Expenses by Function ..... 26

<b>Statements of Expected Revenues and Expenses by Object.....</b>	<b>27</b>
<b>Future Accounting Changes.....</b>	<b>29</b>
<b>Deficits.....</b>	<b>29</b>
<b>Tuition and Mandatory Fees.....</b>	<b>29</b>
 <b>Appendix B: Enrolment Plan and Proposed Programming Changes.....</b>	 <b>30</b>
<b>Enrolment Plan .....</b>	<b>30</b>
<b>New programming .....</b>	<b>30</b>
BA in Social Justice and Catholic Studies.....	30
BEd (Secondary) .....	31
Leadership Quality Certification .....	33
 <b>Appendix C: Research, Applied Research and Scholarly.....</b>	 <b>35</b>
<b>Structural Reorganization.....</b>	<b>35</b>
<b>Research Centre of Excellence for Social Justice.....</b>	<b>35</b>
<b>Psychology Observation Lab and Resource Centre .....</b>	<b>35</b>
<b>Indigenous and Children’s Literature Collection.....</b>	<b>36</b>
<b>Library Curriculum Resources .....</b>	<b>36</b>
 <b>Appendix D: Underrepresented Learners.....</b>	 <b>37</b>
<b>Transitions / Pathways.....</b>	<b>37</b>
Upgrading.....	37
Transitions.....	37

Humanities 101 .....	37
<b>Appendix E: Community Initiatives and Regional Stewardship .....</b>	<b>39</b>
Foundational Learning .....	39
Professional Development Teacher Leader Pilot Project - St. Mary's University and École Good Shepherd .....	39
Education Student Association .....	41
Wellness Institute .....	41
<b>Appendix F: Government Priorities.....</b>	<b>42</b>
Sexual Violence Prevention .....	42
Student Mental Health .....	42
<b>Appendix G: Internationalization.....</b>	<b>43</b>
<b>Appendix H: Capital Plan.....</b>	<b>45</b>
<b>Appendix I: Information Technology.....</b>	<b>46</b>
IT Infrastructure and Security .....	46
System Renewal and Cloud .....	46
Security Policy and Framework .....	47
IT Committee .....	47

## 1. Executive Summary

### Overview

People today are besieged with information – endless streaming bytes. At St. Mary's University, we take the time to pause that data stream and to mentor students in how to sift for what is relevant, meaningful, and useful. In an era of “fake news” and rapid technological change, we offer a premier education where professors and students know each other by name and rigorously consider critical questions facing our society: who most benefits from an application of artificial intelligence; what are the ethical dilemmas involved in reconciliation?; How can an understanding of human behaviour create viable solutions to global warming? Students learn how to listen to multiple perspectives and to find answers while offering work-ready skills through experiential opportunities. There are no large lecture classes at St. Mary's University – not even in first year. Our courses are an average size of 25 and our science labs are capped at 20. We get to the important discussions that really matter because we create the space for meaningful and career-related learning.

Degrees in Psychology, Biology, English, History, General Studies, Social Justice and Catholic Studies and Liberal Studies share a foundational Liberal Arts core upon which we build the discipline-specific knowledge. For instance, students pursuing medicine or law not only master the content in a science or arts degree that they need to gain admission to those programs, but they gain the skills necessary to apply that knowledge. Our programs have experiential components that have led to one of our Biology graduates getting a job in Belize at the bird-banding station and a History student gaining an internship at the Smithsonian Institute. Our graduates qualify for top-tier graduate and professional programs, where they are highly valued and rewarded for their abilities to communicate clearly, think deeply, and solve problems.

St. Mary's University continues to be one of the fastest growing post-secondary institutions in Alberta because of our well-recognized capacity to provide a more personalized learning environment for students seeking individualized attention, small classes, and an educational commitment to developing the whole person: mind, body and spirit. Our students have a unique opportunity to work directly with their professors throughout their education. At St. Mary's our students are with their professors in the lecture, in the lab and in the field, attaining a unique opportunity for the kind of mentorship and high-frequency feedback that is typically available only in graduate programs.

The university is committed to remaining an accessible and affordable institution, open to all. We are board-governed and follow a model of bicameral collegial governance. We focus on providing Albertans (our student population comprises over 95% Alberta-based students) with access to an affordable and high-quality post-secondary education. We are also committed to ensuring student success by building pathway programs and transitional supports for high school students, as well as for underrepresented learners, such as Indigenous students and other learners who are economically disadvantaged and marginalized.

St. Mary's University offers undergraduate courses in 34 academic disciplines. We currently confer Bachelor of Arts degrees in English, General Studies, History, Liberal Studies, and Psychology; a Bachelor of Science degree in Biology; and a two-year After-Degree Bachelor of Education in Elementary Education. St. Mary's has applied to offer a Bachelor of Education (Secondary) After-Degree that we hope to implement in

## St. Mary's University Comprehensive Institutional Plan 2019-2022

2020. There is already a huge demand from local school boards for us to offer this program and employ our graduates. St. Mary's University also provides students with access to Business degrees through our two-year transfer program.

We now offer a BA/BSc single entry pathway to our Bachelor of Education program; so that students who are admitted to their undergraduate degrees can carry on directly into Education once they have received their BA or BSc.

In 2020, St. Mary's University will be also offering its newly approved Bachelor of Arts in Social Justice and Catholic Studies with future program development including a Bachelor of Arts in International Studies and a Master of Education.

To ensure accessibility and affordability, we have maintained tuition levels that are comparable to the public institutions; a move that is extremely difficult for St. Mary's when we remain the lowest-funded post-secondary institution by FLE. In recent years, the university was forced to raise its tuition slightly given that we did not receive the tuition backfill that the public universities received, even though these institutions also receive 75% more funding. It is also true to say that the two Calgary Independent Academic Institutions receive significantly less than their counterparts in Edmonton, even though St. Mary's University is larger than one of these. This inequity of funding, which the previous Government did not address, is significant, and we can only hope that the new Government takes their commitment to equity seriously and addresses this difference.

As noted in previous CIPs, despite this conspicuous disadvantage relative to virtually every other post-secondary institution in the province, St. Mary's has maintained its commitment to the highest quality academic values, as well as to programs that promote access to disadvantaged learners, Indigenous communities, disabled students and non-traditional learners. This has included partnerships with Tsuut'ina and Siksika to develop curriculum with their teachers, and to provide professional development training for Educational Assistants.

Similarly, St. Mary's has continued, with no Government support, to deliver its multi-award-winning Humanities 101 program for Calgary's most economically disadvantaged citizens. Humanities 101, which can see as many as thirty participants per term, is a strength-based and trauma-informed transformative learning program that has had a profound impact in offering university-level education to low-income adults who have experienced dislocation, interrupted or negative education, poverty, homelessness, substance abuse, violence, and war. The program has seen its students escape homelessness and move into further education or employment. The program was recognized with several major awards including a Life of Learning (LOLA) Award from Calgary Learns and the Inclusion Award from the Developmental Disabilities Resource Centre of Calgary. St. Mary's was also the recipient of the prestigious Premier's Council on the Status of Persons with Disabilities Award from the Province of Alberta, another example of the commitment we have made to resourcing and supporting those in need, even though this comes at a significant cost to the institution. To put this in perspective, St. Mary's grant for Disability Services was raised several years ago from \$10,000 a year to \$40,000. While the increase is welcomed, the funding, in 2018 for example, did not cover the costs of fully supporting a single disabled student for the year.

Our Bachelor of Education After-Degree program continues to be an outstanding success. We know that this Government wants fact-based metrics to judge merit, and we feel the success of our program can be measured by the significant number of students who are hired by graduation (over 80%), as well as the conspicuous number of new teachers who have gone on to be nominated for, or to win, the prestigious Alberta School Boards Association's Edwin Parr Teacher Award. In 2018, eight out of the eleven province-wide nominations were St. Mary's University graduates, and in 2019, all nine nominations were from St. Mary's. StMU has successfully produced five overall winners for this prestigious award over the last six years. Demand for our Bachelor of Education (Elementary) After-Degree has grown since it was first implemented; in response, we added a third cohort in the degree. Also in response to stakeholder demand, we have applied for a BE (Secondary) After-Degree and await approval from the Ministry for immediate implementation.

St. Mary's University has recently completed a comprehensive Strategic Plan and we are now working on a detailed Academic Plan to be reviewed in September. This will form the basis for future planning for our institution.

As noted in our previous CIP, St. Mary's University has been granted permission to offer undergraduate diplomas and certificates that can ladder into baccalaureate degrees in disciplines where we are already mandated to offer three- and four-year degrees. Our Academic Plan is reviewing how we can create new opportunities for our students to bundle their programs to enhance access, especially for non-traditional communities and those needing employability upskilling, for whom a significant investment in a full degree might not be possible or desirable.

Now in its third year, our President's Volunteer Team (PVT) continues to attract hundreds of students in joining the President to support numerous charities on a monthly basis, from Feed the Hungry to the Mustard Seed, Field of Crosses to Inn from the Cold. We have always been community focused, and we expect our students to do the same, both at home and abroad. Social justice and fostering active citizenship in our students is a core value at the university. As such, we continue to develop increasing numbers of study abroad opportunities to increase community service learning partnerships in the community, and to extend work-integrated learning opportunities.

St. Mary's University stands out for its rigorous academic programming that provides an unrivalled foundation for career development, particularly careers that involve working with people and ideas, through leading, innovating, creating, and analysing. A liberal arts degree teaches how to think and communicate, how to assess information, and how to think outside the box in flexible ways. "What do Pulitzer Prize winners, the wealthiest Fortune 500 CEOs, and PhDs elected to the U.S. National Academy of Sciences have in common? They attended liberal arts programs. Graduates of these programs are over-represented by 300 per cent to 800 per cent among those at the pinnacle of their respective fields" (Globe and Mail May 12, 2014). Our students are widely successful as administrators, managers, educators, counsellors, business leaders – wherever people lead and serve others.

At a time of compelling need for transformation around the world – whether it be economic, social, or political, with pressing issues areas such as the need for economic diversification, global migration, climate change, or poverty – we need thinkers and innovators, people who can influence behaviour change. Those thinkers and change-makers come from the humanities and the social sciences – the Liberal Arts.



St. Mary's University continues to serve this essential demand in Alberta.



Gerry Turcotte, PhD President & Vice-Chancellor  
St. Mary's University

## 2. Accountability Statement

This Comprehensive Institutional Plan was prepared under the Board's direction in accordance with legislation and associated ministerial guidelines, and in consideration of all policy decisions and material, economic, or fiscal implications of which the Board is aware.



Don Verdonck, PEng, ICDD Chair,  
Board of Governors

Approved by the Board of Governors June 24, 2019

## 3. Institutional Context

### St. Mary's University's Role in Campus Alberta

St. Mary's is an extremely proud partner of the Campus Alberta system, and a key participant in the Independent Academic Institution (IAI) sector. Despite the glaring funding inequality as compared to the entire system, but also as compared to our IAI colleagues in Edmonton, St. Mary's has continued to focus on advancing the Campus Alberta agenda: a commitment to social innovation and social responsibility; to the principles of academic freedom; inclusivity and openness to all; stewardship of the land; First Nations and Métis partnerships; and delivering the very best academic programs that ensure employment and graduate opportunities for our students.

Our Bachelor of Education (Elementary) program continues to see significant employment numbers for our students. Not only are they hired in record numbers, but our first year teachers have been scooping the pool of nominations and awards for best first year teachers in the province. Similarly, for the Bachelor of Arts and Bachelor of Sciences degrees, the university is developing an increasing number of work-integrated learning opportunities for our students that allows them the opportunity to work with potential future employers, or indeed to prepare for graduate study in related areas.

In the end, St. Mary's University is committed to creating a dynamic and personalized environment for our students, to encourage success and life-long learning, and to ensure that our students go out into the world as responsible and skilled citizens keen to give back to their community.

## **Mission**

St. Mary's University is an innovative teaching and research university that provides affordable, accredited and highly valued degrees in the Liberal Arts, Sciences and Education. Through the pursuit of knowledge and service to the community, we prepare our students to become lifelong learners, engaged citizens and compassionate members of society.

## **4. Consultation Process**

The CIP is based on the findings of our comprehensive Strategic Planning process and further consultation with the institutional units and stakeholders. As part of this process, focus groups were held with faculty, staff, board members, students and alumni. The detailed year-long strategic planning process and the consultations informed and shaped the decision-making for the university campus and academic plan.

