

# Comprehensive Institutional Plan 2014-2017

$$= \frac{a}{1-r} + \frac{dr(1-r^{n-1})}{1-r} + \frac{[a+(n-1)d] - r^{n+1}}{1-r}$$

$$(n-1) \quad S_n = \frac{a}{1-r} + \frac{dr}{1-r}$$



  
**ST MARY'S**  

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**UNIVERSITY COLLEGE**

*"A Place to GROW!"*



## TABLE OF CONTENTS

<b>1. EXECUTIVE SUMMARY .....</b>	<b>1</b>
<b>Overview .....</b>	<b>1</b>
<b>Key Strategic Initiatives.....</b>	<b>1</b>
<b>2. ACCOUNTABILITY STATEMENT .....</b>	<b>3</b>
<b>3. INSTITUTIONAL CONTEXT .....</b>	<b>5</b>
<b>St. Mary's Role in Campus Alberta.....</b>	<b>5</b>
<b>Letter of Expectation.....</b>	<b>5</b>
<b>Mission &amp; Vision .....</b>	<b>6</b>
<b>4. PLAN DEVELOPMENT .....</b>	<b>7</b>
<b>Consultation and Internal Approval.....</b>	<b>7</b>
<b>5. ENVIRONMENTAL SCAN .....</b>	<b>9</b>
<b>6. GOALS, PRIORITY INITIATIVES, EXPECTED OUTCOMES AND PERFORMANCE MEASURES .....</b>	<b>13</b>
<b>Access and Quality .....</b>	<b>13</b>
Goal 1: Recruit and Retain Well-Qualified Students with the Aim of Increasing Enrolment to a Stable Minimum of 700 FLE Students by 2016-2017. ....	13
Goal 2: Improve Student Retention and Success through the Enrichment of the Student Learning Experience and Provision of Enhanced Student Supports.....	14
Goal 3: Increase Access and Support for Under-Represented Student Populations .....	15
Goal 4: Enhance Student Engagement in Campus Community Life .....	16
Goal 5: Promote Program Renewal and Development .....	17
Goal 6: Encourage Excellence in Teaching and Learning .....	18
Enrolment Plan.....	19
<b>Research, Applied Research and Scholarly Activities .....</b>	<b>19</b>
<b>Community Goals .....</b>	<b>23</b>
<b>7. PLAN FOR FINANCIAL SUSTAINABILITY .....</b>	<b>25</b>

<b>Major Capital Expansion .....</b>	<b>27</b>
<b>Budget Assumptions .....</b>	<b>27</b>
<b>Statements of Expected Revenues and Expenses .....</b>	<b>29</b>
<b>Deficits .....</b>	<b>29</b>
<b>Tuition and Mandatory Fees.....</b>	<b>29</b>
<b>8. INTERNATIONALIZATION .....</b>	<b>31</b>
<b>9. INFORMATION TECHNOLOGY .....</b>	<b>33</b>
<b>Additional Staff Resources .....</b>	<b>33</b>
<b>Institutional Dashboard .....</b>	<b>33</b>
<b>Audio-visual Resources .....</b>	<b>33</b>
<b>Information Technology Management and Policies .....</b>	<b>34</b>
<b>10. CAPITAL PLAN .....</b>	<b>35</b>

## 1. Executive Summary

### Overview

St. Mary's University College is a private, board-governed university operating as an Independent Academic Institution under the authority of the Minister of Innovation and Advanced Education. According to our mission statement, St. Mary's "prepares our students to become lifelong learners, engaged citizens and compassionate members of society."

Founded as a Catholic post-secondary liberal arts and sciences teaching and research institution open to all, St. Mary's offers undergraduate courses in 34 different disciplines. Currently, St. Mary's offers Bachelor of Arts degrees in English, General Studies, History, Liberal Studies, and Psychology, as well as an after-degree Bachelor of Education in Elementary Education.

St. Mary's provides students with affordable access to high quality academic programs. With the approval of a number of new Bachelor of Arts programs in the Calgary area, students now have a range of options for post-secondary education within the city. While other post-secondary institutions may offer similar programs, St. Mary's maintains its distinctiveness by cultivating a student-focused atmosphere in which students enjoy academic support, rigorous discussion, a community atmosphere and affordable tuition rates. As a proud member of Campus Alberta, St. Mary's collaborates with other institutions to ensure transferability of our courses within Alberta's post-secondary system.

Our CIP outlines our significant progress relative to last year's CIP undertaking, as well as evidence of significant growth along our identified areas of priority. The CIP makes clear that St. Mary's has worked hard to respond to the Ministry's recommendations and areas of priority, to expand on its support programs for students, staff and faculty, and to shape itself into a unique institution within the Campus Alberta post-secondary environment.

### Key Strategic Initiatives

Our Key Strategic Initiatives have included developing strong new degree programs based on community needs whilst also strengthening and expanding existing degree offerings. We take seriously, and have made measurable progress towards, developing strong ties with and programs for non-traditional learners, including First Nations, Métis and Inuit, Inclusive Education and disadvantaged learners. This can be measured through the success of initiatives such as FNMI outreach to students and stakeholders; the Humanities 101 program that caters to Calgary's most disadvantaged learners; successful Inclusive Education participants; and the development of programs to expand and improve access to

post-secondary education for the community at large. In the latter category we can identify new programs to develop dual credit opportunities; programs to support existing learners on campus; shared bridging programs with key providers in the community; and scholarship programs to attract high achieving scholars.

St. Mary's takes seriously its role in Social Justice, and to this end it has encouraged and grown the university community's participation in volunteering, and is developing a major program in Service Learning to better prepare students for their role in society post-graduation. This also addresses the Ministry's call for institutions to be proactive in preparing students for industry and career needs.

St. Mary's University College has developed comprehensive Strategic and Building plans to address the record-breaking student growth that the institution is experiencing — plans that identify our commitment to community-building and high academic excellence.

St. Mary's has also invested energy into developing and expanding our support for and commitment to our teaching and our research activities, both through the creation of key committees and initiatives to support these critical areas, as well as through an aggressive hiring program to attract new scholars to our existing pool of experts. We have created new funding mechanisms to support the research, teaching and professional development needs of our professors.

Finally, St. Mary's University College considers itself to be student-centred in all respects. To this end it has not only worked to develop highly requested degree programs, as discussed below, but also to ensure that the physical, spiritual and mental health needs of our community are better supported. While we pride ourselves on always having had student representation in all of our decision-making processes, the university has increased opportunities to secure student feedback and direction, through greater participation in key decision-making bodies such as Academic Council, through our Board of Governors meeting, and through an expanded program of meetings with our Student Legislative Council.

## **2. Accountability Statement**

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

*Original signed by*

James T. McCoy  
Chair, Board of Governors

Approved by the Board of Governors  
June 16, 2014

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### 3. Institutional Context

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

St. Mary's University College is a proud member of the Campus Alberta six-sector model. As one of two Independent Academic Institutions in the Calgary region, St. Mary's provides fully accredited university degrees in the area of the Liberal Arts and soon in Science; in Education; and also in Business through our two-year transfer degree. Over the course of the last two years St. Mary's has played an ever-increasing role in a sector-wide dialogue on post-secondary education, assisted tremendously by the Provincial Government's redoubled efforts to ensure that all participants in the six sector model had equal access to the planning and consultation process. This has been particularly noticeable for St. Mary's University College given that its President is now part of the six-person steering committee for the 'council of presidents'; and by virtue of key senior representation on a number of other additional steering and planning committees established by Campus Alberta, such as the Funding Model sub-committee. St. Mary's has also become a signatory to the eCampus Alberta initiative.

