

**St. Mary's University  
Comprehensive  
Institutional Plan  
2016-2019**



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## 1. Executive Summary

### Overview

St. Mary's University is a board-governed university operating as an Independent Academic Institution under the authority of the Minister of Advanced Education. St. Mary's University prides itself on being a dynamic liberal arts and sciences university open to all and dedicated to the principles of academic freedom. We welcome students from diverse backgrounds, traditions and cultures; it recognizes that the intellectual interchange essential to a vibrant university education requires, and is enriched by, the presence and voices of diverse scholars and students in a community of critical thinkers. According to our mission statement, St. Mary's University 'prepares our students to become lifelong learners, engaged citizens and compassionate members of society.'

As south Calgary's only university, St. Mary's University provides Calgarians and Albertans with affordable access to high-quality academic programs. St. Mary's University is first and foremost student-focused and our students enjoy rigorous intellectual inquiry, small class sizes, academic support, critical dialogue, a community atmosphere and affordable tuition rates. As a proud member of Campus Alberta, St. Mary's University collaborates with other institutions to ensure transferability of our courses within Alberta's post-secondary system.

For 12 years, St. Mary's University has offered 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 an after-degree Bachelor of Education in Elementary Education. St. Mary's University also provides students with access to Business degrees through our two-year transfer program. We hope to be approved to add a Bachelor of Arts in Social Justice and Catholic Studies and an after-degree Bachelor of Education in Secondary Education, as well as several certificate programs, to this dynamic roster of degrees.

### Key Strategic Initiatives

St. Mary's University will continue to focus on providing Albertans with access to an affordable and high quality post-secondary education. St. Mary's University is committed to ensuring student success by building pathway programs and transitional supports for high school students, as well as for underrepresented learners, such as First Nations, Métis and Inuit students and other learners who are economically disadvantaged and marginalized. This is most clearly seen through the strong connections we have developed with First Nations communities in our region — in particular Tsuut'ina and Siksika — as well as through the important work of our First Nations, Métis and Inuit (FNMI) Advisory Council and our Elders on Campus program. St. Mary's University has deliberately adopted a community-led model of working with Indigenous learners and communities. Our FNMI Advisory Council provides the

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leadership and decision-making for all major initiatives and we only develop initiatives in response to direct community invitations. We honour a relational model of respect, openness, reciprocity and accountability based on listening and dialogue.

In this time of economic challenge for the Province, St. Mary's University remains committed to providing the highest quality post-secondary education in a student-centred environment to enable our students to achieve their goals. Students in St. Mary's University Humanities 101 are especially impacted by the fiscal downturn and through this program we continue to deliver outstanding educational opportunities to the city's most disadvantaged learners. Humanities 101 was most recently awarded a prestigious Life of Learning Award (LOLA) from the Calgary Foundation.

Despite the economic downturn our committed donors continue to provide financial support making it possible for the University to flourish, while keeping tuition rates low for students. However, some of our donors are now directing their support to capital expansion projects instead providing unrestricted operating donations. In light of this trend, the 2016-2017 budget reflects a conscious decision to reduce reliance on donations to fund operations.

To accommodate our rapidly increasing enrolment, we have begun construction of the new Heritage Centre, with completion scheduled for September 2016. This new addition adjoining the historic Water Tower completes development of the 'Heritage Row' on campus, providing an innovative teaching and research hub. This multi-functional space will accommodate up to 120 people for performances, and flexible pedagogical configurations for flipped classes and teaching circles. Fully funded by private donors, the Heritage Centre is the first phase of the larger expansion project to develop new academic facilities, a gymnasium and student residence. These campus expansion projects will house our socially innovative and responsible programs that develop citizens who will contribute meaningfully to Alberta and beyond.



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 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.

A handwritten signature in blue ink that reads "James T. McCoy". The signature is written in a cursive style with a large, stylized 'M'.

James T. McCoy  
Chair, Board of Governors

Approved by the Board of Governors  
June 20, 2016

### 3. Institutional Context

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

St. Mary's University is a proud member of Campus Alberta. As one of two Independent Academic Institutions in the Calgary region, St. Mary's University has carved out a unique niche, one that is not met by other providers in the system. We provide a personalized learning experience and a comprehensive, individualized focus on the whole person: mind, body and spirit. St. Mary's University is a Liberal Arts and Sciences institution that equips students for the real world.