### **Student Consultation**

Students, student leaders, and alumni from all of the university's programs provided significant input and insight into the Strategic Plan that formed the backbone of the CIP. The student body will continue to be contributors to the on-going institutional planning through their regular liaison with university administration. Initiatives from on-going student consultation have included "Café Conversations" on mental health co-hosted by the Student Council and St. Mary's Counselling staff in the Student Association building, and a Spirit rally to support athletic teams.

### **Faculty and Staff Consultation**

The CIP is informed by extensive consultations with faculty and staff, including the negotiation in 2017 of a new Collective Agreement with faculty, and most recently a comprehensive Staff Total Compensation Review and Staff Working Group project. Both of these reviewed the policies and values of the institution, committed to wide-ranging mental health and workplace improvements, and identified future goals and developments.

### **Indigenous Partner Consultation**

St. Mary's has been extremely active on this point. We held consultations with the Indigenous Initiatives Advisory Council on goals and initiatives related to recruitment of Indigenous students, the expansion of our Elders on Campus program, the carrying of a Tipi on campus, Traditional Native Teaching sessions and the on-going work of the Truth and Reconciliation Working Group.

A major forum was held with a council of Elders and the Indigenous Advisory Council to review the values of St. Mary's and how these align with traditional Indigenous values. Recommendations from the advisory bodies are shaping a framework for future collaborations.

### **External Consultation**

As part of our recent Strategic Planning forum, which directly informs the creation of the CIP, the University held numerous focus groups with Alumni and community supporters. As part of that process, St. Mary's has revamped its Community Advisory Committee, has expanded the

## St. Mary's University Comprehensive Institutional Plan 2019-2022

stakeholders who are represented there, and has made the committee more focused on bringing stakeholder views to our campus and creating vital community partnerships.

### 5. Goals, Priority Initiatives and Expected Outcomes

Accessibility			
Goals	Priority Initiatives	Expected Outcomes	Performance Measures
<p>Goal 1: Increase post-secondary participation</p> <p>To increase enrolment to 804 FLEs in 2019-2020 and 858 FLEs in 2020-21.</p>	<ul style="list-style-type: none"> <li>Target marketing campaign to local area and regional schools, especially those in Foothills, Calgary Board of Education (CBE), Calgary Catholic (CCSD), Christ the Redeemer, and Rocky View school districts</li> <li>Develop partnerships with homeschool organizations and actively recruit within the homeschool community</li> <li>Develop certificates with one program developed in 2019-2020</li> <li>Build on the dual-credit pilot program with CBE and CCSD</li> <li>Have semi-annual partnership meeting with Old Sun Community College</li> <li>Targeted Parish and Diocese marketing with guest speakers and bulletin inserts</li> <li>Promote the success of our athletics program to local high schools</li> <li>Increase fundraising and athletic scholarships through community partnerships</li> <li>Host two high school grade 12 retreats on campus in 2019-2020</li> <li>Increase enrolment in diploma preparation courses in Math and English within our pathway program to provide more admission pathways for non-traditional students</li> <li>Develop a timetable policy that will enable the implementation of a future scheduling</li> </ul>	<ul style="list-style-type: none"> <li>Increase in the number of applicants to St. Mary's University by 6% per year</li> <li>Increase the conversion of applicants to registrants to 55% from 52% by 2021</li> <li>Expanded dual-credit offerings</li> <li>Book two new high school retreats for 2019/2020</li> <li>Employ a contract recruiter to complete the full ELAA circuit except for the Fort McMurray and Northern Alberta (Slave Lake, High Prairie, Grand Prairie, etc.) weeks, hitting most of Alberta and the Kootenays</li> <li>Updated and current program information on the web</li> <li>Approved Timetable Policy</li> </ul>	<ul style="list-style-type: none"> <li>Total number of applicants</li> <li>Conversion rate by program</li> <li>More diverse applicants and registrants</li> <li>Certificate proposal submitted to government</li> <li>Spring/Summer registrations</li> </ul>

	<p>software package: this will allow us to provide access to more students</p> <ul style="list-style-type: none"> <li>• Focus on optimal course selection and rotation to satisfy degree requirements and offer students course variety</li> <li>• Expand Spring and Summer offerings to increase varied access to accommodate students' programmatic, employment and family demands</li> <li>• Develop course offerings and promote for newly formed May-August term</li> <li>• Increase recruitment presence outside of the Calgary area and use contract recruitment position and increased travel budget to maximum benefit</li> </ul>		
<p>Goal 2: Increase post-secondary participation for Indigenous students</p> <p>To increase Indigenous enrolment to 5% of student population by 2020-2021 (38 FLEs).</p>	<ul style="list-style-type: none"> <li>• Build an Indigenous Space as part of our campus expansion to provide dedicated space for teaching, ceremony, and community</li> <li>• Continue to work in partnership with Tsuut'ina to offer a Teaching Assistant certificate for Teaching Assistants currently employed and for those who wish to enter the field</li> <li>• Work in partnership with Old Sun Community College to develop block course transfer</li> <li>• Explore viability of offering a BEd cohort on Siksika Nation in partnership with Old Sun Community College</li> <li>• Expand our Elders on Campus program from two to four Elders, including Elders from Tsuut'ina and Stoney-Nakoda and host Reconciliation Talks on campus once per month with a different Elder each month</li> <li>• Engage Indigenous high school students by expanding basketball clinics in First Nations' community schools from two to four per year</li> </ul>	<ul style="list-style-type: none"> <li>• Dedicated Indigenous Space in the Campus Development Plan</li> <li>• Increased support for Indigenous students attending St. Mary's University</li> <li>• This certificate will be developed and proposed to Tsuut'ina Education in 2019-2020</li> </ul>	<ul style="list-style-type: none"> <li>• Increased percentage of Indigenous students enrolled</li> <li>• Articulated pathways for Indigenous students</li> <li>• Signed agreement with Old Sun Community College</li> <li>• Established Indigenous student athlete ambassador program and Indigenous academic coach</li> </ul>

St. Mary's University Comprehensive Institutional Plan 2019-2022

	<p>and establish an Indigenous student athlete ambassador program</p> <ul style="list-style-type: none"> <li>• Establish an Indigenous Academic coach position (ad hoc) to work with Indigenous learners</li> </ul>		
<p>Goal 3: Increase transition success and retention</p> <p>Enhance the successful student transitions from secondary to post-secondary study by working closely with school administrators and counselors to implement success strategies directly in high schools. Add new transition supports and pathways for high school students and under-represented learners into post-secondary education and to support successful degree completion.</p>	<ul style="list-style-type: none"> <li>• Complete the consolidation of the High School equivalency courses, English 030 and Math 030, the MATH Booster and the Academic Writing Institute into the Continuing Education portfolio. The courses are recognized by other Campus Alberta universities as equivalent to high school courses for admissions purposes</li> <li>• Continue the work of the Transitions Committee, expanding its membership to include additional student representatives from local high schools and St. Mary's University. The committee will determine what services and supports will help facilitate successful student transition from high school to university and makes recommendations for implementation</li> <li>• Launch eCLASS, a Virtual Learning Centre to provide on-line access to our academic readiness resources by high school and St. Mary's students</li> <li>• Continue the 'Chat with a Professor' initiative, which will give students live remote access to a professor for assistance</li> <li>• Extend the hours of the Fitness Centre to accommodate student schedules</li> <li>• Pilot the Assessment Services to offer psycho-educational testing on campus</li> <li>• Publish the review of student success evidence-based practices on eCLASS and use the findings to adjust existing services and</li> </ul>	<ul style="list-style-type: none"> <li>• Lower attrition rates; higher graduation rates</li> <li>• Increased wellness participation</li> <li>• More retention and successful transition into post-secondary</li> <li>• 3 more pre-professional promotion information sheets ready for January 2020 (Vet Med, Pharmacy, Secondary BEd)</li> <li>• Have update meeting with business program partners at UofC, MRU, and U of L on a yearly basis</li> </ul>	<ul style="list-style-type: none"> <li>• Lower attrition rates, higher graduation rates and completed graduate surveys</li> <li>• Lower rates of probation and academic warning</li> <li>• Student uptake in transition and pathways programming</li> <li>• Increased student participation in wellness offerings</li> </ul>

	<p>explore new programs at the Centre for Learning Access and Student Success - CLASS</p> <ul style="list-style-type: none"> <li>• Develop a three-year recreation and leisure plan in 2019-2020 with a goal of 40% student participation by 2021</li> <li>• Continue to offer Recreation and Yoga classes for the student body, while partnering with Student Legislative Council to identify additional offerings for student body</li> <li>• Distribute and present the Academic Advising Syllabus at New Student Orientation to give more clear guidelines for the purpose of academic advising and encourage students to take more ownership over their academic journey</li> <li>• Create and promote transferability options so students know that they can take pre-professional program requirement courses and other transfer opportunities by starting at St. Mary's</li> </ul>		
<p>Goal 4: Improve accessibility on campus for students with physical and other disabilities</p> <p>Enhance campus accessibility for students with physical and other disabilities so that all students can achieve their academic goals and reach their potential.</p>	<ul style="list-style-type: none"> <li>• Continue the Accessibility Committee to support the almost 10% of students* who identify as having one or more of the following disabilities:             <ul style="list-style-type: none"> <li>○ physical (mobility and/or agility issues)</li> <li>○ sensory (hearing and/or seeing)</li> <li>○ cognitive (developmental and/or learning)</li> <li>○ communication access (speech and/or understanding)</li> <li>○ other (pain and/or psychological)</li> </ul> </li> <li>• Advance the plan to renovate the Student Association Building to make it more accessible for students in wheelchairs</li> <li>• Partner with Canadian Mental Health Association (CMHA) to offer additional drop-in counselling support</li> </ul>	<p>On-going</p> <ul style="list-style-type: none"> <li>• Campus development plan that addresses accessibility to Student Association Building</li> <li>• Increased number of advisors and staff with Sexual Violence First Responder training</li> <li>• Enhanced range of services to identify and support student with learning disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Engagement and satisfaction surveys</li> <li>• Increased number of staff trained in sexual violence prevention and response</li> <li>• Completed psycho-educational testing and follow-up by CLASS</li> </ul>

St. Mary's University Comprehensive Institutional Plan 2019-2022

	<ul style="list-style-type: none"> <li>• Provide Sexual Violence First Responder training to advisors and other select front line staff in 2019-2020</li> <li>• Train two Sexual Violence investigators in 2019-2020</li> </ul> <p>* Pilot the Assessment Services unit to offer psycho-educational testing on campus, starting with assessment of potential learning disabilities and ADHD</p> <p><i>*2012 Canadian Survey on Disability, Statistics Canada</i></p>		
Affordability			
Goals	Priority Initiatives	Expected Outcomes	Performance Measures
<p>Goal 5: To maintain affordable tuition rates and the financial sustainability of the institution.</p>	<ul style="list-style-type: none"> <li>• Continue to promote affordability for students by minimizing tuition increases and keeping tuition in line with public Campus Alberta universities</li> <li>• Create an entrance bursary to cover any gaps between band funding and total costs for band-sponsored Indigenous students</li> <li>• Increase revenue-generation through new Continuing Education offerings</li> <li>• Continue to advocate for equitable funding to ensure tuition increases can be capped at CPI rates</li> <li>• Increase number of successful grant applications to foundations and government agencies to cover initiatives</li> </ul>	<p>On-going</p> <ul style="list-style-type: none"> <li>• Maintenance of affordable tuition fees</li> <li>• Other sources of revenue will be investigated, including a suite of Continuing Education courses</li> <li>• Successfully lobbying the Government for equal funding as per other Edmonton IAls</li> </ul>	<ul style="list-style-type: none"> <li>• St. Mary's remains affordable and financially sustainable</li> <li>• Obtain equitable government funding</li> <li>• Identify and seek government grant opportunities for programs and initiatives</li> <li>• Increased funds from existing revenue streams by 10%</li> </ul>
<p>Goal 6: To continue to expand the pool of bursaries and scholarships available to support students.</p>	<ul style="list-style-type: none"> <li>• Stewardship of existing donors to maintain their support</li> <li>• Identification and cultivation of new donors</li> <li>• Increase funding and apply for applicable grants</li> </ul>	<p>On-going</p> <ul style="list-style-type: none"> <li>• Increase the value of scholarships and bursaries awarded to 7% of total tuition and student fees by 2021-22</li> <li>• Secure new donors</li> <li>• Communicate, engage, and build long lasting relationships with external supporters</li> </ul>	<ul style="list-style-type: none"> <li>• Value of scholarships and bursaries awarded as a percentage of total tuition and student fees</li> <li>• Number of donors</li> <li>• Increased scholarship and bursary funding by 10% over last year</li> </ul>