Within this structure, of course, St. Mary's University College participates fully with the Campus Alberta Quality Council, and through this has been able both to benefit from that oversight committee's expertise but also to work towards greater equity and uniformity within the relationship (most recently by raising the disparity wherein the Independent Academic Institutions were charged to have their degrees reviewed when public institutions were not).

#### Letter of Expectation

St. Mary's University College is an important partner in supporting and promoting Campus Alberta and the latter's aim to lead the world in inspiring and supporting lifelong learning for all its peoples, and fostering a post-secondary system that enhances social, economic, and cultural prosperity to achieve the following ultimate outcomes:

- Albertans are engaged thinkers who maximize their human potential and contribute to the collective good.
- Graduates apply their skills and knowledge to advance the province's growing economy.
- Albertans contribute to and are actively engaged in their communities.

St. Mary's University College has played a leadership role in developing the sectoral expectations for the Letters of Expectation. The President of St. Mary's University College is

Chair of the Independent Academic Institutions and in this role was the key author of the sector's Outcomes statement.

The Letter of Expectation expresses our institutional mandate clearly: we are committed to "Ethical Leadership", "Efficiency," "Collaboration," "Adaptability," "Transparency," "Environmental Awareness," "Accountability," and "Collective Strength." We believe this CIP makes clear how we achieve measurable results in meeting these commitments.

## **Mission & Vision**

St. Mary's recently completed an extensive strategic Planning exercise, and as part of that process reaffirmed and redrafted both its Mission and Vision statements. Our Mission Statement notes:

"St. Mary's 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."

St. Mary's Vision Statement is equally expressive of our purpose:

"St. Mary's University College will be 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 will prepare its students to live with integrity, compassion and confidence."

As we have argued previously, St. Mary's promotes understanding of, and respect for, the uniqueness and inherent dignity that defines each one of us. We are an academic community that, in a rigorous and critical fashion, assists in the protection and advancement of human dignity and of a cultural heritage through research, teaching and various services offered to local, national and international communities.

## 4. Plan Development

### Consultation and Internal Approval

St. Mary's University College used a broad consultative process to develop this Comprehensive Institutional Plan. The first draft of the Comprehensive Institutional Plan was produced by the University Leadership Team comprising the President, the VP Academic and Dean, the VP Business and Finance, the VP Student Services and the University College Secretary.

Throughout the process the plan was reviewed and discussed with Area Chairs, Dean's Council, faculty and staff members, and with the student body through input at both the Strategic Planning and the Site Planning meetings where university plans were reviewed and discussed. Input from the community was also solicited through a Discovery Call process that saw over 40 interviews conducted with members of the community to gauge support on university planning. The process was conducted by Nine Lions, an independent consultancy group. Feedback from the process was used to refine both the Strategic Plan and the Site Development goals. St. Mary's also benefited from expertise and advice received through the St. Mary's Community Advisory Council which comprises key figures in business, education, non-profit organizations and religious institutions.

Significant effort was made over the last two years to consult widely with First Nations, Métis, and Inuit (FNMI) communities, through round tables hosted on campus, the Leadership team's positions on a number of Advisory Boards, and through the creation of a new FNMI Advisory Council for the university. St. Mary's has ensured that the Advisory Council includes at least one FNMI student.

Similarly the university has established increased connections with local high schools, and has been working with the Calgary Catholic School District to develop Dual Credit programs, further aligning our programs with the directions set by the Ministry of Innovation and Advanced Education.

Ideas and feedback for student support, recruitment and retention initiatives were gathered from students as a regular part of the bi-weekly Student Legislative Council meetings. Current students are a critical part and the public face of our new marketing campaign and they participate regularly in recruitment activities. Student feedback and engagement relative to Site Planning were facilitated through participation in internal consultation sessions (as described above) and through membership on various internal committees.

Given the university's exploration of the potential to build new infrastructure on campus, and to provide significant new resources for our students, we have also been engaged in more extensive community consultations. Here conversations have been held with

neighbouring community associations, with local builders, with members of Campus Alberta and other Independent Academic Institutions. We have also participated significantly in government meetings organized by the Ministry, both at the Vice-Presidential level as well as through the meetings of presidents and board chairs with the Ministry.

The feedback and comments from all of these meetings are ultimately incorporated into the university's planning documentation and used to produce the final draft of the CIP which is subsequently reviewed, discussed and approved by the Board of Governors.

## 5. Environmental Scan

*Demographic Trends:* St. Mary's University College is situated in an area of dynamic population growth in the centre of the Calgary service region. The Calgary Economic Development Authority has projected that the population in the Calgary Economic Region will grow from approximately 1.37 million in 2011 to 1.54 million in 2021.

Of the nine Campus Alberta institutions located in the Calgary region, St. Mary's University College remains the only one located in south Calgary, conveniently located on the LRT line for city commuters and near Highway 22X, Stoney Trail and the QEII Highway, giving ready access to rural populations located to the south and southeast/southwest of Calgary. The area of Calgary south of Fish Creek Provincial Park, adjacent to St. Mary's, will continue to see dynamic population and commercial growth in the coming decades.

The surrounding communities will also continue to grow. Okotoks has recently removed a population cap and has initiated an annexation process to acquire more residential land. The Municipal District of Foothills has announced plans for growth as well. A major city hospital, opened in late 2012, and new schools will contribute to the continued expansion of this area of the city. The May 1, 2013 announcement of new schools for the Calgary region specifically mentions the continued growth in the new communities on the edges of the city. "Calgarians will see several new schools built on the city's fast growing outer edges, provincial officials announced. The nine new and replacement schools are planned for suburban communities in southeast, northwest and northeast Calgary."

Since St. Mary's currently draws 98% of its students from high schools in Calgary and the surrounding region, there are some local demographic trends that must be considered. While students have a number of baccalaureate degree-granting institutions and degree programs in the Calgary region from which to choose, some of the public institutions in the region have taken steps to limit access for new students in undergraduate programs where St. Mary's has capacity to grow. St. Mary's is increasingly an option for high-achieving students

While post-secondary institutions from outside the service region, both from within Alberta and from as far away as the Maritimes, have increased efforts to attract Calgary students to their institutions, St. Mary's continues to increase its profile in the community and is ensuring that people are aware of its high-quality, affordable academic programs available right here in Calgary. St. Mary's will continue to increase its recruitment efforts within the city, while expanding our reach to regions and under-represented groups that have not been traditional sources of students. Students who have chosen to attend St. Mary's have consistently demonstrated high levels of satisfaction in their learning experience and word-of-mouth is one of the reasons why our enrolment increased 17% in Fall of 2013 and why applications for Fall 2014 are running 40% ahead of last year. Additionally, St. Mary's continues to partner with high schools to explore joint recruitment opportunities that will help us attract international students in a cost effective manner.

A major constraint on the recruitment of students from outside the Calgary region, including international students, has been the lack of student residential facilities on campus. The new site plan has identified the need for student accommodations as a priority for phase one of construction.

*Participation and Transition Rates:* Province-wide, enrolment in post-secondary education has steadily increased over the past ten years, with an average annual increase of 2.7%. Although the Campus Alberta Planning Resource document projects that there will be smaller increases in the next few years, it predicts that post-secondary enrolments will remain somewhat stable.

Patterns of enrolment can be significantly influenced by changing economic circumstances which are not always predictable. As we have seen in the past, PSI enrolments have tended to grow during periods of economic downturn and uncertainty. While there have been recent signs of a re-emergent boom period in the energy sectors in Alberta, there remains considerable uncertainty surrounding global economic trends, particularly in Europe. To the extent that this uncertainty impacts the oil and gas sectors in Alberta, there could be an indirect impact on post-secondary enrolment patterns in the coming few years.

At the same time, Alberta continues to experience one of the lowest ratios of transition from high school to post-secondary institutions in the country. For example, in 2010, the post-secondary participation ratio for the 18-34 year old age group was 23.5% nationally, while Alberta's ratio stood at 17.5%. During this same period, the Calgary region posted a participation rate of 18.9%, a statistic the provincial government is eager to improve.