The St. Mary's University community is committed to the following values:

- Ethics and integrity
- Social innovation and social responsibility
- Stewardship of the physical environment
- Accountability to stakeholders
- Academic freedom
- The Catholic intellectual tradition, that is:
  - A focus on the whole person: mind, body and spirit
  - Respect for diversity and commitment to inclusivity
  - Intellectual rigor
  - Freedom of thought and expression
  - Holistic approach to knowledge through interdisciplinary learning
  - Appreciation for diverse cultures, languages, and traditions

#### 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. Affordability, Accessibility and Quality Goals, Priority Initiatives and Expected Outcomes

<b>ACCESS</b>		
<b>Type</b>	<b>Description</b>	<b>Expected Completion Date</b>
Goal 1	To increase enrolment to 650 FLE in 2016-2017 with growth to 700 FLE in 2018-2019	2018-2019
Goal 2	To increase First Nations, Métis and Inuit (FNMI) enrolment to 5% of student population by 2018-2019	2018-2019
Goal 3	To provide transitions supports and pathways for high school students and under-represented learners into post-secondary education and to successful degree completion	continuing
<b>Priority Initiatives</b>		
Initiatives in support of Goal 1	<ul style="list-style-type: none"> <li>• Launch a broad, multi-media marketing campaign in 2016-2017</li> <li>• Develop graduate certificates with one program developed in 2016-2017</li> </ul>	
Initiatives in support of Goal 2	<ul style="list-style-type: none"> <li>• Build an Indigenous Centre as part of our campus expansion to provide dedicated space for teaching, ceremony, and community</li> <li>• Work in partnership with Tsuut'ina and Siksika to offer workshops for Educational Assistants</li> <li>• Change the current FNMI Liaison contract position to a permanent position of Director of Indigenous Initiatives</li> <li>• Expand our Elders on Campus program from two to four Elders, including Elders from Tsuut'ina and Morley</li> <li>• Engage Indigenous high school students by offering basketball clinics in community schools (two clinics in 2016-2017)</li> </ul>	

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<p>Initiatives in support of Goal 3</p>	<ul style="list-style-type: none"> <li>• High School equivalency courses, English 030 and Math 030, will be offered in August 2016 and will be added to the ACAT high school admissions chart. The courses will be recognized by other Campus Alberta universities as equivalent to high school courses for admissions purposes.</li> <li>• The Academic Writing Institute that was piloted in 2015-2016 will become part of our regular summer course offerings.</li> <li>• 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</li> <li>• Create a Virtual Learning Centre to provide on-line access to our Learning Centre resources by high school students. Of particular interest to high school counsellors is student access to our Academic Success Series, which we will make available in 2016-2017</li> </ul>
<p><b>Expected Outcomes</b></p>	
<p>EO related to Goal 1</p>	<ul style="list-style-type: none"> <li>• Increase in the number of applicants to St. Mary's University by 10%</li> <li>• Increase in conversion of applicants to registrants to 60% from 52%</li> </ul>
<p>EO related to Goal 2</p>	<ul style="list-style-type: none"> <li>• Increase in the number of Indigenous students attending St. Mary's University</li> </ul>
<p>EO related to Goal 3</p>	<ul style="list-style-type: none"> <li>• Lower attrition rates</li> </ul>
<p><b>Performance Measures</b></p>	
<p>PM for Goal 1</p>	<ul style="list-style-type: none"> <li>• Number of applicants</li> <li>• Conversion rate</li> </ul>
<p>PM for Goal 2</p>	<ul style="list-style-type: none"> <li>• Percentage of Indigenous students enrolled</li> </ul>
<p>PM for Goal 3</p>	<ul style="list-style-type: none"> <li>• Attrition rates</li> </ul>

<b>AFFORDABILITY</b>		
	<b>Description</b>	<b>Expected Completion Date</b>
Goal 4	To maintain affordable tuition rates and the financial sustainability of the institution	ongoing
Goal 5	To continue to expand the pool of bursaries and scholarships available to support students	ongoing
<b>Priority Initiatives</b>		
Initiatives in support of Goal 4	<ul style="list-style-type: none"> <li>• Continue to promote affordability for students by freezing mandatory fees and Bachelor of Education tuition for 2016-2017 and by minimizing future tuition increases to the extent possible</li> <li>• Increase revenue-generating opportunities through Continuing Education offerings</li> <li>• Develop an MOU with United Active Living to use their studio space for cost recovery and revenue-generating courses</li> <li>• Continue to advocate for equitable funding to ensure tuition increases can be capped at CPI rates</li> </ul>	
Initiatives in support of Goal 5	<ul style="list-style-type: none"> <li>• Stewardship of existing donors to maintain their support</li> <li>• Identification and cultivation of new donors</li> </ul>	
<b>Expected Outcomes</b>		
EO related to Goal 4	<ul style="list-style-type: none"> <li>• Maintenance of affordable tuition fees</li> <li>• A part-time Continuing Education Coordinator will be hired in 2016-2017</li> <li>• A Strategic Plan for Continuing Education will be developed in 2016-2017</li> <li>• A suite of Continuing Education courses will be launched in 2017-2018</li> <li>• An MOU will be signed with United Active Living in 2016-2017</li> <li>• One course will be offered in collaboration with United Active Living using their studio space and gallery</li> </ul>	