		<ul style="list-style-type: none"> <li>Identify and seek new opportunities</li> </ul>	<ul style="list-style-type: none"> <li>new funding opportunities secured</li> </ul>
<b>Quality</b>			
<b>Goals</b>	<b>Priority Initiatives</b>	<b>Expected Outcomes</b>	<b>Performance Measures</b>
Goal 7: Empower our Students for Success	<ul style="list-style-type: none"> <li>Connect our strong Liberal arts program to successful career paths with work-integrated-learning</li> <li>Share our alumni student success stories</li> <li>Facilitate clearer learner pathways</li> <li>Create engaging and adaptive teaching spaces</li> <li>Establish new Certificate and Diploma programs that reflect St. Mary's mission and strengths</li> <li>Increase diversity in our community by recruiting international students and providing travel study opportunities</li> <li>Implement new double Majors in English and History, English and Psychology, History and Psychology</li> <li>Establish a grant to support Student capstone research and conference participation</li> <li>Review Career Services and determine the service priorities and resources needed to facilitate Career support for students by September 2020</li> <li>Pilot a model of teacher education that focusses on teacher leadership</li> <li>Design &amp; implement online Library research study guides for subjects in support of degrees &amp; programs</li> </ul>	<ul style="list-style-type: none"> <li>Create new internships and provide work-integrated-learning opportunities in each degree program</li> <li>Establish an Office of Institutional Research to track student data</li> <li>Regular Alumni newsletter and active alumni page on St. Mary's website</li> <li>Implement new learning platform by 2020</li> <li>2 new certificate and 1 new diploma program implemented by 2021</li> <li>Approve majors, create program guide, add to 'Program Change' form and promote this option to students</li> <li>Create 5-year Internationalization Strategy</li> <li>Develop new study abroad courses in languages, social justice, and domestic opportunities in English and History</li> <li>Increase dedicated career advising resources</li> <li>Expanded opportunities for student research and knowledge dissemination through a new professional partnership</li> <li>Priorities for online Library research study guides will be established through consultation with the Library Committee</li> <li>Online Library research study guides will be designed for two subject areas per year</li> </ul>	<ul style="list-style-type: none"> <li>Graduate exit surveys</li> <li>Standardized student satisfaction survey</li> <li>Co-ordinated tracking of graduating students and alumni through Office of Institutional Research</li> <li>Campus development plan that includes a technology plan for classrooms, collaborative research/work/study spaces</li> <li>Partnerships with at least 2 new overseas universities and expanded student and faculty exchanges</li> <li>Increased number of International students</li> <li>Increased student participation in certificate, diploma, double major, and work-integrated-learning opportunities</li> <li>Dedicated career advising resources by 2021</li> <li>Teacher leader pilot project with student action research projects</li> <li>Student and faculty surveys will show a 10% increased</li> </ul>



			<p>satisfaction rate in the quality, accessibility and relevance of Library research, instruction and in-library research support</p> <ul style="list-style-type: none"> <li>• Library Staff, faculty, and students will report increased satisfaction with Library connection to rest of learning community and Library service as evidenced through satisfaction survey</li> </ul>
<p>Goal 8: Enhance Teaching Excellence</p>	<ul style="list-style-type: none"> <li>• Develop new Academic Plan for 2019-24</li> <li>• Establish Teaching and Learning Centre to provide faculty with increased teaching resources, professional development opportunities, and support for work in the Scholarship of Teaching and Learning</li> <li>• Implement on-line course evaluations across the institution</li> <li>• Create environment of cross-disciplinary cooperation</li> <li>• Create a named School of Education strategy to fund pedagogical innovation</li> <li>• As per the Collective Agreement, establish a Faculty Teaching Stream</li> <li>• Establish a mentoring program for new and sessional faculty</li> <li>• Implement a system of annual assessment for Sessional faculty as per the Collective Agreement</li> <li>• Acquire Plagiarism software</li> <li>• Ensure the Library is resourced, relevant, accessible and connected</li> <li>• Create a formal Library Acquisitions policy developed by identifying key areas for the support of degree &amp; program offerings</li> </ul>	<ul style="list-style-type: none"> <li>• Academic plan will be completed by December 2019</li> <li>• Teaching and Learning Centre model will be established by 2020; funding will be secured by 2022; and Centre opened by 2023</li> <li>• Faculty driven building design suggestions that are aligned with signature pedagogy of Education program</li> <li>• On-line course evaluations will be implemented by 2020</li> <li>• Decrease in incidents of plagiarism</li> <li>• Faculty technology training implemented by 2020</li> <li>• Implement new course syllabus template that clearly states learning objectives and outcomes</li> <li>• By 2020, each program will have a matrix of learning outcomes reflecting educational objectives and mission and aligned with course progression and assessment</li> <li>• Campus development planning will incorporate principles of mixing</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in the Scholarship of Teaching and Learning as reflected in peer-reviewed publications, grants, evidence-based research, and conference participation</li> <li>• Clear map forward on building physical capacity for Education program</li> <li>• Host Teaching and Learning conference/events</li> <li>• Graduate exit surveys</li> <li>• Standardized student satisfaction survey</li> <li>• Fewer cases of plagiarism</li> <li>• Increased comfort with and use of technology in the classroom by faculty</li> <li>• Student and faculty surveys will report increased satisfaction rates in quality, accessibility, and relevance of Library research,</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide targeted program and subject experts recommendations to Academic Areas on print and electronic acquisitions for the Library</li> </ul>	<p>disciplines and will construct spaces to facilitate inter- and cross-disciplinary dialogue and work</p> <ul style="list-style-type: none"> <li>• Library research study guides will be designed for two subject areas per year</li> <li>• Library Acquisitions policy will be developed and approved through Library Committee &amp; Academic Council by 2019</li> </ul> <p>Beginning in 2020, the Library acquisitions budget will be allocated in response to the above Library recommendations</p>	<p>instruction and in-library research support</p>
<p>Goal 9: Enhance Research Excellence</p>	<ul style="list-style-type: none"> <li>• Develop a new five-year Institutional Research Plan</li> <li>• Increase visibility of research both within and beyond the university</li> <li>• Fund and open two Research Centres of Excellence</li> <li>• Develop policy for Animal Ethics and apply for NSERC eligibility</li> <li>• Foster an environment of research collaboration within and beyond the university</li> <li>• As per the Collective Agreement, establish a Faculty Research Stream</li> <li>• Establish and implement a library collaboration workflow process to address non-standard sources of funding (grants, awards etc.) for which the library is expected to procure resources</li> <li>• Create a Special Collections Acquisition policy identifying niche areas for the support of research and specific subjects</li> <li>• Promote and provide access to unique resources</li> </ul>	<ul style="list-style-type: none"> <li>• New Institutional Research Plan completed by 2020</li> <li>• Continue publication of <i>Illuminate</i> and broaden distribution</li> <li>• Finalize plans and secure funding for Centres of Research Excellence</li> <li>• Increased number of SSHRC applications and first NSERC applications</li> <li>• Increased research networking by faculty</li> <li>• Create an environment of cross-disciplinary co-operation</li> <li>• Faculty will increase their scholarly collaboration</li> <li>• Create an additional alternative Practicum Action Research experience for Education students – Established Teacher Quality Standards Leadership Courses</li> <li>• The creation &amp; implementation of a "project management template" &amp; "library collaboration agreement"</li> <li>• Special Collections Acquisition policy will be developed and approved through Academic Council by 2020</li> </ul>	<ul style="list-style-type: none"> <li>• Increased grant applications and grants received</li> <li>• Increased scholarly activity by faculty</li> <li>• Increased collaborations within and beyond St. Mary's</li> <li>• Collaborative action research project with partnering school district focused on school improvement with BEd Elementary teacher certification program – Blended delivery model of advanced Leadership courses aligned with Teacher Quality Standards for Alberta</li> <li>• Targeted and focused acquisitions for special collections that support research, teaching, degree &amp; program offerings</li> </ul>

St. Mary's University Comprehensive Institutional Plan 2019-2022

		<ul style="list-style-type: none"> <li>• Specialty collections such as CPAWS and Huel will be permanently housed and catalogued to provide scholarly access</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty satisfaction with research support will increase by 10% as evidenced through pre- and post-implementation surveys</li> <li>• Creation of permanent spaces for specialty collections and completion of cataloguing</li> </ul>
<p>Goal 10: Foster a Culture of Curiosity and Professional Engagement</p>	<ul style="list-style-type: none"> <li>• Host inspiring and relevant events that develop connections</li> <li>• Create dynamic partnerships and collaborations</li> <li>• Foster cultural engagement through the arts and the Mauro Art Gallery</li> </ul>	<ul style="list-style-type: none"> <li>• Connect the Speakers Series to teaching and daytime events</li> <li>• Increased number of Open Classroom events</li> <li>• Regular “Profs in the Pub” events</li> <li>• Develop partnerships and collaborations: dual-credit, community, corporate, work-integrated learning, funding, learner pathways, faculty research</li> <li>• Develop strategic guiding principles, policies and processes for the Mauro Art Gallery and the Art Acquisitions Committee by 2019</li> </ul>	<ul style="list-style-type: none"> <li>• More connections between teaching and events</li> <li>• Increased community/university engagement</li> <li>• Increased number of partnerships and collaborations</li> <li>• Completed processes and policies for Mauro Gallery by Dec 2019</li> </ul>

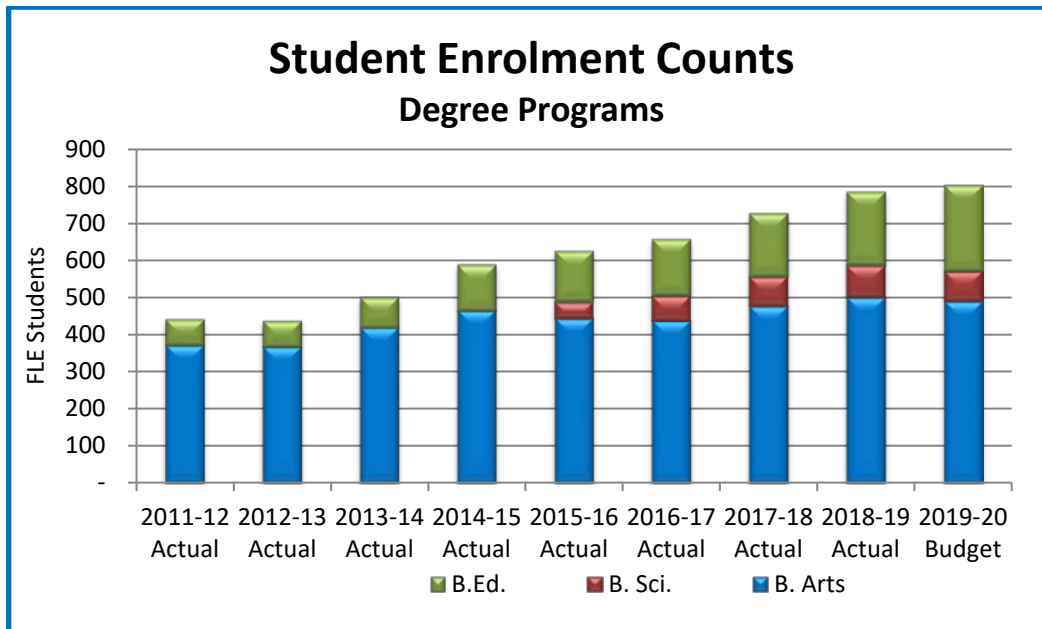
<p>Goal 11: Celebrate our Identity as a Catholic Liberal Arts University</p>	<ul style="list-style-type: none"> <li>• Implement and promote new program in Social Justice and Catholic Studies</li> <li>• Increase partnerships and programs with the Diocese and other Catholic agencies</li> <li>• Increase profile and resources of CWL Chair in Catholic Studies</li> <li>• Partner with and serve marginalized and under-represented communities</li> <li>• Increase partnerships with international universities to develop collaboration projects in the areas of Social Justice and Liberal Arts</li> <li>• Increase partnerships with Indigenous communities</li> <li>• Explore hosting a conference on the contributions of the Liberal Arts to society</li> <li>• Expand our Bachelor of Education offerings and its engagement with the Liberal Arts &amp; Sciences</li> <li>• to meet the changing needs of students and communities</li> <li>• Extend a new model of teacher training and professional development that is responsive to the unique context of our Catholic school boards</li> </ul>	<ul style="list-style-type: none"> <li>• Increase registrations in the new Social Justice &amp; Catholic Studies degree</li> <li>• Develop a diaconal training program in collaboration with the Diocese</li> <li>• Increase endowment for CWL Chair</li> <li>• Secure sustainable funding for Humanities 101 program</li> <li>• Gain Ministry permission to offer BEd (Secondary) program and implement by fall 2020</li> <li>• Formalize talks on Liberal Arts</li> <li>• Develop combined Arts &amp; Sciences initiatives through programs and projects</li> <li>• Celebrate alumni success and stories</li> <li>• Engaged and strengthened partnership between the university and school communities</li> <li>• Host two Conferences celebrating our expertise and community connections between 2019 and 2022</li> </ul>	<ul style="list-style-type: none"> <li>• Increased enrolment in Social Justice and Catholic Studies Major</li> <li>• Diaconal program implemented by 2020</li> <li>• Increased intake to Humanities 101 program</li> <li>• Increased attendance and community engagement at CWL events</li> <li>• Increased collaboration with and student participation from Indigenous communities</li> <li>• Implementation of BEd (Secondary) program in fall 2020</li> <li>• Engaged and strengthened partnerships between the university and school communities</li> </ul>
--	---	---	--

## Appendix A: Financial and Budget Information

The proposed 2019-2020 operating and capital budgets contribute to our recently released five-year Strategic Plan by targeting investments to support the strategic priorities:

### Strategic Priority #1 - People First

St. Mary's University supports a welcoming, inclusive and safe community fostering enduring connections, improved collaborations and increased engagement with our university community. In addition to the existing St. Mary's professional development program for faculty and staff, investment will be made for leadership team training for Directors and Managers, and academic leadership training, including support for Deans, Area Chairs and Program Coordinators. We will continue to support the President's Volunteer Team and related activities; to host strategic academic events and staff/faculty social events; and to encourage participation in mission-focused events with Indigenous communities, school districts and the Catholic community. The proposed budget includes funds for several new initiatives: a student research and conference fund and international partnership developments through various initiatives. Additionally, we will continue to support the mental health of our student body, staff and faculty. We have implemented a campus safety app – 'St. Mary's Safe' – that provides peace of mind to students, staff and faculty.