To achieve stable and increased enrolments St. Mary's will continue to prioritize both recruitment efforts and the development of programs designed to facilitate the transition between high school and post-secondary education.

*First Nations, Métis and Inuit (FNMI) Students:* Aboriginal peoples represent one of the few growth areas of Alberta's population, especially in the traditional post-secondary cohort of 18-34 year olds. While Aboriginal peoples make up 6% of Alberta's population, they constitute only about 3% of the provincial post-secondary student population. Within the Calgary service region, FNMI students account for only 1.4% of the student population, despite the fact that Calgary has the fifth highest FNMI population of any city in Canada. Both the Alberta government and the Association of Universities and Colleges of Canada (AUCC) have identified increased access for Aboriginal peoples to post-secondary education as a high priority.

The small, supportive community-based learning environment that St. Mary's offers, provides an excellent resource for FNMI students wishing to make the transition to post-secondary studies. St. Mary's is devoting increased attention to the development of services and supports that will foster greater participation and success of FNMI learners. St. Mary's

has increased consultation with FNMI partners, particularly our partners in the First Nations community of Siksika. We are working together to identify the kind of programming and support that is needed to address the needs of potential FNMI students. St. Mary's is in the beginning stages of implementing a comprehensive FNMI Strategic Plan. In December 2013, the Calgary Foundation approved a grant of \$50,000 to support our FNMI initiatives in 2014-15. The grant will be used to hire a FNMI Liaison Specialist, develop an 'Elders on Campus' program, and implement a 'FNMI Scholars on Campus' program. The development and implementation of the FNMI Strategic Plan will be guided by a recently formed FNMI Advisory Council made up of members of surrounding FNMI community leaders.

*Changing Demands and Expectations:* Expectations regarding post-secondary education are rapidly changing. Both governments and parents have increasingly insisted that access to post-secondary education be made available. A post-secondary credential has increasingly replaced the traditional high school diploma as the key to entry into the labour market. There is a growing expectation that post-secondary education teaches not just critical thinking skills and increased knowledge, but also the kind of practical skills and experience needed to secure employment. As a result, there is a growing demand for experiential learning opportunities, such as service learning, practica, co-op programs, and internships, as well as international study abroad opportunities and exchanges.

*Facilities & Resources:* At present, St. Mary's has sufficient classroom space to meet the needs of its current programs. In 2006, St. Mary's purchased the Midlands United Church which is located on campus. Through generous donations from the Knights of Columbus, this building has been renovated to house primarily the Bachelor of Education program.

Through careful use of resources, St. Mary's has generally been able to avoid deferred maintenance issues. However, St. Mary's library is at near capacity and has limited study space in relation to the growth in student enrolments. Furthermore, St. Mary's does not have athletic facilities on campus. This has become a constraint as St. Mary's pursues its goal of expanding student activities and becoming a full member of the Alberta Colleges Athletics Conference. Classroom and faculty office space are now near capacity and will likely prove a constraint on the development of new academic programs and student services in the near future.

As a result of these growing constraints on future development, St. Mary's undertook a significant site planning exercise, with the assistance of the Urban Lab of the University of Calgary. This process resulted in a new site plan which provides for the development of: a new academic building to house classrooms, faculty offices, a new library space, and a theatre; a student wellness centre including athletic facilities that meet ACAC competition standards; expanded food services; and a student residence. As a follow-up to the site planning exercise, the Board of Governors has begun planning for a major capital campaign to fund the construction of these facilities.

Since Independent Academic Institutions do not receive capital funding from the government for facility development, St. Mary's is highly dependent on its ability to raise funds from donors for the full amount. St. Mary's has been fortunate to have had strong donor support since its founding. However, economic uncertainties during the past several years have had an impact on donor-giving for the entire non-profit sector. As a result, there has been increased competition among non-profit agencies, including educational institutions, to attract and maintain donor support at the necessary levels. St. Mary's will thus need to invest a greater amount of attention and resources on the identifying and securing of alternative sources for funding its facility development.



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

### Access and Quality

**Goal 1: Recruit and Retain Well-Qualified Students with the Aim of Increasing Enrolment to a Stable Minimum of 700 FLE Students by 2016-2017.**

#### Objectives

St. Mary's University College will achieve a level of enrolment growth that allows us to consolidate our current programs at a sustainable level, undertake strategically selected development of new programs in response to student demand, and ensure optimal usage of our physical space. The immediate goal is to increase enrolment to a stable minimum of at least 700 FLE students by 2016-2017. In 2013-2014, St. Mary's for the first time achieved an enrolment of 500 FLE, which is the minimum threshold necessary to qualify for membership in the Association of University and Colleges of Canada (AUCC). St. Mary's looks forward to joining the AUCC once we have maintained this threshold number for three years as per AUCC requirements.

#### Priority Initiatives

- a. Establish a Strategic Enrolment Management Council to ensure all initiatives, processes, policies and services related to recruiting and retaining students are interconnected and cohesive.
- b. Conduct ongoing evaluation and improvement of institutional recruitment strategies and activities including student surveys to gather feedback from students on their experience and identify areas of high student demand for future degree program development.
- c. Continue to focus student marketing and recruitment in our defined geographic market within the City of Calgary and its periphery including the thriving communities of Okotoks, High River, Strathmore, Chestermere, Turner Valley, and Black Diamond.
- d. Build strong collaborative relationships with strategically selected secondary schools within our region, including establishing stronger connections with local high school Principals, counsellors, teachers and parent groups.
- e. Implement FNMI Strategic Plan and programs to attract and support FNMI students.
- f. Cultivate relationships within the international, multicultural and faith communities of Calgary.
- g. Explore new recruitment strategies for international students, including the development of institutional relationships with local school districts and selected Catholic secondary schools overseas that can serve as potential feeder schools in the future, and recruitment of international athletes. St. Mary's has applied to be on the designated schools list that Innovation and Advanced Education (IAE) is compiling for

- Citizenship and Immigration Canada. This will simplify and speed up the student visa process for international students wishing to attend St. Mary's University.
- h. Support a unique and defined marketing campaign to highlight our programs and build awareness of the unique benefits of attending St. Mary's University College, with emphasis on the whole person, affordability and quality. The new 'Grow' campaign focuses attention on our individual and customized approach to student services and education.
  - i. Increase the number of science education programs such as Discovering Science, targeted at Junior and High School students to develop a greater interest in post-secondary education at an earlier age. Offer one dual credit course in 2014-15 in partnership with Calgary Catholic School District.
  - j. Review and streamline admissions, registration, and financial aid procedures and enhance the range and availability of online, self-serve options. The objective for 2014-15 is to have conditional admissions communicated to applicants within a week of receiving the application.
  - k. Increase financial support to students, including targeted groups, and increase the publicity regarding scholarship and bursary opportunities. The 'President's Circle Scholarship' pilot project will be expanded and made permanent.

### **Expected Outcomes and Performance Indicators**

From these initiatives, we expect to see an overall increase in the number of student inquiries, admissions, and course registrations; an increase in new student inquiries and admissions from designated targeted high schools; an increase in the number of students receiving financial support; improved student retention; and an increase in the number of FNMI students enrolled at St. Mary's.

### **Goal 2: Improve Student Retention and Success through the Enrichment of the Student Learning Experience and Provision of Enhanced Student Supports**

#### **Objectives**

St. Mary's University College will continue to strengthen and expand programs and initiatives designed to enhance the student learning experience and provide a supportive environment that encourages student success.