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EO related to Goal 5	<ul style="list-style-type: none"> <li>Increase the value of scholarships and bursaries awarded to 7% of total tuition and student fees by 2018-2019</li> </ul>
<b>Performance Measures</b>	
PM for Goal 4	The offering of four Continuing Education courses in 2017-2018, with gross revenue of \$30,000
PM for Goal 5	Value of scholarships and bursaries awarded as a percentage of total tuition and student fees

<b>QUALITY</b>		
	<b>Description</b>	<b>Expected Completion Date</b>
Goal 6	To cultivate a dynamic academic environment that promotes rigorous intellectual inquiry through teaching, research, and scholarly activity	ongoing
Goal 7	To incorporate research into the student experience and create opportunities for student participation in faculty research projects	ongoing
Goal 8	To ensure quality and relevance of existing programs, and to develop new degrees and certificates in response to student demand and societal needs	ongoing
<b>Priority Initiatives</b>		
Initiatives in support of Goal 6	<ul style="list-style-type: none"> <li>Develop a Research Centre of Excellence in Social Innovation and Catholic Educational Leadership</li> <li>Create a new faculty mentorship program</li> <li>Offer faculty workshops on grant and research proposal writing</li> <li>Create a review and feedback process to support development of major grant applications</li> <li>Host academic conferences at St. Mary's University</li> </ul>	

<p>Initiatives in support of Goal 7</p>	<ul style="list-style-type: none"> <li>• Develop experiential learning framework, forms and processes</li> <li>• Develop a process for initiating and implementing travel study courses</li> <li>• Evaluate the two community service learning (CSL) courses that were piloted in 2015-2016 and develop recommendations for future CSL implementation</li> <li>• Increase research training opportunities for students</li> </ul>
<p>Initiatives in support of Goal 8</p>	<ul style="list-style-type: none"> <li>• Develop quality assurance policy and processes to guide program evaluation and renewal</li> <li>• Develop a new BA with a Major in Social Justice and Catholic Studies (SJCS) for September 2017 implementation</li> <li>• Develop a new BEd (Secondary) Education degree</li> <li>• Revise the Graduate Certificate in Catholic Educational Leadership (GCCEL) in 2016-2017 in response to recommendations from Area Superintendents in the K-12 education districts</li> <li>• Create a transfer agreement with Gonzaga University so that courses in the GCCEL are accepted towards their MEd</li> <li>• Develop a graduate certificate in Creative Writing or Addictions and Mental Health</li> <li>• If permitted to offer Ministry-approved undergraduate certificates, develop the following certificates: Human Resources Management; Environmental Sustainability; Social Responsibility and Innovation; Youth Ministry; Aging and Wellness</li> </ul>
<p><b>Expected Outcomes</b></p>	
<p>EO related to Goal 6</p>	<ul style="list-style-type: none"> <li>• Create a Centre of Excellence proposal and implementation timeline</li> <li>• Secure funding for the Centre by 2018-2019</li> <li>• Launch the Centre in 2019-2020</li> <li>• Launch a Faculty mentorship program in May 2017</li> <li>• Offer two grant and research proposal writing workshops in each of 2016-2017 and 2017-2018</li> <li>• Launch a grant review and feedback process in 2017-2018</li> <li>• Host one academic conference in each of 2016-2017 and 2017-2018</li> </ul>



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EO related to Goal 7	<ul style="list-style-type: none"> <li>• Implement experiential learning framework, forms and processes in 2017-2018 and provide training for faculty and staff</li> <li>• Launch the process and timeline for initiating and implementing travel study courses in Fall 2016</li> <li>• Present findings from the two community service learning (CSL) courses piloted in 2015-2016 to faculty in Fall 2016 and develop a framework for future CSL offerings</li> <li>• Apply for four Canada Summer Jobs Grants for summer research assistants and at least one other funding opportunity to support student research</li> <li>• Develop research credit framework for students participating in research</li> </ul>
EO related to Goal 8	<ul style="list-style-type: none"> <li>• Develop and formalise a Cyclical Program Review Policy and Processes</li> <li>• Receive approval to offer the BA in SJCS degree</li> <li>• Receive approval to offer the BEd (Secondary) degree</li> <li>• Gather recommendations from Area Superintendents by Fall 2016</li> <li>• Submit revised GCCEL to Academic Council by Winter 2017</li> <li>• Signed MOU and transfer agreement with Gonzaga University by 2018</li> <li>• Graduate Certificate implemented by 2018</li> <li>• Undergraduate certificates by 2018 if permitted by the Ministry</li> </ul>
<b>Performance Measures</b>	
PM for Goal 6	<ul style="list-style-type: none"> <li>• Centre of Excellence proposal and implementation timeline by 2017-2018</li> <li>• \$5 million funding secured by April 2019</li> <li>• Centre opened in Fall 2019</li> <li>• At least four faculty members engaged in the mentorship program beginning in May 2017</li> <li>• Four grant and research proposal writing workshops offered</li> <li>• At least two faculty members involved in the grant review and feedback process for 2017-2018</li> <li>• Two academic conferences hosted at St. Mary's University in 2016-2018</li> </ul>