### Strategic Priority #2 - Academic Excellence

With a complement of 26 full-time and many dedicated part-time faculty members, students benefit from small class sizes and a dynamic learning experience. St. Mary's University connects a strong Liberal Arts Program to successful career paths through experiential learning, internships, collaborations and research opportunities. Travel Study Programs at St. Mary's link the student to the world through education, travel, and knowledge, honing skills that will give them an edge in an increasingly global workforce. Another driver of St. Mary's increasing enrolment is the success of our Bachelor of Education Program. A third cohort was added in the 2018-2019 fiscal year; the second half of that cohort commences in the fall of 2019. We continue to increase investments in library electronic resources that support teaching and research excellence. The Library, in its consortial partnership with the University of Calgary, Ambrose University and Bow Valley College, has completed the transition to a new library management system (LMS) to better serve the St. Mary's community.

### **Strategic Priority #3 - Celebrating our Identity**

St. Mary's is a leader in post-secondary education, open to all and focused on developing the whole person, mind, body and spirit. Founded on the Catholic Intellectual Tradition, St. Mary's prepares its students to live with integrity, compassion and confidence. Through the pursuit of knowledge and service to the community, we prepare our students to become lifelong learners, engaged citizens and compassionate members of society. Over the next five years, St. Mary's will expand liberal arts, social justice, and Catholic studies initiatives and pursue opportunities in social entrepreneurship, responsibility and sustainability.

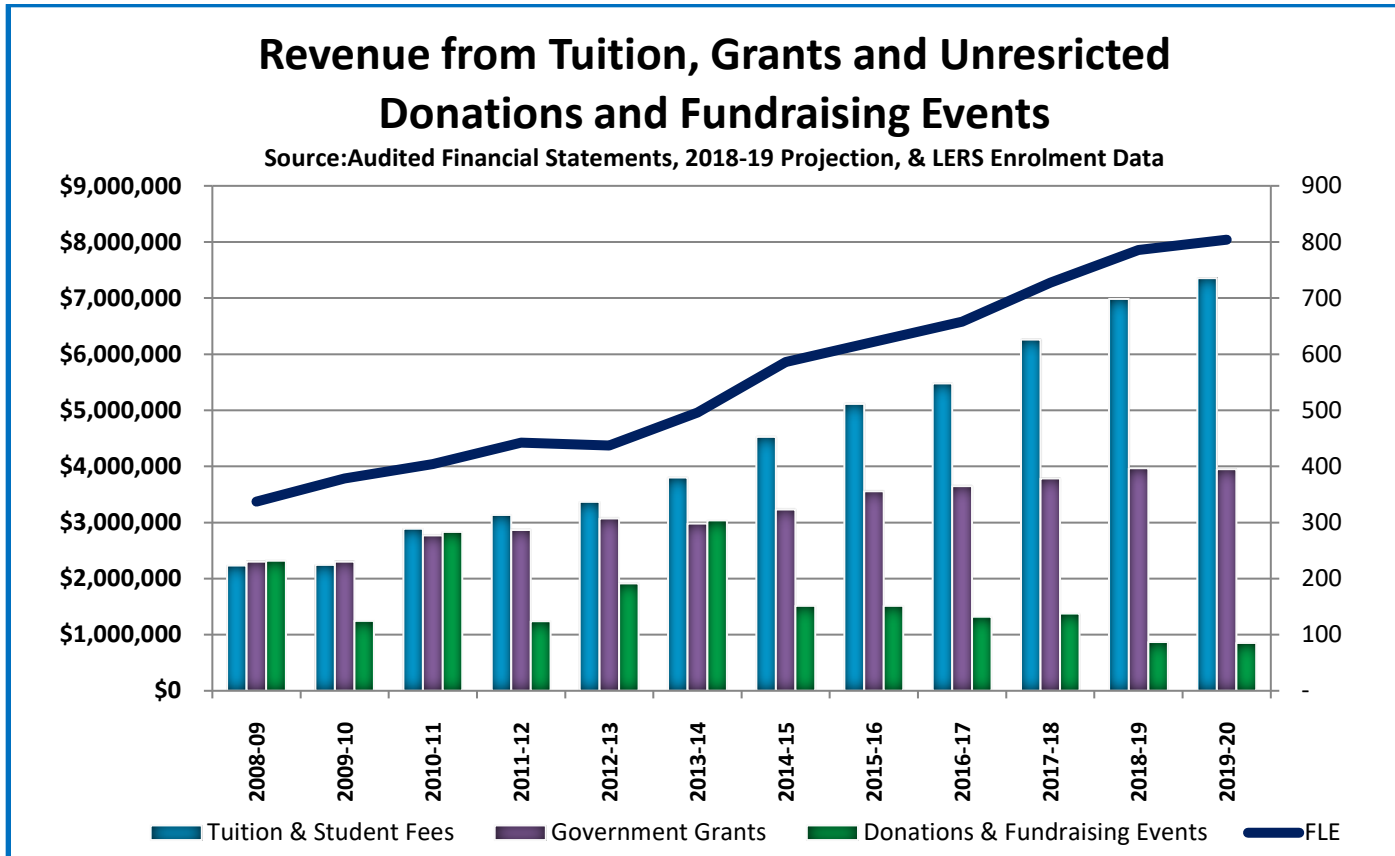
### **Strategic Priority #4 - Building for Growth**

Planning for the future is an ongoing task at St. Mary's University. The Board of Directors has embarked on a Campus Development Initiative which at this early stage is in the midst of scoping out the infrastructure requirements to address our longer term growth objectives. Once that vision is established, an appropriate and sustainable funding model will be developed alongside a capital fundraising campaign to address the capital requirements set forth in the plan.

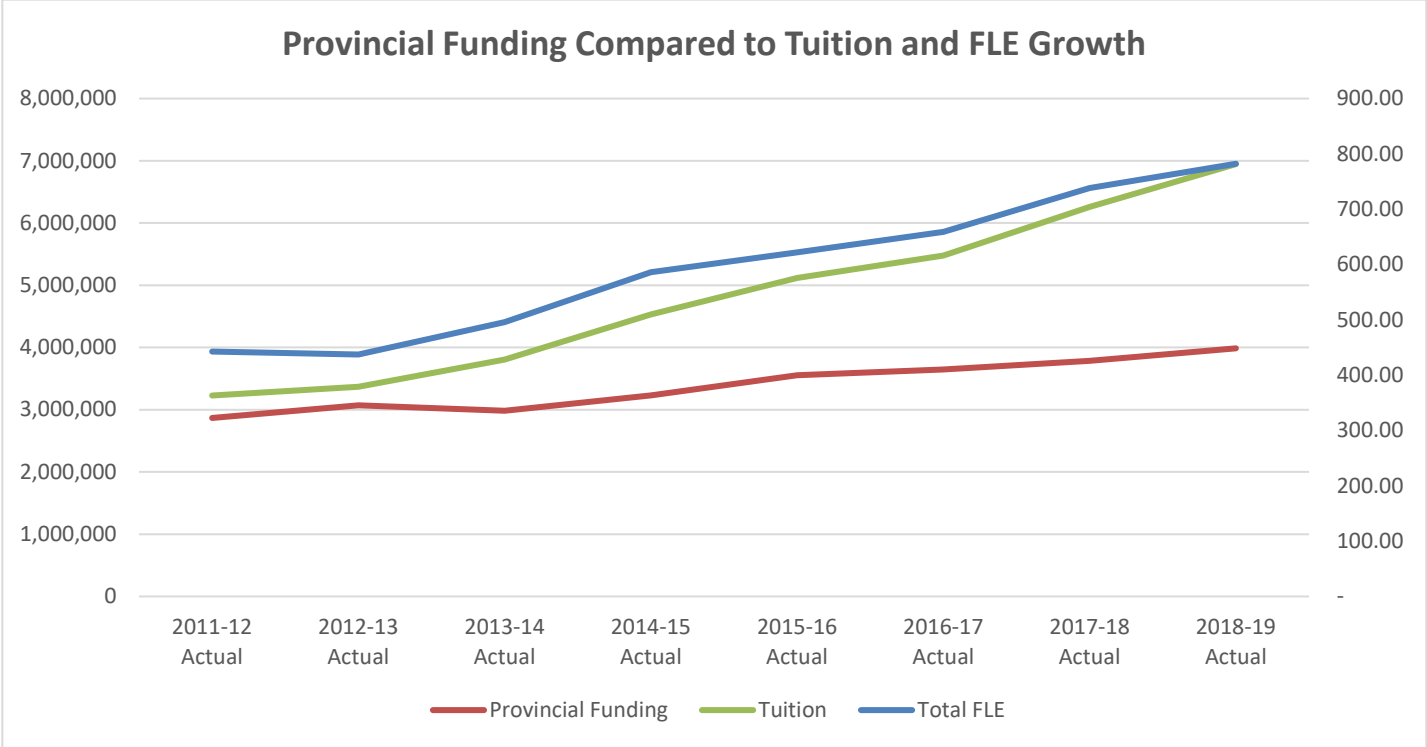
**The 2019-2020 budget represents a growth budget in which investments are made in academic and instruction areas while maintaining a reserve for compensation increases for faculty and staff. Further, there is an important investment in information technologies and infrastructure/facilities upgrades.**

### **Operating Revenues and Expenses**

The 2019-2020 budget proposes a 3.4% increase in total operating revenue to \$14,135,500. Operating revenue comprises 52% from tuition and student fees, 28% support from government grants and the remaining 20% is made up of donations and miscellaneous revenue. Core operations funding shows a continued decreasing reliance on donation revenues. Donation revenue is directed towards capital projects, new programs and enhanced scholarships for students.