#### **Priority Initiatives**

- a. Streamline course registration, program planning and timetable planning to eliminate barriers that unnecessarily impede or complicate program completion times.
- b. Enhance current support systems for students, especially for those in their first year of studies at St. Mary's through the development of a transitions program. The

- program will include seminars (face to face and online), early alert and intervention program, learning contracts, discipline-specific tutoring support.
- c. Offer on-campus access to transition and bridging programs (High School courses, Diploma Preparation courses, EAP, transition seminars, concurrent transition courses) in partnership with local program providers, such as Chinook Learning Services and St. Anne Academic Centre.
  - d. Implement a program to identify and support “at risk” students.
  - e. Strengthen the student advising program to provide a higher level of service to students at all levels of their academic career, including a greater emphasis on career planning and career transition. For 2014-2015 career planning will be a standard part of the advising process to help ensure a match between career goal and education plan. Also, the pilot-mentoring project will be launched for all students in their graduating year. In this program a student is matched with a professional in the community.
  - f. Expand the number and topics for student academic seminars to ensure students acquire the skills necessary to be successful in their academic programs.
  - g. Increase the number of opportunities that students have for participation in experiential learning projects and study abroad options.
  - h. Celebrate the accomplishments of our students through reports to the community, expanded academic awards ceremonies, and expanded athletic awards and banquets.

### **Expected Outcomes and Performance Indicators**

From these initiatives, we expect to see increased student participation in on-campus activities; decrease in attrition rates particularly among first year students; increased levels of student satisfaction with their learning experience.

### **Goal 3: Increase Access and Support for Under-Represented Student Populations**

#### **Objectives**

St. Mary's University College will continue to strengthen and expand programs and initiatives designed to increase access and support for under-represented student populations such as FNMI students, students requiring accommodations, and non-traditional learners who experience barriers to learning, with a focus on low-income and vulnerable people. Some program offerings will be available to support all students on campus while others will be tailored to the needs of specific student groups.

#### **Priority Initiatives**

- a. Form a FNMI Advisory Council comprising FNMI community leaders and education experts.

- b. Develop community partnerships and a support strategy specifically designed to meet the learning and transitional needs of FNMI students
- c. Develop a writing skills course as a three-credit transferable option for all students.
- d. Increase access to online learning supports by purchasing five transferable user licenses for utilizing Lynda.com
- e. Create an inclusive and supportive learning environment for students with disabilities through (i) increased faculty and staff awareness of policies and services related to students with disabilities; (ii) enhancing the availability of adaptive technologies; and (iii) providing support for accessing individual disability support grants.
- f. Develop and offer a non-academic seminar series of at least four seminars per year focussed on health and wellness. These seminars will be free for students.
- g. Implement a comprehensive mental health strategy in partnership with the Canadian Mental Health Association, Calgary Office and utilizing tools available through the Canadian Association of University and College Student Services.
- h. Continue offering Humanities 101 program designed to give a university level experience to disadvantaged and marginalized populations with two sessions per year.

### **Expected Outcomes and Performance Indicators**

From these initiatives, we expect to see an increase in the number of FNMI Students enrolled at St. Mary's University College; increased faculty awareness of the learning support needs of students with disabilities; students with disabilities will be able to access the support services necessary to ensure their academic success; and an increasing number of HUM101.

### **Goal 4: Enhance Student Engagement in Campus Community Life**

#### **Objectives**

St. Mary's University College is committed to the development of programs and facilities that promote the development as a sense of community and student engagement in all aspects of student life.

#### **Priority Initiatives**

- a. Establish a Strategic Enrolment Council to provide input in the development of coordinated programs which will facilitate student engagement in the life of the campus community which goes beyond the classroom.
- b. Complete the transition of St. Mary's men's and women's Cross Country running teams to competition in the Alberta Colleges Athletics Conference in the fall of 2014.
- c. Support the continuing development of the drama and choral programs through the funding of academic programs and regular public performances.

- d. Hire a manager for the Collegiate Training Hall who is qualified to offer specialized services to our learning community. The role will also focus on delivering fitness and nutrition seminars to students, faculty and staff as well as offering personal training through the fitness centre in the training hall.
- e. Support the expansion of student clubs through involvement with the administration of the Student Legislative Council.
- f. Engage students in the development and implementation of the university expansion plans.
- g. Promote Campus Ministry activities through annual social justice themes and expanded options for student and staff participation in community service activities.

### **Expected Outcomes and Performance Indicators**

From these initiatives, we expect to see increased student participation in campus activities in the areas of community service, athletics, and the fine arts; higher student satisfaction rates with their St. Mary's experience; and higher student retention rates.

### **Goal 5: Promote Program Renewal and Development**

#### **Objectives**

St. Mary's University will continue to develop new, and review existing, degree programs in order to ensure that our programs are of high academic quality, meet student demand and needs, and enhance the range of options that students may pursue. In turn the development of new program options will contribute to increased retention rates.

#### **Priority Initiatives**

- a. Implement the 120-credit BA in Liberal Studies degree approved by the Minister in 2013.
- b. Implement the 120-credit BSc in Biology given conditional approval by the Minister in 2013 with full implementation of the program in September 2015.
- c. Implement the 120-credit BA in History degree with a planned implementation date of September 2015, pending final Ministerial approval.
- d. Develop a 120-credit BA in Catholic Studies and Social Justice degree with a planned implementation date of September 2015.
- e. Develop a two-year after degree BEd in Secondary Education with a planned implementation date of September 2016.
- f. Develop a 120-credit BA in Politics, Philosophy, and Economics (PPE) with a planned implementation date of September 2016.
- g. Develop a 120-credit Bachelor in Management Studies with a planned implementation date of September 2016.

### **Expected Outcomes and Performance Indicators**

From these initiatives, we expect to see increased retention of students who wish to complete their degree at St. Mary's; an increased number of new student applicants who designate St. Mary's as their first choice; an increased level of student satisfaction in program options available to them; and an enhanced level of satisfaction in the student learning experience.

### **Goal 6: Encourage Excellence in Teaching and Learning**

#### **Objectives**

A central commitment of St. Mary's University College is the promotion of excellence in teaching by all faculty members and the creation of a positive and supportive learning environment of all students. As a primarily teaching-focused institution, St. Mary's is committed to ensure that faculty are well resourced to develop and showcase best-practice examples of their work within their discipline. As part of the university's redevelopment of our support initiatives, St. Mary's created a Teaching and Learning Committee in 2012-2013 to identify opportunities for growth and development; and recognize and celebrate examples of teaching excellence. St. Mary's will also undertake the hiring of new faculty to ensure that students are primarily taught by tenured and tenure-track instructors.

#### **Priority Initiatives**

- a. Employ the recently formed Teaching and Learning Committee to continue to identify strategies for encouraging and promoting excellence in teaching and scholarship at St. Mary's University College.
- b. Provide professional development opportunities for faculty to enhance their teaching and scholarship.
- c. Encourage an informal mentoring system for the development and improvement of teaching.
- d. Recognize faculty members for their excellence in teaching through the establishment of an award for teaching excellence and a grant to encourage to innovation in teaching.
- e. Find new ways to highlight and celebrate the contributions of faculty members in teaching and scholarship.
- f. Encourage the integration of research into courses and enhance the research training of students.

### **Expected Outcomes and Performance Indicators**

From these initiatives, we expect to see increased faculty participation in activities related to teaching excellence; increased retention of highly qualified faculty members; and increased student satisfaction with classroom learning experience.

## Enrolment Plan

St. Mary's has been one of the few institutions to achieve steady growth in enrolments over the last three years and has exceeded its projected increase. Enrolments grew approximately 17% in 2013-2014. Given that applications for 2014-2015 have been tracking at an even higher rate than the previous year, at least another 10% growth in FLEs is anticipated for 2014-2015. Based on these recent trends, we are projecting a steady increase in enrolment of 10% for each of the next three years.