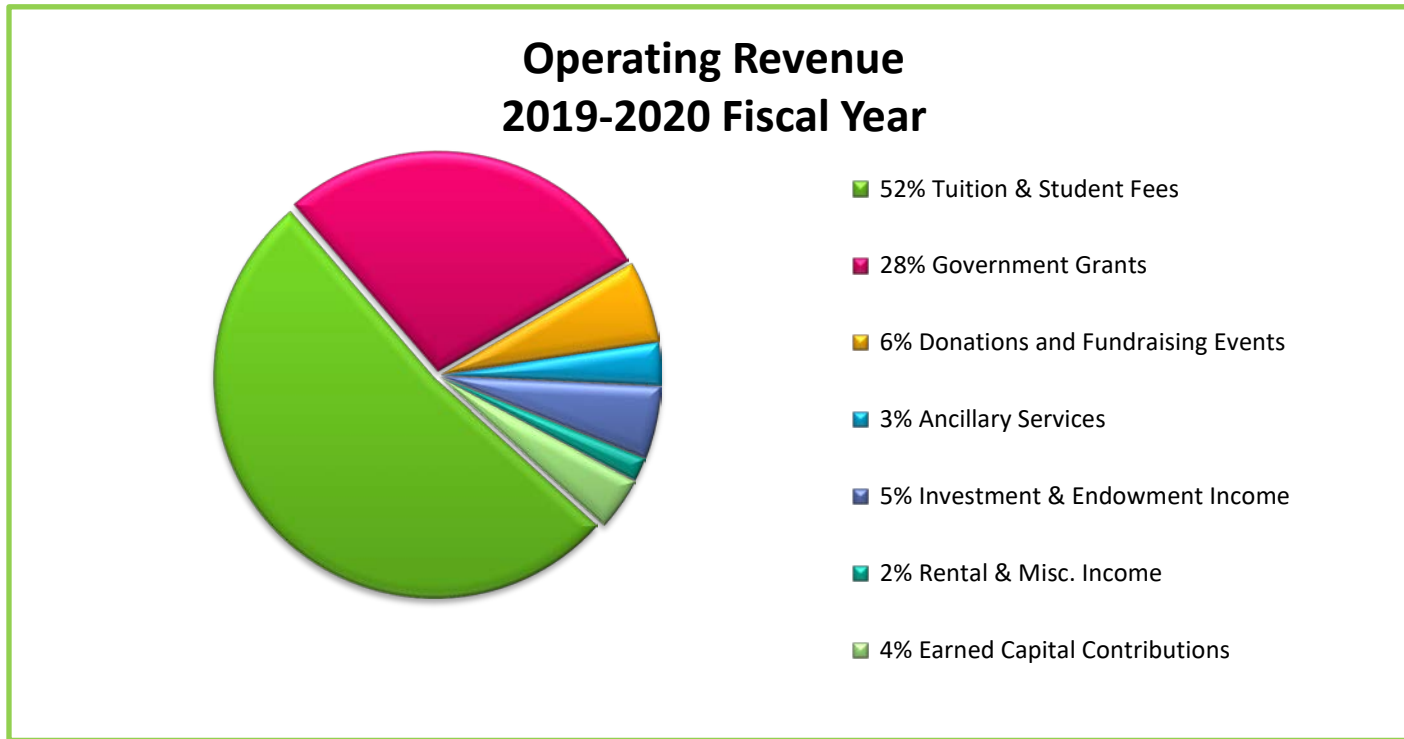
The 2019-2020 Budget projects revenue from tuition and student fees of \$7,353,400, an increase of 8.8% from the prior year. Incremental revenue of \$595,000 in 2019-2020 reflects enrolment growth from the second half of the Bachelor of Education cohort that was added last year. Additionally, there are tuition rate increases of 3% for Arts & Sciences and 1% for the Bachelor of Education Programs. Enrolment projections for the Bachelor of Arts and the Bachelor of Science programs are based on the prior year.



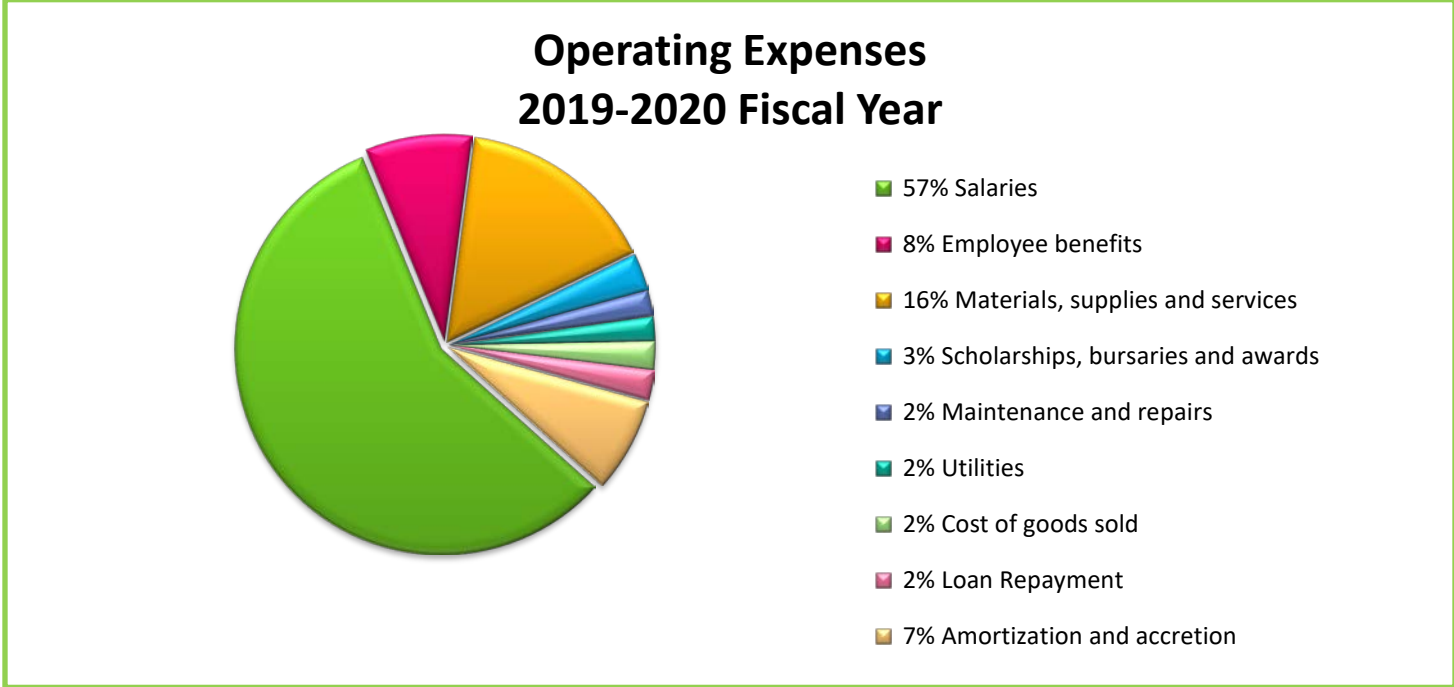
Provincial funding has not kept pace with our robust FLE growth, as depicted in the above chart. Tuition has been forced to increase to compensate for the widening gap between provincial operating grants and the number of students served. The Per Capita Operating Grant fell from \$6,483 in 2011-2012 to \$5,097 in 2018-2019. On a Per Capita basis, St. Mary's now only receives 78.6% of the funding that was received during the 2011-2012 operating period.

Donations revenue continues its downward trend as the negative effects of Alberta's struggling economy disrupt the plans of our donors. It should be noted that the increasing difficulty experienced by St. Mary's Advancement Team is not an isolated incident. All Not-For-Profit Entities have suffered declines in Donations Revenue. We have increasingly had to raise tuition fees to compensate for this and the fact that Provincial Funding to St. Mary's University has always fallen short of the amounts, on a per FLE basis, received by almost every other Alberta Post-Secondary Institution.





The budget also includes tuition from international students at premium rates as well as travel fees for a trip to The Bamfield Marine Sciences Centre. Applications for Arts and Science programs at the time of this writing are trending at levels that are slightly behind the prior year. It should be noted that there is room in the budget to expand course offerings to accommodate more students.



The 2019-2020 budget proposes an increase of 3.4% in total operating expenditures. This will fund: new and deferred positions, an increased number of students eligible for scholarships, bursaries and awards, and support for exceptional teaching and learning.

The 2019-2020 operating expense budget fully funds compensation budgets, including the provisions of the recently approved Administrative Salary Agreement that becomes effective July 1, 2019. Faculty salary increases have also been funded in keeping with the Collective Agreement that came into effect July 1, 2018.

Further, there is an important investment in information technologies and infrastructure/facilities upgrades.

While we foresee continued pressure on unrestricted donations and investment income, the budget model has been reset with the goal that core-operating revenues (tuition, grants, ancillary revenue) fully fund core-operating costs.

### Key Budget Assumptions

On the expense side, cost estimates include the addition of two new Faculty positions in 2019-2020 to support growing enrolments and targeted investments in student services, academics, communications and administrative areas. Key budget assumptions are as follows:

- Budgeted tuition revenue is based on tuition fee increases of 3% for the BA/BSc and 1% for the BEd Program in the 2019-2020 Fiscal Year. Enrolment estimates reflect confirmed growth in BEd program (the second half of third cohort of 40 students added Fall 2018 enters the program in the Fall of 2019) and steady enrolment in BA and BSc programs. Current application and registration trends indicate that St. Mary's University will exceed these enrolment projections. Expansion of the Continuing Education program array of course offerings will generate a modest revenue stream
- The Projected Income Statements for Fiscal 2020-2021 and 2021-2022 do not include any tuition fee increases. St. Mary's University has made every effort to minimize the reliance on tuition revenue to make up for declining donation revenue and the below average provincial funding history. We believe that we have kept our tuition rates below the threshold levels where students struggle to pay. We would be comparable with local public Post-secondary institutions if we had received the same tuition backfill from the Province.
- Government operating grants are based on Targeted Enrolment Expansion funding rolling into base grants beginning in 2018-2019 and annual increases of 0% for 2019-2020, 2020-2021 and 2021-2022
- Revenues from unrestricted donations and fundraising events, while still ambitious, have been reduced to more conservative and achievable levels that reflect the continuing economic pressure in the energy sector and across Alberta
- Income from investments and endowments have been projected based on a 3.5% annual rate of return and conservative estimates of growth in invested funds
- Compensation projections are based on the new collective agreement with the St. Mary's University Faculty Association and annual step increases through to 2020-2021; at this time, we have not budgeted cost-of-living increases
- For budget purposes, interest and debt repayment includes both the principal and interest costs of long-term debt repayment
- Materials, supplies and services include membership application to Universities Canada (still in development), professional development funding for Faculty and administrative staff, strategic investments in advertising and recruitment and investments in mental health resources with grant funding

For budget planning purposes, the 2019-2022 projections do not include the impact of major capital expansion as the timing of this major initiative is not yet certain. Once funding is in place, budget estimates will be revised to reflect the full cost of construction, commissioning, implementation and program expansion. As an Independent Academic Institution, St. Mary's University is not eligible for provincial capital grants and must raise all needed capital and maintenance funding from external contributions.

## Statements of Expected Revenues and Expenses by Function

	Budget 2018-2019	Budget 2019-2020	Projection 2020-2021	Projection 2021-2022
<b>REVENUES</b>				
Tuition fees	6,758,500	7,353,400	7,740,100	8,130,666
Provincial government grants	3,875,100	3,951,000	3,951,000	3,951,000
Donations and fundraising events revenue	1,231,800	850,700	867,714	885,068
Ancillary services	457,600	435,900	444,618	453,510
Interest and investment income	745,000	747,600	762,552	777,803
Rental and miscellaneous revenue	207,000	246,900	251,838	256,875
Amortization of deferred capital contributions	530,000	550,000	550,000	550,000
<b>TOTAL REVENUES</b>	<b>\$ 13,805,000</b>	<b>\$ 14,135,500</b>	<b>\$ 14,567,822</b>	<b>\$ 15,004,922</b>
<b>EXPENSES</b>				
Academics and library	5,292,854	6,269,213	6,735,399	7,284,427
Student and campus services	2,516,576	2,106,730	2,275,230	2,446,202
Facilities and technology	1,247,115	1,330,554	1,417,624	1,481,834
Finance and administration	1,121,976	1,049,940	1,049,940	1,049,940
Amortization and accretion	1,030,000	1,050,000	1,050,000	1,050,000
Advancement and fundraising events	691,215	565,634	565,634	565,634
President's office and board	667,168	631,583	631,583	631,583
Ancillary services	486,076	405,522	413,342	423,342
Communications	417,630	394,144	394,144	394,144
Interest on long term debt	334,390	332,180	313,450	295,845
<b>TOTAL EXPENSES</b>	<b>\$ 13,805,000</b>	<b>\$ 14,135,500</b>	<b>\$ 14,846,346</b>	<b>\$ 15,622,951</b>
<b>Net Operating Fund Surplus/(Deficit)</b>	<b>0</b>	<b>0</b>	<b>(278,525)</b>	<b>(618,028)</b>