Since St. Mary's University College does not currently have on-campus residence facilities, the recruitment of international students has been a lower priority. However, the university is currently undertaking a site planning process which will include the building of a residence facility as well as expanded student services on campus. Thus, by the 2016-2017 we anticipate that we will begin to see a more significant growth in international student enrolments, with the eventual aim to have about 10 per cent of the student body composed of international students.

**Table 1: Student Enrolment Counts  
Actual FLEs to 2013-2014 with Projections to 2016-2017**

YEAR	2012-13	2013-14	2014-15	2015-16	2016-17
<b>Total FLEs</b>	437	501	550	610	700
International FLEs	16	12	15	20	*35

## Research, Applied Research and Scholarly Activities

### Objectives

St. Mary's University College is committed to excellence in both teaching and scholarship. It endeavours to recruit and retain highly qualified faculty who are committed to excellent teaching and as well as to having an active program of scholarship and creative activity. To achieve this, St. Mary's is enhancing professional development activity in the areas of teaching and research and providing additional resources needed for faculty to achieve a high level of excellence in their professional goals. St. Mary's encourages and recognizes a variety of forms of scholarship, including the scholarship of discovery, the scholarship of engagement, the scholarship of pedagogy and the scholarship of integration.

In support of this commitment St. Mary's University College has developed an Institutional Research Plan with four principal strategic goals designed to ensure that research is aligned with the broader mandate and mission of the University. These goals are:

1. To create an academic environment that supports and promotes research, as well as scholarly and creative activity.

2. To support faculty in the development of collaborative and interdisciplinary research initiatives and projects that reflect the mission of STMU and areas of institutional strength and expertise.
3. To support the integration of research and education and enhance the research training of students.
4. To promote the exploration and dissemination of knowledge for the benefit of society.

To achieve these goals a Director of Research and Grants position was created on 1 January 2014. In performing this role, the Director of Grants and Research is to:

- Review the existing St. Mary's University College Institutional Research Plan and related research policies and, if advisable, recommend changes to the Dean's Council and Academic Council.
- Plan for faculty professional development sessions relating to research, scholarship, and grant writing.
- Ensure that faculty are adequately informed about research funding opportunities.
- Assist faculty in securing and administering research grants and contracts, and in meeting their regulatory responsibilities in regards to any grants currently held.
- Serve as the point of contact for federal granting councils such as NSERC and SSHRC, government ministries, foundations, associations and industry that provide funding for faculty research.
- Assist in the preparation of annual reports and an annual newsletter regarding faculty research and scholarship.
- Chair the STMU Research Grants Committee and the David Lawless Researcher/Scholar Award committee.
- Provide advice to the Vice-President Academic, Dean's Council, and Academic Council on matters relating to research and grant funding as needed.

### **Research Themes: Strategic Clusters of Interdisciplinary Research**

The St. Mary's University College Institutional Research Plan outlines the strategic themes that will chart the direction and inform the focus of research in the coming years at the university. These themes transcend traditional disciplinary boundaries and reflect the commitment of St. Mary's faculty to undertake collaborative interdisciplinary research. These themes include:

#### **Ethics, Justice, and Society**

The ethical and social dimensions of teaching and research are integral to the identity and ethos of the educational community at St. Mary's University College. Ethics, justice and their manifestation in society are therefore integral aspects of our commitment to building a more humane society and are a defining marker of our identity as a meeting ground for



people of all backgrounds, as well as themes that can be uniquely reflected in the research of our faculty.

Keeping the above rationale in mind, the varying dimensions of research within the *Ethics, Justice, and Society* cluster emphasize the local surroundings of St. Mary's (the land, history, and surrounding communities) and engage these realities through historical research of the land and its peoples, scientific research of natural habitat within neighbouring Fish Creek Provincial Park, sociological research for marginalized persons and persons at risk (e.g. Humanities 101) as well as religion, philosophy and the shaping of exclusive and inclusive communities. Additionally, research within this cluster may emphasize the philosophical and religious theories pertaining to ethics and justice as these are brought into dialogue with surrounding cultures.

### **Cultures, Communities, and Citizenship**

In Canada we live in an increasingly multicultural society within an interconnected global community. What does citizenship mean within such a context? Historically, notions of citizenship have been seen as pillars of civil society and the constitutional state and as a basis for good governance. More recently, forces of economic, political and cultural globalization have given rise to broader notions of citizenship. Vital communities require informed, active citizens. The study of citizenship provides tools for formulating questions and providing practical analysis on such subjects as processes of politicization and socialization, globalization and international relations, multiculturalism and the formation of public policy.

As a focus of interdisciplinary research and intellectual exchange within the Social Sciences and Humanities, the *Cultures, Communities and Citizenship* cluster encourages analysis of the relationships between citizens and the political, social, economic and cultural communities of which they are a part by:

- Considering the meanings and constructions of citizenship and theory and across historical and contemporary contexts.
- Re-examining the links between notions of citizenship and community, identity, political participation and empowerment, human rights and equity.
- Identifying the limits of citizenships especially in contexts of marginality and violence.
- Examining the place of religion in the public sphere and its influence on political engagement and participation.
- Exploring concepts of self and other in an increasingly multicultural society and globalized world.
- Examining the emergence of notions of global citizenship and environmental stewardship.

- Critically analysing programmes of citizenship education and formation for new Canadians and in school curricula.

### **Health, Wellness, and Spirituality**

The commitment to the education of the “whole person” is a key strength of the St. Mary's community, and therefore, research which is devoted to the development, maintenance and evolution of the “whole person” is an essential component of that education. The relationship between one's physical and mental health is gaining significant attention worldwide, acknowledging the relationship between mind and body. The role that spirituality plays in this relationship is also gaining considerable attention and can be highlighted in the research at St. Mary's.

Within the framework of the above rationale, the *Health, Wellness and Spirituality* cluster seeks to explore the “whole person”, which we acknowledge to include one's mental, physical, and spiritual health. What factors allow us to reach our full potential to lead happy, fulfilling lives? This cluster explores this question from a number of different perspectives, using varied methodologies and populations and recognizing that the answer is dynamic both inter- and intra-individually.

### **Science, Pedagogy and Environment**

St. Mary's small size facilitates the integration of faculty across disciplines to promote the philosophical and pragmatic exploration of science, pedagogy and the environment. The close relationships between different disciplinary areas at the University College acts as a laboratory for the study of how a more integrative approach to science education affects student outcomes and attitudes towards science, society, and the world.

The *Science, Pedagogy and Environment* research cluster presumes that the study of science is necessary to the “organic vision of life” and “integration of knowledge” enshrined in the St. Mary's University College Statement of Educational Philosophy. This research cluster explores the foundations, development, practices and innovations in the fields of chemistry, physics, biology and environmental sciences, and the interdisciplinary pedagogical relationships between science and education. Science is the formalized study of the natural world. Pedagogy delves into the processes of teaching. This cluster involves, among other possibilities, assessing the mutual impact of scientific and educational research, as well as the integration of research and pedagogy in both of these fields.

Localization and connections to the natural environment and the use of the natural world are used to promote broader learning and understanding. Specific examples include exploration of biodiversity changes in Fish Creek Park; use of local plant extracts in undergraduate teaching laboratories; local zoning of the environment in land use, land management, and conservation initiatives; and the socio-cultural assimilation and

representation of ecological research, for example, in the nature writing of Southern Alberta.

The impact of interdisciplinary collaborations will help to improve pedagogical approaches in the sciences. Findings from this research will inform St. Mary's education and undergraduate science programs, the field of K-12 science education and the broader scientific community.