**Statements of Expected Revenues and Expenses by Object**

	Budget 2018-2019	Budget 2019-2020	Projection 2020-2021	Projection 2021-2022
<b>REVENUES</b>				
Tuition & Student Fees	6,758,500	7,353,400	7,740,100	8,130,666
Government Grants	3,875,100	3,951,000	3,951,000	3,951,000
Donations & Fundraising Events	1,231,800	850,700	867,714	885,068
Ancillary Revenue	457,600	435,900	444,618	453,510
Investment Revenue	745,000	747,600	762,552	777,803
Rental & MISC Income	207,000	246,900	251,838	256,875
Earned Capital Contributions	530,000	550,000	550,000	550,000
<b>TOTAL REVENUES</b>	<b>\$ 13,805,000</b>	<b>\$ 14,135,500</b>	<b>\$ 14,567,822</b>	<b>\$ 15,004,922</b>
<b>EXPENSES</b>				
Salaries	7,615,750	8,070,250	8,446,953	8,917,016
Employee benefits	1,115,832	1,185,850	1,267,043	1,337,552
Materials, supplies and services	2,543,246	2,220,500	2,389,000	2,559,972
Scholarships, bursaries and awards	402,093	414,500	422,790	431,246
Maintenance and repairs	231,500	285,900	335,900	385,900
Utilities	218,539	264,160	301,230	315,440
Interest and long-term debt repayment	334,390	312,160	293,430	275,825
Cost of goods sold	313,650	332,180	340,000	350,000
Amortization and accretion	1,030,000	1,050,000	1,050,000	1,050,000
<b>TOTAL EXPENSES</b>	<b>\$ 13,805,000</b>	<b>\$ 14,135,500</b>	<b>\$ 14,846,346</b>	<b>\$ 15,622,951</b>
<b>Net Operating Fund Surplus/(Deficit)</b>	<b>0</b>	<b>0</b>	<b>(278,525)</b>	<b>(618,028)</b>

Statements of Cash Flow for the Current Budget Year					
					<b>Budget 2019-2020</b>
<b>OPERATING ACTIVITIES</b>					
Excess of revenue over operating expense					931,184
Add (deduct) non-cash items:					
Amortization and accretion					1,063,126
Amortization of deferred capital contributions					(529,989)
Realized and unrealized loss (gain) on investments					(800,084)
Deferred contributions recognized in donation revenue					(337,399)
Future retirement obligation					6,192
Net Change in non-cash working capital					(449,909)
					(116,879)
<b>FINANCING ACTIVITIES</b>					
Endowment contributions					97,672
Deferred contributions and grants received					370,995
Capital contributions					(8,771)
Repayment principal on long term debt					(198,103)
					261,793
<b>INVESTING ACTIVITIES</b>					
Acquisitions of capital assets					(1,422,435)
(Acquisitions) disposals of investments, net					624,080
Endowment investment income					646,700
Endowment grants to operations					(434,820)
					(586,475)
Increase (decrease) in cash					(441,561)
<b>CASH, BEGINNING OF YEAR</b>					<b>1,259,794</b>
<b>CASH, END OF YEAR</b>					<b>818,233</b>

### Future Accounting Changes

St. Mary's University follows *Accounting Standards for Not-for-Profit Organizations*. There are no anticipated changes that would have a significant impact on the budget or financial statements.

### Deficits

St. Mary's University has no plans to bring forth a budget deficit. Despite the shortfall in government grants, we have approved a balanced budget through prudent cost management.

### Tuition and Mandatory Fees

As an Independent Academic Institution, St. Mary's is not limited in its ability to approve tuition rate increases. Indeed, other independent universities in our sector have significantly higher tuition fees. Despite the lack of tuition regulation, St. Mary's has a longstanding commitment to affordability to ensure that students have access to high quality post-secondary learning opportunities at St. Mary's University. Our Projections assume increased tuition revenues from the successful launch of a BEd (secondary) Program. The application for this new program is currently under review by the Ministry and is expected to launch in the Fall 2020/2021 Semester. As we work hard to balance our operating budgets and raise donations to fund campus facilities for students, we ask the Ministry to fully recognize our students with equitable funding so that we can continue to maintain low tuition rates and promote access for students to high quality post-secondary education and in support of the provincial goal of affordability for students. St. Mary's University maintains a generous pool of scholarships and bursaries to support students in achieving their goals in post-secondary education. By 2019-2020, scholarships and bursaries will be over \$400,000, almost 6% of budgeted revenues from tuition and student fees.

Tuition Fees	2018-2019 (Actual)	2019-2020 (Budget)	2020-2021 (Projected)	2021-2022 (Projected)
<b>Domestic students:</b>				
Undergraduate – tuition per FLE	\$8,085	\$8,322	\$8,572	\$8,829
Bachelor of Education – tuition per FLE	\$10,170	\$10,640	\$10,746	\$10,854
<b>International students:</b>				
Undergraduate – tuition per FLE	\$15,450	\$15,912	\$16,389	\$16,881
Bachelor of Education – tuition per FLE	\$20,340	\$20,548	\$20,753	\$20,961
<b>Mandatory fees for all students, per Full Time FLE:</b>				
Athletics/Campus Recreation	\$210	\$220	\$220	\$220
Computer Resource Fee	\$145	\$150	\$150	\$150
Students' Association Fee	\$90	\$90	\$90	\$90

**Appendix B: Enrolment Plan and Proposed Programming Changes**  
**Enrolment Plan**

**Student Enrolment Counts**  
**Actual FLEs to 2017-18 with Projections to 2020-2021**

YEAR	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
<b>Total FLEs in BA/BSc/BEd programs</b>	437	501	588	629	661	738	778	804	838 858 if BEd Secondary approved for Fall 2020*	902 including 1 <sup>st</sup> and 2 <sup>nd</sup> year cohorts in BEd Secondary*  * incl. possible attrition in Elementary

**New programming**

**BA in Social Justice and Catholic Studies**

St. Mary's University is uniquely positioned to address the ever more pressing social justice issues present in contemporary society and to take advantage of our existing institutional strengths to offer a new interdisciplinary program that is unique in Alberta. A Social Justice and Catholic Studies (SJCS) degree program focuses on facilitating encounters between students and a range of diverse cultures, histories, religious beliefs, and with the natural world. The degree will be the first in Canada to explicitly join together the academic fields of social justice and Catholic studies. It begins with encouraging students to listen to marginalized persons and those whose voices have been historically silenced, especially Indigenous peoples, and extends to understanding justice in all its political, economic and environmental contexts. This education in social justice is joined together with the rich and diverse life of Catholic intellectual tradition, which emphasizes solidarity with the poor and celebrates critical academic inquiry in a spirit of diversity and inclusivity. An SJCS degree embraces collaboration and interdisciplinarity among the many departments of the university while remaining grounded in the humanities. Students in SJCS learn the ways that non-sectarian Catholic humanism contributes to peace and justice in the world. Such an education provides students with the skills necessary to combat inequity and work toward



## St. Mary's University Comprehensive Institutional Plan 2019-2022

compassionate engagement with society for the betterment of the common citizenry. The SJCS program truly educates students to meet the complex societal challenges of the 21st century.

This program will teach listening and engagement skills through direct encounters with communities, helping students to become advocates for change and social justice. The experiential learning component of the program provides students with specific practical experience in service organizations to complement in-class learning with community-based experiences that future employers will see as a significant advantage. SJCS graduates will therefore be prepared for work that focuses on helping and leading people: in non-profit and government organizations, in law enforcement, in businesses, in international development, in social work, as teachers and lawyers and journalists, as well as religious ministry and graduate work in religious studies.

We are currently admitting students for the degree for fall 2019.

### **BEd (Secondary)**

We have successfully completed the submission of Part A: System Coordination Review after several supportive external reviews. The proposed two-year Bachelor of Education (Secondary) After-Degree program is modeled upon our very successful Bachelor of Education (Elementary) After-Degree program. Like the Elementary program, the Secondary program will group students in a cohort of 40. The cohort remains together for the two years of the program, divided only for the discipline-specific curriculum and methods courses. Feedback from students, alumni, faculty, practica advisors, school district representatives, as well as evidenced-based research, indicate that the cohort model creates highly engaged learning, promotes collaboration and collegiality, fosters empathy, and creates a network of colleagues that continues to be an important source of support as graduating students enter the teaching profession (Shulman, 2010)<sup>1</sup>. Our 2016 Cyclical Program Review supported the cohort model as one of the key strengths of the St. Mary's University Education program.

The program was developed through extensive consultation with teachers, consultants, and administrators in each of the four Catholic school boards in southern Alberta, who have expressed labour market need for the proposed program. The two-year Bachelor of Education (Secondary) After-Degree program is designed to prepare teachers at the secondary levels (7-12) in Alberta schools. While graduates of the program will be prepared to teach in a grade 7-12 program in any school, public or private, faith-based or secular, the program is particularly focused on preparing teachers to teach in Catholic schools in Alberta and beyond. The program will be offered at the St. Mary's University campus in SE Calgary and will be delivered in a cohort model with face-to-face, small classes.

The program's learning outcomes are connected to those of the existing Elementary program and are developed through courses

---

<sup>1</sup> Shulman, L. (2010). *The Chronicle of Higher Education*, April 4, 2010.

grouped according to their main focus as building blocks of the teaching profession and practice: Curriculum and Methods (EDCM); Philosophy of Teacher Education (EDPH); Foundations of Education (EDFN); and Practicum (EDPR). After successfully completing a Bachelor of Education in Secondary, students will attain the following Program Learning Outcomes (PLOs):

- PLO 1: Demonstrate a pedagogical style in Catholic and/or secular education contexts that
  - engage students in deep learning and critical thinking
  - listen, value, and are present to students
  - invest time in building positive relationships with students, between students, and with parents
  - treat students with respect, integrity and justice
- PLO 2: Acquire specialized discipline knowledge for teaching
- PLO 3: Respect diversity of individuals and experiences in order to promote a sense of mutual trust and belonging
- PLO 4: Carry out the duties and responsibilities of meaningful practice based on critical knowledge of theories of learning and learners in order to be responsive to the whole person
- PLO 5: Apply the legal, moral, and ethical standards of education to their practice
- PLO 6: Employ reflexive practices in their professional life

In accordance with the Teacher Quality Standards (TQS) for the Province of Alberta, students at the end of the program will demonstrate professional competencies as defined in the Teacher Quality Standards:

- TQS 1 Foster Effective Relationships
- TQS 2 Engage in Career-Long Learning
- TQS 3 Demonstrate a Professional Body of Knowledge
- TQS 4 Establish Inclusive Environments
- TQS 5 Apply Foundational Knowledge about First Nations, Métis, and Inuit
- TQS 6 Adhere to Legal Frameworks and Policies

We have also aligned our program with the institutional objectives outlined in our newly developed *St. Mary's University Strategic Plan (2018-2023)*:

- SP1 People First
- SP2 Academic Excellence
- SP3 Celebrate our Identity as a Catholic Liberal Arts University
- SP4 Building for Growth

The key question we sought an answer to before pursuing the development of this program was: “are Catholic School Districts/Divisions in southern Alberta and beyond ready, willing, and able to provide employment for the successful graduates of this program?” This matter was addressed in a series of meetings with senior administrators from Calgary Catholic School District, Lethbridge Holy Spirit

## St. Mary's University Comprehensive Institutional Plan 2019-2022

Catholic School Division, Medicine Hat Catholic School Division, and Christ the Redeemer Catholic School Division based in Okotoks. We were assured that these key districts were indeed firm in their commitments to hire graduates of a St. Mary's University BEd (Secondary) program and have been eagerly waiting for us to be able to confirm approval of the program. Discussions with our ATA representative at faculty meetings, discussion with Alberta Association of Deans of Education members, as well as our Catholic community networks, such as Religious Education Network (REN) have indicated strong support for a new BEd secondary specialization.

We have continued work from an Advanced Education grant to fund "Holistic, Community- and Land-Based Indigenous Curriculum Development," a collaborative, community-based consultation and development of core curriculum to meet the new TQS mandate. We base our partnerships and consultations with Indigenous communities on relationship, respect, and reciprocity, and intend to prepare our pre-service teachers to engage in a meaningful manner with Indigenous ways of knowing, the significance of culture and language to Indigenous communities, and community-specific content. We have been working closely with two respected Traditional Knowledge Keepers and Curriculum Developers, Evelyn Goodstriker and Audrey Weasel Traveller to help facilitate an effective incorporation of Indigenous ways of being and knowing into the program's curriculum through consultations with First Nations, Métis, and Inuit communities and other Traditional Knowledge Keepers. The anchoring point of this program is the Foundations in Indigenous Education course. In this course, the objectives are as follows:

1. Recognize the ways in which Canada's and Canadian's relationship to Indigenous people was and is founded upon racism
2. Critically evaluate the impact of the relationship between European colonists and First Nations, Métis, and Inuit peoples from contact to the present, including treaty and legislative agreements
3. Develop understanding of the importance of the land from First Nations, Métis, and Inuit perspectives
4. Synthesize understandings of sorrow and resilience
5. Articulate a personal commitment to reconciliation

The foundation addressed in this course provides the background to integrate specific content throughout all courses in the Education program. Currently, we address notions of reciprocity within First Nations education, childcare, and family practices; residential schooling; generational trauma; the 60s scoop; and Indigenous mental health across a variety of core courses in our Elementary program.