### **Priority Initiatives**

In order to support these research themes, the following priority initiatives will continue to be undertaken:

- a. Ensure increased levels of financial support to faculty to prepare grant applications, conduct research, and present findings.
- b. Support and assist faculty in accessing external funding for research.
- c. Provide opportunities for St. Mary's faculty to share their research with each other through an increased number of faculty colloquium.
- d. Support and enhance research forums and networking opportunities and establishing external partnerships.
- e. Find new ways to highlight and celebrate the contributions of faculty members in scholarship through enhanced faculty profiles on the university website and the publication of an annual research.
- f. Provide faculty with professional development opportunities to explore integration of research and teaching.
- g. Strengthen the link between faculty research and program offerings.
- h. Increase opportunities for student involvement in research and creative activities.

### **Expected Outcomes and Performance Indicators**

From these initiatives, we expect to see an increase in the number of faculty engaging in scholarly research and activity; an increase in the number of faculty submitting applications to external granting agencies; an increase in the number of faculty publications and scholarly presentations; and an increased number of students participating in faculty research projects.

### **Community Goals**

#### **Objectives**

St. Mary's University College is committed to increasing our involvement in collaborative projects and networks with other Campus Alberta institutions as well as local and regional, and partners.

### **Priority Initiatives**

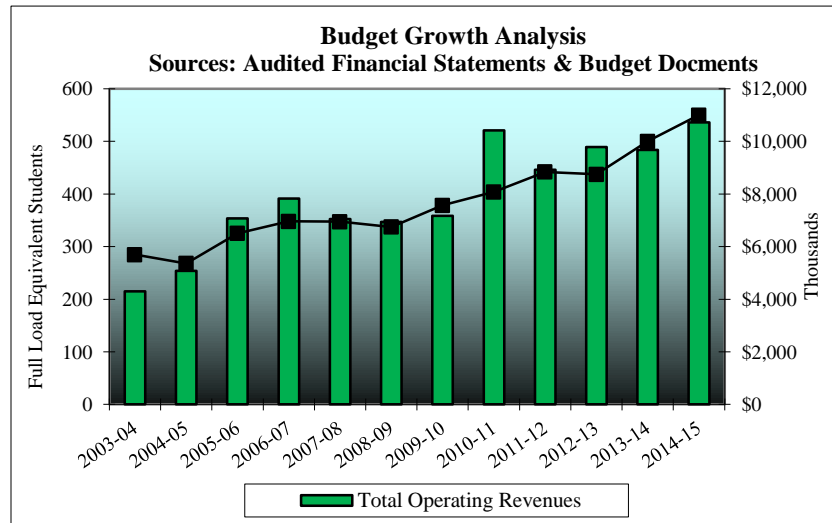
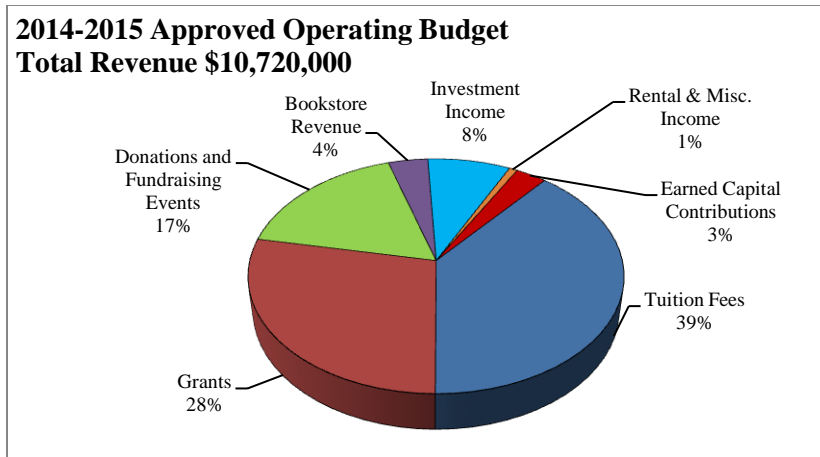
- a. Build on current social justice initiatives, in collaborations with the campus ministry office to create service opportunities for our students through such agencies as Families and Schools Together Canada, the Bannister Patch family outreach program of the Hull Child and Family Services, the Youth at Risk Program (with the Calgary Police Services) and Our Lady Queen of Peace Ranch, a charitable facility and program located in Bragg Creek, Alberta dedicated to helping less fortunate young people and families.
- b. Appoint a Service Learning Coordinator to support the above community social justice initiatives and to assist faculty in integrating the service learning opportunities within their academic programs in order for students to gain academic recognition for these activities.
- c. Guide efforts to develop collaborative efforts with FNMI communities using St. Mary's recently developed, comprehensive FNMI Strategic Plan.
- d. Establish an 'Elders in Residence' Program and an FNMI 'Scholars on Campus' Program and hire an FNMI Liaison Specialist in support of development of collaborative relations with First Nations communities.
- e. Continue offering two sessions of Humanities 101 per year, a program designed to give a university level experience to disadvantaged and marginalized populations.
- f. Seek to identify future areas of possible partnerships in program and course offerings, as well as academic conferences, with other Independent Academic Institutions.
- g. Continue building relationships with the University of Lethbridge's Management Program in Calgary and the University of Calgary's Haskayne School of Business regarding the transfer of our Business Management students into their programs.
- h. Strengthen existing partnerships with community organizations such as Friends of Fish Creek Provincial Park and the Canadian Parks and Wildlife Society (CPAWS) in the development of course offerings in environmental management.
- i. Join eCampus Alberta.

### **Expected Outcomes and Performance Indicators**

From these initiatives, we expect to see: an increased number of collaborative agreements signed with other institutions; an increased number of faculty and students participating in exchanges between post-secondary institutions; and an increased number of students participating in social justice and community service opportunities.

## 7. Plan for Financial Sustainability

The St. Mary's University College Operating Budget for the 2014-2015 fiscal year has grown by 10.74% to \$10,840,000, an increase of 10.74% from the previous year. This break-even budget is based on conservative budget assumptions that provide the necessary investments to continue to meet high levels of student demand and add new academic programs while building a sustainable plan for long-term campus expansion.



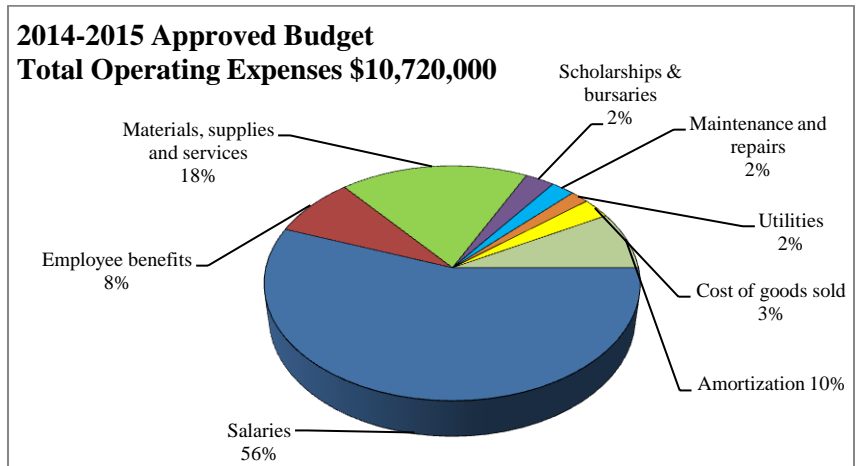
The 2014-2015 revenue budget for tuition and student fee revenue has grown by more than 20%. For the 2014-2015 budget process, enrolment assumptions are based on projected growth of 10% for 2014-2015 over and above the almost 17% increase achieved in the 2013-2014 academic year. In fact, current applications counts for the Fall 2014 term are more than 40% ahead of the Fall 2013 term however the budget is based on projected growth of 10% as a conservative estimate.

At the time of budget approval, government grant revenue was held steady based on information available at that time. Subsequent to budget approval, St. Mary's was pleased to receive funding for growth in the Bachelor of Education program from the Targeted Enrolment Expansion program. This funding will provide additional operating grants of \$250,000 in 2014-2015 and grows to \$493,000 annual for 2015-2016 and future years. Given the timing of the funding announcement, the 2014-2015 additional funding was not included in the budget. However projections for 2015-2016 and 2016-2017 include the full commitment from Alberta Innovation and Advanced Education.

Revenue from donations and fundraising events remains steady. Projections for private contributions can be challenging. However, historical trends indicate that the annual target of \$2 million is a very reasonable and achievable target. In fact, preliminary figures for the 2013-2014 fiscal year report revenue from donations and fundraising of almost \$3 million. We want to applaud the recent restoration of the Access to the Future Renaissance Fund. This fund has been a very powerful incentive for private giving to our University.

Investment income is derived from unrestricted reserves, restricted contributions and endowed funds. Budget estimates are based on projected returns of 4.6% at current funding levels. Over the past five years, the endowment fund has grown by 84% to \$9.3 million. This trend suggests that the revenue projections in this area are conservative and provide some risk mitigation for swings in market returns in the long term.

The St. Mary's bookstore provides the only source of ancillary revenue. Budget projections are based on historical trends and projected enrolment growth. The Bookstore operates on a cost-recovery basis. Parking is currently provided at no charge and an external provider runs the cafeteria on a contract basis. In the longer term, St. Mary's has plans for a student residence. As the campus grows in enrolments and facilities, it is expected that revenue from ancillary services will fully cover the cost of providing services.



Budget projections for operating expenses are based on continuing investments in new faculty and staff positions to support expansion of academic programs. St. Mary's recently

received approval of a new Bachelor of Science with a Major in Biology and a new Bachelor of Arts with a Major in History is in the review process. New Bachelor of Arts degrees are currently in development for Majors in Catholic Studies and Social Justice, and in Philosophy, Political Science and Economics. Following on the great success of the Bachelor of Education Elementary, work is well underway on a Secondary Education program. Finally a new degree program in Management is slated for 2016-2017 with plans for a new Communications degree program to follow.

The ongoing success of St. Mary's has been the result of the passion and dedication of many highly-qualified faculty and staff. Given the rapid pace of growth planned for the 2014-2015 and beyond, the 2014-2015 operating budget approved the addition of four new tenure-track faculty positions, a new full-time laboratory coordinator, and five administrative staff positions to support growing needs in student recreation, information technology and finance and administration.

As an independent academic institution that is ineligible for capital grants, St. Mary's has a history of cautious fiscal planning to ensure long-term sustainability. In keeping with conservative budget practices, St. Mary's has worked hard to build up a solid fiscal foundation from which to launch a major campus expansion initiative. In the absence of capital funding, the presence of unrestricted net assets provides a basis from which to raise private contributions, plan for future operating costs and facilitate debt financing if needed.

### **Major Capital Expansion**

St. Mary's is planning a major capital expansion during the next five years that will double the number of classrooms, add a new student residence with 100 beds, provide a new gymnasium and fitness centre and expanded student gathering and dining facilities.

### **Budget Assumptions**

The 2014-2015 annual operating budget reflects significant growth in student enrolment and program investment. On the revenue side, projections are based on strong enrolment growth, flat tuition fees, steady grant levels and modest increases to donations and fundraising, investment income and ancillary services. The tuition revenue budget has grown significantly due to a change in budget philosophy. In prior years, the tuition revenue budget had been based on current enrolment levels. This very conservative approach was more appropriate in the early years at St. Mary's before a well-rounded complement of academic programs was in place. With more established enrolment trends and the addition of many popular programs, we can now project future enrolments with confidence based on application counts and historical trends. For 2014-2015, tuition revenue is based on 10% enrolment growth although current application counts for the Fall 2014 term are more than 40% higher than the prior year. Current registration trends among current students also

show stronger retention rates. All things considered, the enrolment estimate of 10% can be considered a conservative estimate for 2014-2015 enrolments.

On the operating expense side, cost estimates include the addition of more than nine new faculty and staff positions. This investment is needed to support program expansion including new degree programs and targeted investments in student services, information technology, finance and administration, and communications. Key budget assumptions are as follows:

- Tuition revenue is based annual fee increases of 3%
- Combined enrolment growth of 26% for 2014-2015 including prior year growth of almost 17% with additional growth of 10% for the 2014-2015
- Enrolment projections and staffing provisions are based on implementation of the following new programs:
  - Bachelor of Science, Major in Biology (approved for 2015)
  - Bachelor of Arts, Major in History
  - Bachelor of Arts, Major in Catholic Studies and Social Justice
  - Bachelor of Arts, Major in Philosophy, Political Science, and Economics
  - Bachelor of Education, Secondary
  - Bachelor of Management to replace current transfer program
- Government operating grants are steady in 2014-2015 with known increases for 2015-16
- Fundraising revenue projections have been based on historical giving patterns
- Investment income is projected on a 4.6% annual rate of return and conservative estimates of growth in invested funds
- Compensation estimates include annual merit increases with provision for four additional tenure-track positions in 2014-2015, three in 2015-2016 and five in 2016-2017
  - Annual cost of living increases are assumed to be nil for 2014-2015 and 2015-2016
- Interest on long-term debt reflects anticipated financing needs for campus expansion
- Materials, supplies and services are based on annual increases of 6-8%

For budget planning purposes, major capital expansion has been projected to begin in 2016 with the opening of the new facility in 2017

- All capital expenditures are funded from private contributions



**Statements of Expected Revenues and Expenses**

	Budget 2013- 2014	Budget 2014- 2015	Projection 2015- 2016	Projection 2016- 2017
<b>REVENUES</b>				
Tuition & Student Fees	\$3,448,000	\$4,163,300	4,743,000	5,734,000
Government Grants	2,964,000	3,000,000	3,493,000	3,500,000
Donations and Fundraising Events	1,756,000	1,972,200	2,000,000	2,000,000
Bookstore Revenue	405,750	414,500	450,000	496,000
Investment Income	790,000	867,000	889,000	950,000
Rental & Misc. Income	96,250	98,000	100,000	110,000
Earned Capital Contributions	325,000	325,000	325,000	350,000
<b>TOTAL REVENUES</b>	<b>\$9,785,000</b>	<b>\$10,840,000</b>	<b>12,000,000</b>	<b>13,140,000</b>
<b>EXPENSES</b>				
Salaries	\$5,317,746	\$6,032,645	6,547,000	7,361,000
Employee benefits	814,819	900,724	982,000	1,104,000
Materials, supplies and services	1,780,300	1,991,131	2,111,000	2,230,000
Scholarships, bursaries and awards	260,000	310,000	329,000	349,000
Maintenance and repairs	247,705	248,500	265,000	275,000
Utilities	209,200	193,800	202,000	209,000
Interest and long-term debt repayment	-	-	347,000	340,000
Cost of goods sold	293,230	301,200	342,000	372,000
Amortization and accretion	862,000	862,000	875,000	900,000
<b>TOTAL EXPENSES</b>	<b>\$9,785,000</b>	<b>\$10,840,000</b>	<b>\$12,000,000</b>	<b>\$13,140,000</b>
<b>NET SURPLUS/(DEFICIT)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

**Deficits**

St. Mary's has no plans to bring forth a budget deficit.

**Tuition and Mandatory Fees**

St. Mary's has a long tradition of affordable tuition fees for students. This commitment has continued with approval of a tuition freeze for the 2014-2015 academic year. While current tuition regulations permit Independent Academic Institutions to implement increases beyond the provincial regulation (currently 1% for the 2014-2015 academic year), St. Mary's is committed to access and affordability for students.