We have been successful in hiring an additional full time tenure track faculty in the area of Science Education to support our growth.

### Leadership Quality Certification

Through support from Alberta Education, we successfully received funding through a grant entitled, "St. Mary's University Post-Graduate Studies in Education Leading to Leadership Quality Standard Certification." We have successfully designed and rolled out two new courses to meet the new Leadership Development Standard (LQS) required for all K-12 education leaders in the Province of Alberta. These two courses, EDLD 551 Theory and Practice in Educational Leadership – Part I and EDLD 552, Theory and Practice in Educational Leadership, Part II, have been designed for hybrid delivery within the D2L learning platform that creates broad accessibility for future

administrators from across the province. These two courses are embedded within a virtual classroom called Brightspace. The two courses will comprise the leadership module of a post-baccalaureate certificate that will ladder into a diploma and MEd that we are currently developing.

## **Appendix C: Research, Applied Research and Scholarly**

St. Mary's University Faculty are committed to research, including the scholarship of teaching. Institutionally, we are building the infrastructure needed to support research in key areas.

### **Structural Reorganization**

In 2018-19, the position of Vice-President Academic & Dean was restructured to create a separate Dean of Arts & Sciences position comparable to the existing Dean of Education role. The Deans are responsible for mentoring Faculty in their areas, especially in individual research and scholarship. The VPA leads overall research incubation, development, and funding and works closely with the Deans to develop a detailed, long-term research and scholarship plan to encourage, enhance, and support Faculty scholarship and teaching.

### **Research Centre of Excellence for Social Justice**

In keeping with our motto, "In your light, we shall see light" St. Mary's University seeks to establish a beacon of research, teaching, and service that will illuminate the social issues and challenges of our times so that we might all join in the building of a more just society.

The Research Centre of Excellence for Social Justice will extend the research and scholarship of the Social Justice Catholic Studies degree, the Humanities 101 program, and the CWL Chair for Catholic Studies. The Centre will provide the foundation and resources to further our commitment to advancing justice and the common good; will act as a catalyst for the integration of social justice into St. Mary's; and will serve as a hub through which students, faculty and staff engage in community-based learning and research, service and volunteerism, activism and advocacy.

The Research Centre of Excellence for Social Justice will become a defining feature of the ethos and scholarship of St. Mary's University and will provide a focal point for dialogue, research, experiential learning, conferences, workshops, and other forms of knowledge dissemination.

### **Psychology Observation Lab and Resource Centre**

We have recently completed the building of a Psychology observation lab and resource centre to support and extend the research currently underway by Psychology Faculty in the areas of Child Development, Educational and Clinical Psychology, animal-assisted wellness and learning, and social, emotional and behavioural difficulties in children. The lab is adjacent to a classroom and will enable video and audio capture of class instruction, and skills such as interviewing and testing. The resource centre will house the testing materials and demonstration models used for classroom instruction, as well as computers and software used to capture and analyse data. There is a two-way mirror between the resource centre and the classroom, allowing for observation. The Program Coordinator for Psychology is working closely with colleagues in the field and the IT Manager to identify the appropriate technology and software for the project.

### **Indigenous and Children's Literature Collection**

The newly hired Acquisitions and Collections Specialist brings extensive collections management and purchasing experience within the school system, with a specialty in children's literature. We have acquired a substantial collection of Indigenous materials and children's literature to support the teaching and research objectives of the university. The newly renovated Library has expanded its holdings capacity by 44% in order to support acquisitions management for new and developing research and teaching areas. A key focus is Indigenous history and education, in line with the forthcoming new Teacher Quality Standards relevant to the BEd After-Degree program. Children's literature was also identified as a target collections area by the Education Cyclical Review. The Library has purchased and received both the Turtle Island Voices (Nelson) and Under One Sun (Pearson) K-6 Aboriginal Studies curriculum materials. A main focus of our last acquisitions cycle was to enhance both the Education Lab picture book holdings and FNMI picture book materials with total number of circulating titles to more than 100 with more awaiting cataloging.

### **Library Curriculum Resources**

Further consultation process with the Faculty to identify collection needs in this area now include: Social Studies Teacher's Resources and student textbooks (Many Voices, Our World, and Voices of Alberta) ; Under One Sun K-6 Teacher's Resources and Classroom Libraries; TRIOS social studies readers kits; Growing in Faith K-4 Teacher's Resources and Student textbooks – teacher's resources will have to be sent to bindery as they are currently in loose leaf format; Math Makes Sense (Pearson) K-6 Teacher's resources and assorted student textbooks – teacher's resources will have to be sent to bindery as they are currently in loose leaf format; as well as extensive Science resources such as Science Assessment Manuals (Edmonton Public School Board Resource Development Centre); Spectrum Science; Scholastic Science resources; United Library Services Science resources and picture books; Scholars Choice Science Manipulatives kits.

## **Appendix D: Underrepresented Learners**

### **Transitions / Pathways**

#### **Upgrading**

Math 030 and English 030 were developed and offered as pilot programs and are now part of our regular program offerings in the summer. We added a Math Booster course in 2017-18 so students can re-engage with the math concepts and practice required for success in Science and Psychology courses and continue to attract students to these offerings.

Considerable discussion among Faculty and members of the Strategic Enrolment Management Team has centered on how best to support students entering post-secondary studies with relative weakness in academic writing, research, and citation skills. Our Academic Writing Institute, offered over the past several years in August, has proven successful in preparing students for the rigour of academic writing. Building on this curriculum, we developed a 3-credit academic writing course that was piloted in the fall of 2018. The Registrar completed an extensive review and analysis of students who were admitted on probation or placed on academic probation, warning, or suspension while at St. Mary's. Based on these findings, and in consultation with Faculty, the academic writing course has been made mandatory for students who meet admission criteria, but who have low scores in ENGL 30. We will monitor the impact of this implementation in fall 2019 on the successful transition and retention of students.

#### **Transitions**

Approximately 8.5% of our total student population receive accommodations as a result of documented learning disabilities. We also have a number of students with physical limitations. The number of accommodated students is increasing as is the complexity of cases presented. St. Mary's University co-organizes the annual Calgary area Transitions Conference for Persons with Disabilities, sponsored by the Calgary area Campus Alberta post-secondary institutions. The conference attracts approximately 200 prospective students and parents. This has led to a significant increase in interest in our university, so we expect our number of accommodated students to increase. We will be increasing the availability of Learning Strategists and other specialized supports for accommodated students, including adoption of the latest advancements in assistive technology.

The Dean of Education has committed to working closely with CLASS to develop a Practicum Policy to support students with Accommodations as well as utilizing a Learning Disabilities Coach to support students on practicum.

#### **Humanities 101**

Humanities 101 is a strength-based educational program designed to help low-income Calgarians address barriers getting in the way of their capacities and skills. Participants learn about the stories that connect them to others and the world around them through studies in Literature, History, Music, Cultural Studies, Philosophy and Art History.

Humanities 101 students are people who face challenges such as poverty, being immigrants, experience with violence, prior negative

education experience, addiction recovery, homelessness, and other interruptions to learning. Participants in Humanities 101 learn how to increase their capacity to engage in a life reflective of their unique gifts and abilities, while deepening their skills of learning, communicating and analysis. Classes meet two days a week for four months and study a variety of texts and ideas. Teachers and facilitators, are passionate about learning and create a profoundly safe and welcoming space where adults with a diverse range of life and educational experiences are all welcome. The program equips students with skills to create more hope for the future.

The program is provided free of charge to participants and reduces barriers caused by poverty and marginalization. Participants receive free tuition, course materials, hot nutritious meals, childcare remuneration, transit subsidies and access to cultural events. Graduates from the program have gone on to further education, volunteer placements, employment and have otherwise increased their capacities and social capital. St. Mary's University plans to continue to offer this transformative program again in Fall 2019 and beyond.

Humanities 101 is committed to continue working with community partners, such as the Alex Community Food Centre, create rich programming that offers a variety of experiences to students and to continue creating connections between St. Mary's University and the broader community. Humanities 101 aims to strengthen its outreach to make sure that the program is well-known, Humanities 101 will provide opportunities for our alumni to stay connected and continue to learn through Humanities Connect Philosophy Café, and other Alumni events.



## **Appendix E: Community Initiatives and Regional Stewardship**

### **Foundational Learning**

St. Mary's University has always been a strong community partner and we pride ourselves on strong relationships with our post-secondary colleagues and community members. Key partnerships to support foundational learning include Bow Valley College and Calgary Learns. St. Mary's draws on the literacy expertise of Bow Valley College to train tutors within the HUM 101 program and within Igniting the Fire, a university-community partnership that supports Indigenous learners with low literacy levels. Initially funded by Calgary Learns, this partnership has evolved to be truly community-based through on-going partnership with the Calgary Public Library.

### **Professional Development Teacher Leader Pilot Project - St. Mary's University and École Good Shepherd**

Connecting teacher education to current school based practices and reform remains a challenge for many post-secondary institutions. St. Mary's University is committed to continual improvement of the education of educators within exemplary partner schools. As John Goodland wrote: "Schools that are renewing are as indispensable to good teacher education as teaching hospitals are to good medical education" (1994, p. 632). The purpose of this research project is to cultivate a simultaneous model of renewal between St. Mary's University's Teacher Education program and Partner School, École Good Shepherd. One way to support school renewal is to focus on a 'bright spot' within the school itself. This project between St. Mary's University and École Good Shepherd assumes that there exists many 'bright spots' within school practices at École Good Shepherd. This pilot project will bring together a team of St. Mary teacher candidates and École Good Shepherd mentor teachers, to identify and explore a 'bright spot' that will provide a foundation for learning/renewal for both teacher candidates and teacher leaders.

This is a new cohort-based model of teacher training in which six St. Mary's teacher candidates will spend a four semester practicum at this one school as well as two additional methodology courses and an additional ½ day per week at École Good Shepherd conducting an action research project. In addition to expected classroom mentor duties, mentor teachers from École Good Shepherd will participate in a mentor training workshop at St. Mary's University in August 2019 as well as act as lead advisors in the research activities that will span the two years of the project.

From the very beginning of the program, students will be immersed in both classroom observations, planning, and teaching with their mentor guides. A successful teacher candidate has to create connections to their students, mentor teachers, and colleague and peers within the larger school community. Students will be encouraged to take note of every aspect of their host school in an effort to deeply understand the different relationships and connections that students and teachers experience during a school day within their unique school communities as part of the research process.

The first semester will be comprised of observing different classrooms of École Good Shepherd and critical reflection on the relationship

between teaching and student learning within diverse teaching philosophies.

The second semester will allow St. Mary's teacher candidates to pair with several classrooms for an extended period of time to observe and enculturate in the school community. Students will begin co-planning and teaching with their mentor teacher. During these first two semesters, in addition to learning how to observe and reflect on classroom activities, students will also be attending university classes full-time to successfully complete required and elective coursework in teacher pedagogy.

At the end of the second semester, St. Mary's students will participate in an additional course during Spring Intercession. This course will provide the opportunity for teacher candidates to continue an intensive period of research outside of the regular school year. Interviews, transcription, and beginning analysis from the 'bright spot' framework will be completed in this first additional practicum. This preliminary research will be shared with École Good Shepherd faculty at the beginning of the third semester of the program.

During the third semester, St. Mary's teacher candidates will be paired with one teacher and classroom for eight weeks. It will be during this third semester of student teaching, that the teacher candidate will become most familiar with the other faculty members, staff and parents. This is often the time when teacher candidates began to understand not only the organizational structure of the school, but also the cultural context that each school creates.

During the fourth semester, students will experience their own "solo flights" of teaching over a ten-week practicum. It will be at the end of this practicum that students and mentor teachers complete and present the case study to faculty at both École Good Shepherd and St. Mary's University.

John Dewey's (1919) understanding of schooling's role in developing democratic citizenry, established the importance of socio-cultural elements of learning. Communities of practice, also called professional learning communities, have become synonymous with teacher learning. Within communities of practice, practice theory has developed the term 'learning architecture' as a useful analytic tool to examine situated learning theory within a community of practice. Practice theory as an analytic lens for professional learning, encourages a deeper level of understanding of the dynamic, evolving, and emerging elements of change that happen within living systems of practice (2016, Edwards-Groves, Olin, and Granlund). Very often calls for school renewal have left out the important role that educating teachers can play in contributing to such initiatives, both in terms of preparing teachers for professional duties, but also for cultivating renewal and growth within an ecological understanding of teacher learning. An ecological perspective recognizes that the distinct cultures of university teacher specialization programs, practicum components, and partner schools bring interrelated and "complex cultures ecosystems wherein individuals interact with one another and with elements of a larger, surrounding ecosystem" (Goodland, 1994, p. 635). Part of what we see as the value of this project is the movement toward learning that is viewed as a 'living system' of collaboration, interdependence, and reciprocity within the complex ecosystems of teacher education and school based teacher learning and leadership.

## St. Mary's University Comprehensive Institutional Plan 2019-2022

Dewey, J. (1919) *Democracy and education: an introduction to the philosophy of education*. (New York, Macmillan).

Edwards-Groves, Christine, Anette Olin, and Gunilla Karlberg-Granlund. "Partnership and Recognition in Action Research: Understanding the Practices and Practice Architectures for Participation and Change." *Educational Action Research* 24, no. 3

Goodland, J. (1994). The National Network for Educational Renewal. *Phi Delta Kappan*, 75 (8), 632-38.

### Education Student Association

This academic year marked the beginning of our official Charter with the Alberta Teachers Association, as Student Local Number 14. This is an important milestone in developing professional stewardship with new teachers by fostering knowledge and understanding of the professional rights and obligations of the teaching profession in partnership with teacher education.

### Wellness Institute

The Education program is co-sponsoring a Wellness Institute for both pre- and in-service teachers over a three-day workshop on St. Mary's University campus in July 2019. This is the second such institute that connects our teacher education program with community resources dedicated to improving mental health through self-awareness for educators. The facilitators bring together St. Mary's University faculty, founder of Alberta Teacher Mental Health, and faculty from University of Lethbridge.

## **Appendix F: Government Priorities**

### **Sexual Violence Prevention**

All staff members were required to complete the Respect in the Workplace training, which addresses the prevention of bullying, harassment and discrimination. St. Mary's is currently conducting Organizational Health and Safety training, including Sexual Violence awareness on prevention, roles and responsibilities. St. Mary's university will provide sexual violence first responder training to advisors and other front-line staff, and will train two sexual violence investigators in 2019-2020. St. Mary's University will maintain and seek new partnerships with community stakeholders such as hosting the #IBelieveYou campaign.

### **Student Mental Health**

St. Mary's University Board of Governors and leadership team's commitment to student mental health is evidenced in the institution's ongoing support for overall wellness services and initiatives. A strong Wellness Committee has been working to plan the initiatives and has been effectively connecting students, staff, faculty, and community resources to work toward holistic wellness. The impact has been evidenced through our recent strategic planning process that resulted in four key priorities, beginning with a vision for "People First" that includes fostering wellness, honouring diversity, and building strong community. A full time Counsellor position has been renewed to offer counselling to students on a drop-in and scheduled one-on-one sessions. To allow for better integration of services and to coordinate campus-wide mental health prevention initiatives, the Counsellor will be reporting to the Director of the Centre for Learning, Access and Student Success - CLASS. Together, they will be implementing a stepped care model to address the increasing demand for mental health resources. Student Council has been actively engaged working with the FT Counsellor to reflect on what students need and to plan events and café conversations geared to bring the dialogue about mental health into the public forum on campus, to promote wellness and to de-stigmatise mental health issues. Student Council is willing to assist in connecting the planning and implementation of the campus-wide mental wellness plan. The Transitions Committee will expand its membership to include additional student representatives from local high schools and St. Mary's University. The committee determines what services and supports will help facilitate successful student transition from high school to university and makes recommendations for implementation. St. Mary's will continue the Accessibility Committee to support the almost 10% of students who identify as having one or more of the following disabilities: physical, sensory, cognitive, communication access, other. St. Mary's University will partner with the Canadian Mental Health Association to offer additional counselling support.

## **Appendix G: Internationalization**

“Diversity, Inclusivity and the formation of the whole person: mind, body and spirit with international awareness” forms the core of St. Mary's international vision. St. Mary's encourages and promotes global citizenship and awareness and enhances its international relevance as an institution of higher learning. To make these ideas real, they must resonate in most everything we do at St. Mary's. Encouraging global citizenship and having international relevancy requires developing a community of scholars (Faculty, Staff, and Students) at St. Mary's whom have outstanding cross-cultural competence, intercultural understanding and empathy skills. Our community of scholars must be innovators at a high level, always thinking “out-of-the-box” and nurturing a creative boldness. It will involve pushing forward to develop our international research collaborations and thinking about how we can better transfer our knowledge internationally. The proposition of building international capacity at St. Mary's is a realistic venture but requires significant focus and investment in university personnel, new staffing, EAP programming, marketing, branding, and infrastructure improvements to ensure a modest but sustainable development and growth in international student recruitment, retention and programming success. St. Mary's has some intrinsic advantages including access to exceptional outdoor amenities and recreation, strong values, and unique programming that can be leveraged to help differentiate it in a crowded marketplace.

Since St. Mary's University does not currently have on-campus residence facilities, the recruitment of international students has been a lower priority to-date. St. Mary's has already developed a number of international agreements with post-secondary institutions — Ukrainian Catholic University, Katholische Universität Eichstätt-Ingolstadt in Germany, University of Notre Dame in Australia, Daye University in Taiwan, Universidad Catolica San Pablo in Peru, and Zambia Catholic University — as well as developing Study Abroad opportunities in France, Italy, Morocco, China, UK, and Taiwan and plans to continue to pursue other opportunities.

Beginning in 2020, we are committing resources to travel overseas to undertake site visits with potential partner universities, negotiate agreements, and build relationships to support student and Faculty exchanges, collaborations, and research development. Trips are planned to Mexico, Brazil, and India for 2020-2021. We have also been working with the French Consulate in Calgary regarding potential opportunities connected with experiential learning in France and have been approached by universities in Australia and Morocco for students and Faculty exchanges.

St. Mary's University has created ten scholarships that waive international tuition fees for athletes participating on St. Mary's University ACAC teams. These scholarships will be available to three male basketball players, three female basketball players, two male cross-country runners and two female cross-country runners. The scholarships will allow athletes from outside of Canada to pay the same tuition fees as an Alberta resident. This initiative will attract new international students to St. Mary's University and greatly increase the talent level on our athletic teams. It should be noted that the students attracted to St. Mary's University by this program would not have otherwise attended our institution as they are exceptional athletes and could have accepted positions at other post-secondary institutions that offer larger programs. Once alumni, these students will promote St. Mary's University in their countries of origin.

St. Mary's Education program is excited to be involved in campus-wide efforts towards internationalization. In Fall 2018, the Dean of Education travelled to China and Taiwan to strengthen existing partnerships with schools as well as initiate new agreements of exchange. Currently 11 students will be traveling to four different countries to fulfill the requirements for their third semester practicum.

## Appendix H: Capital Plan

As an independent university, St. Mary's receives no government funds for capital projects and must finance these through philanthropy. In recent years donors have enabled the university to add the Heritage Centre building - a dynamic facility of integrated areas, offering the flexibility and adaptability to create exceptional learning and teaching environments; two classrooms to accommodate a third cohort for St. Mary's very successful Bachelor of Education program; add a rare collections room at the library and renovate an historic wooden water tower to create an art gallery.

In addition to funding capital projects and scholarships, philanthropy also promotes an on-campus awareness of the value of giving. One in five students at St. Mary's volunteers, many through the President's Volunteer Team that takes part in monthly initiatives such as helping at soup kitchens or supporting a variety of charitable initiatives.

As St. Mary's looks ahead, and with a vision to cap growth at 2,500 students and maintain the 25-student class size, two committees are working to assess the staff, faculty and space requirements for an expanded campus. That expansion will require a fund-raising campaign and support from donors who share St. Mary's mission and mandate.

In April 2018, the Mauro Gallery at the 100-year-old Water Tower opened providing a unique gallery and teaching space. Funded by private contributions, this space is currently hosting an Indigenous Art Exhibit for the enjoyment of the community.

With the addition of the third cohort of the Bachelor of Education program, there was an urgent need to expand teaching space for the Fall 2018 academic term. To accomplish that goal, St. Mary's engaged Atco Sustainable Structures to construct an addition to the St. Basil's Hall Library with two new classrooms to be completed in time for the Fall 2018 academic term. As part of the classroom addition project, the washrooms in the Library were renovated to be fully accessible for students with disabilities. This project was made possible by private contributions. Further expansion in the Education program as well as growth in the Arts & Sciences will necessitate further classroom space for fall 2020.

St. Mary's is also completing several other capital investments with University capital funds including a new demonstration classroom for the psychology program, classroom audio-visual equipment upgrades, additional server and technology upgrades, a new LED sign at the campus entrance and accessibility enhancements across campus.

Due to a shortage in capital funds, the budget request to modernize the 60+ year old elevator in the Administration Building was deferred once again in the 2018-2019 budget process. At the time of writing, the elevator has been out of commission due to safety concerns. We are currently undertaking the needed modernization with an expected completion in November 2019. Without access to capital funding, these major infrastructure items are a significant challenge.

## Appendix I: Information Technology

### IT Infrastructure and Security

IT security and infrastructure improvements are a high priority at St Mary's. The University is committed to doing yearly security audits of critical internal resources and external resources. In the Fall of 2019, we will be participating in an audit of the student application portal as well as a separate audit of the internal network systems.

The university is currently working on the following projects to improve the network infrastructure and security:

- Redevelopment of the student application portal to utilize newer technology that provides enhanced security
- Upgrading the SIS system to a newer version. This upgrade is required as the current SQL database will not be supported by Microsoft and will need to be decommissioned to minimize any security risks
- Modification and redesign to custom APAS interface
- Replacing 40+ Windows 7 workstations
- Decommissioning 9 servers running Windows Server 2008 operating system
- Implementing 2 factor authentication on Staff/Faculty email accounts
- Installation of new network switching infrastructure
- The University has implemented D2L as the new LMS. This will be replacing the aging Moodle installation
- Create a formal training program for staff on the best ways to identify malware, phishing and ransomware threats
- Implementing the OpenAthens online software
- Upgrading Financial Edge and Raisers Edge to cloud solutions

We continue to work with AHEIT and ShareIt to leverage collaboration opportunities. We participated in the Alberta PSI Cybersecurity workshop and look forward to participating in any future initiatives.

St Mary's has also reached out to Keyano College to develop a relationship between the IT teams. Keyano utilizes the same SIS system and we would like to work on ways to better support each other in maintaining and securing this system.

### System Renewal and Cloud

St. Mary's is looking to migrate many of our critical systems to various cloud services to offload reliance on onsite infrastructure. We are reviewing the feasibility of AWS or Microsoft Azure as the technology that will be used to replace the current server infrastructure. Our staff have been participating in conferences with other institutions to review the technologies. The St Mary's team is also participating in training to better prepare for a transition to minimize the need for external resources to support a transition.

The current accounting software and donor management software are also being evaluated to determine if these would be good candidates to move to the cloud. These systems are currently housed on campus and utilize an SQL server. The cloud solutions utilize



## St. Mary's University Comprehensive Institutional Plan 2019-2022

a continuous delivery model and will help ensure that systems fully patched and will maximize up time.

Going forward St Mary's will be evaluating additional cloud services as budgets permit. The goal is to leverage reliable web services that can help supplement a smaller IT team and lead to increased reliability of systems for staff and students.

### **Security Policy and Framework**

St Mary's Security policy is a mix of internal and external oversight. Internally the IT Manager is responsible for maintaining the overall network security and environment. The server network is patched on a monthly basis to ensure all the latest Microsoft security patches are in place. Critical systems are reviewed and appropriate timelines are determined for implementing any additional patches.

In the event that a security issue is identified it will be reported to the IT Manager. The IT manager will create a report and meet with the VP of Finance to discuss the scope and severity of the problem. Depending on the severity of the issue, the VP of Finance will determine if any additional senior resources need to be aware of the situation and the level of response.

St Mary's relies on external 3<sup>rd</sup> Party resources to help evaluate the network and provide an unbiased review. For example, St. Mary's participates in a 3<sup>rd</sup> Party audit of the student application system to ensure it is secure. Any deficiencies identified by these audits are prioritized and worked on over the year to ensure that they are resolved by the next audit.

St Mary's has also sourced a third party audit of the network systems to review security and best practices. This audit helps to ensure that the servers and infrastructure are secure and functioning properly. Any deficiencies are noted, prioritized and subsequently addressed over the year as budget and time allow.

### **IT Committee**

The St. Mary's University IT Committee has representation from Faculty and administrative staff across campus departments. The Committee meets several times a year to identify opportunities for enhanced technology, discuss and review IT security priorities, and gather feedback from across campus areas.