As St. Mary's plans to increase the number of international students, we have recently increased the tuition premium in that area. Up until 2012-2013, international students were assessed at the same tuition as domestic students with the exception of a slightly higher application fee. In consideration of the fee structure in place across Campus Alberta, St. Mary's adopted a phased approach to increase the international student premium beginning with a premium factor of 1.5 in 2013-2014 academic year followed by a subsequent increase to 2.0 for the 2014-2015 academic year. While this premium remains lower than some of the larger universities, it provides a meaningful revenue differential that maintains affordability for international students while recovering the additional costs of programming for international students.

Future tuition increases will be minimized to the extent possible in keeping with the institutional commitment to access and affordability. At the same time, there is a need to provide for annual inflationary increases to University costs. While inflation has generally remained low in recent months, the trend has been increasing with the most recent Consumer Price Index release showing an annual increase for Alberta of 3.9% (March 2013 to March 2014). For purposes of planning, tuition projections have been based on annual tuition increases of 3% with no anticipated increase to mandatory instructional fees for the 2015-2016 and 2016-2017 fiscal years.

**Table 3: Tuition and Student Fees**

<b>Tuition Fees</b>	<b>2013-2014 (Actual)</b>	<b>2014-2015 (Approved tuition freeze)</b>	<b>2015-2016 (Est 3% increase)</b>	<b>2016-2017 (Est 3% increase)</b>
<b>Domestic students:</b>				
Undergraduate – tuition per FLE	\$6,405	\$6,405	\$6,600	\$6,800
Bachelor of Education – tuition per FLE	\$8,880	\$8,880	\$9,100	\$9,370
<b>International students:</b>				
Undergraduate – tuition per FLE	\$9,608	\$12,810	\$13,200	\$13,600
Bachelor of Education – tuition per FLE	\$13,320	\$17,760	\$18,200	\$18,740
<b>Mandatory fees for all students, per FLE:</b>				
Athletics/Campus Recreation*	\$150	\$200	\$200	\$200
Computer Resource Fee*	\$120	\$140	\$140	\$140
Students' Association Fee*	\$90	\$90	\$90	\$90

\*For full-time students. Fees are prorated for those taking less than full-time studies; note that the Calgary Transit Universal Transit Pass is not included

## 8. Internationalization

As a Catholic liberal arts university, St. Mary's University College is part of a global network of Catholic post-secondary institutions that stretches to all parts of the world. As St. Mary's evolves into a more fully developed and mature post-secondary institution, it will be well placed to build on these networks in order to enhance its internationalization efforts. Internationalization at St. Mary's is necessarily in its early formation, though important work has been undertaken to prepare the university for a larger role in helping Campus Alberta to attract dynamic international participants.

To enhance internationalization St. Mary's will undertake the following initiatives:

- a. Collaborate with Innovation and Advanced Education to become a Canadian Immigration and Citizenship (CIC)-designated school. This designation will help to expedite the study visa approval process for international students applying to St. Mary's and will facilitate more open communications between CIC and St. Mary's.
- b. Create ten scholarships that waive international tuition fees for athletes participating on St. Mary's ACAC teams. These scholarships would 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 provide them with a waiver that will allow them to pay the same tuition fees as an Alberta resident. This initiative will attract new international students to St. Mary's and greatly increase the talent level on our athletic teams. It should be noted that the students attracted to St. Mary's by this program would not have otherwise attended our institution as they are exceptional athletes and could accept positions at other post-secondary institutions who offer such a program. Once alumni, these students will promote St. Mary's in their country of origin.
- c. Build on its participation in the International Federation of Catholic Universities to develop new collaborative partnerships and networks.
- d. Continue development of exchange opportunities for both faculty and students with institutions with which we have recently signed a memorandum of agreement such as St. Mary's University College, Twickenham, England, the Ukrainian Catholic University in Lviv, Ukraine, and the Zambian Catholic University.
- e. Develop a 120 credit BA in Catholic Studies and Social Justice to focus on the study Catholicism as a global phenomenon. In support of this program, a growing number of service learning opportunities abroad will be developed.
- f. Continue to develop professional training and practicum opportunities between the Education program and Catholic educational institutions in Taiwan, Ukraine, and Zambia.
- g. Provide increased funding to faculty to enable them to participate in international academic conferences in order to promote the development of international collaborative networks.

- h. Establish a faculty task force in 2014-2015 to develop a comprehensive Internationalization Strategic Plan for a more systematic approach to incorporating global perspectives in both the regular academic curricula as well as in co-curricular activities.

## **9. Information Technology**

St. Mary's has made many important investments in information technology to provide students with access to a robust array of online resources. The Power Campus student registry system provides students with access to registration, transcript, and financial records enabling them to submit registrations, make payments and monitor grades from their home computer or mobile device.

From an institutional perspective, further investments are planned in several areas.

### **Additional Staff Resources**

A new Network Administrator position has been approved in the 2014-2015 budget to supplement staff positions in technology support. This position will support technology infrastructure across campus and enable a focus on network security, data security and integrity and data redundancy.

### **Institutional Dashboard**

In combination with the Strategic Enrolment Management Council, there will be further development of the Argos Enterprise Reporting System purchased in 2012. As St. Mary's works toward development of a high-level institutional dashboard, work is already underway to identify key indicators in various departments including recruiting, admissions, the Registrar's Office, and finance. These measures are integrated with the St. Mary's strategic plan and allow us to assess and measure performance in meeting strategic goals and targets.

### **Audio-visual Resources**

There is a need to expand audio-visual resources on campus to better support instructional needs and further development of online learning opportunities. The campus provides Wi-Fi access throughout campus and there is a technology podium in every classroom. Building on this platform, we plan to add video-conferencing technology, enhanced audio equipment and updated classroom projectors.

These enhancements will directly benefit the student learning environment through access to e-Learning opportunities and more robust instructional and presentation resources.

### **Information Technology Management and Policies**

A private consulting firm has been engaged to assist in the development of a full IT policy resource. These policies will include privacy and security provisions so as to ensure full legislative compliance and optimal data security. St. Mary's has appreciated support from AAHEIT, the ITM Framework program through Alberta Innovation and Advanced Education. These frameworks provide meaningful opportunities for collaboration so as to develop a strong policy framework in an efficient process.

## 10. Capital Plan

Although St. Mary's University College is not eligible to receive capital funding from government, the university is nevertheless committed to providing resources for the large community of Southern Calgary, both in terms of meeting the clear need for additional PSI places, but also in providing much-needed entertainment and athletic facilities in the region. To this end St. Mary's University College has been engaged in a comprehensive Site Development consultation process to develop a Site Expansion plan, one that would see the addition of a residence, athletics complex, food services, theatre, exhibition and classroom space. Needless to say, St. Mary's University College sees this as fulfilling its role as a fully-fledged university, a non-profit entity, a full member of Campus Alberta, and an institution that provides desperately needed community resources for the City and the Province — and in this sense we would argue that St. Mary's University College should be included in the provincial government's capital funding programs.

The university's Site Plan anticipates doubling its current physical plant. The addition of an athletic and recreation facility would not only cater to our ACAC regulation teams but also provide space for the rapidly growing community to use; the residence would attract international and inter-state students already keen to work with us but limited because of residential issues; a theatre and exhibition space would provide avenues for local companies to perform; our classroom expansion would cater to the ever-growing cohort of students applying to St. Mary's; and our redeveloped natural space would improve community access and use of our grounds, especially through planned projects with Fish Creek Provincial Park.

As well as the above, St. Mary's University College is committed to refurbishing, maintaining and showcasing our heritage buildings (including a nearly 100-year old heritage water tower that is the only one of its kind in Canada). Even the St. Mary's site itself is heritage listed, and to this end we are undertaking to upgrade the site, showcase its historical features, and make that important Albertan history available to the wider community through historical walking tours and cultural events. This too makes the case for provincial funding of capital development even more urgent and necessary.