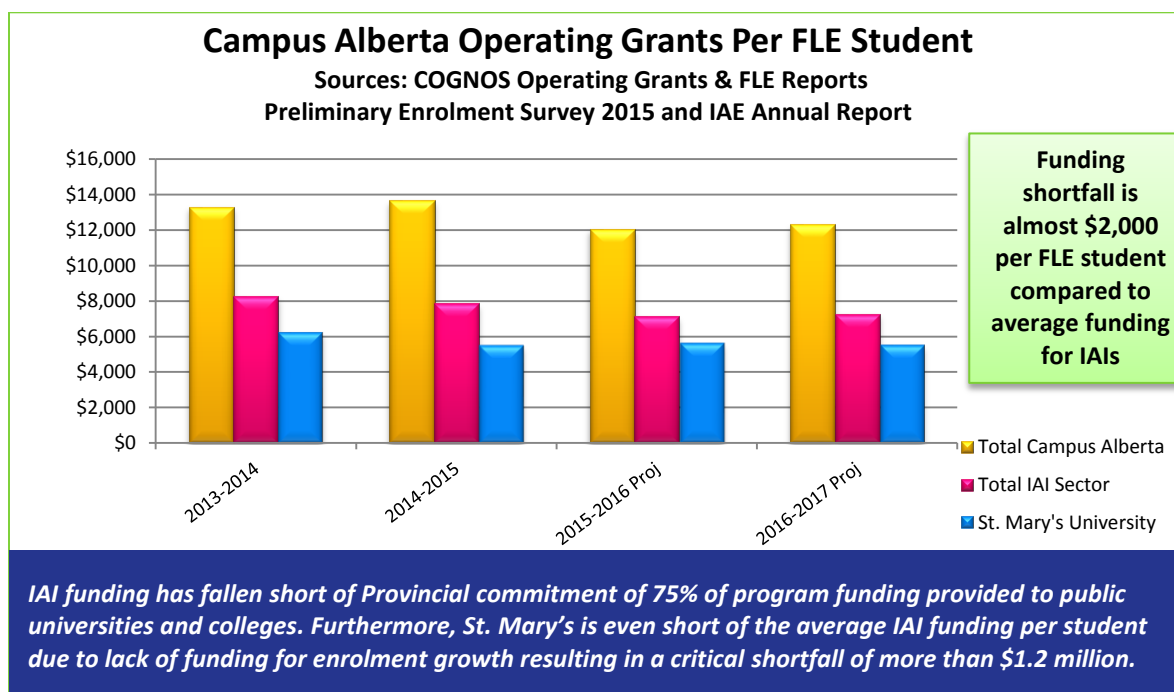
<p>PM for Goal 7</p>	<ul style="list-style-type: none"> <li>• Experiential learning framework, forms and processes distributed to all faculty</li> <li>• At least five faculty and three staff members attend the experiential learning workshop</li> <li>• Applications open in Fall 2016 for future travel study courses</li> <li>• Findings presented in Fall 2016 to Faculty from CSL pilots and feedback solicited</li> <li>• Framework and processes developed by Spring 2016 for future CSL implementation</li> <li>• Four Canada Summer Jobs Applications for student researchers in 2016-2017 cycle; one other funding source obtained for student researchers in 2016-2017</li> <li>• Research credit framework for students participating in research developed by Spring 2018; submitted to Academic Council for approval in Fall 2018</li> </ul>
<p>PM for Goal 8</p>	<ul style="list-style-type: none"> <li>• Cyclical Program Review Policy and Processes approved and submitted to CAQC by December 2016</li> <li>• Submit Part A of the BA in SJCS degree in Fall 2016 and Part B in Winter 2017</li> <li>• Submit Part A of the BEd (Secondary) in Fall 2017 and Part B in Winter 2018</li> <li>• Recommendations received from Area Superintendents by Fall 2016</li> <li>• An MOU and transfer agreement with Gonzaga University signed by 2018</li> <li>• Ten registrations in the newly developed graduate certificate in 2018</li> <li>• Two undergraduate certificates with five registrants in each in 2018</li> </ul>

## Appendix A: Financial and Budget Information

### Introduction

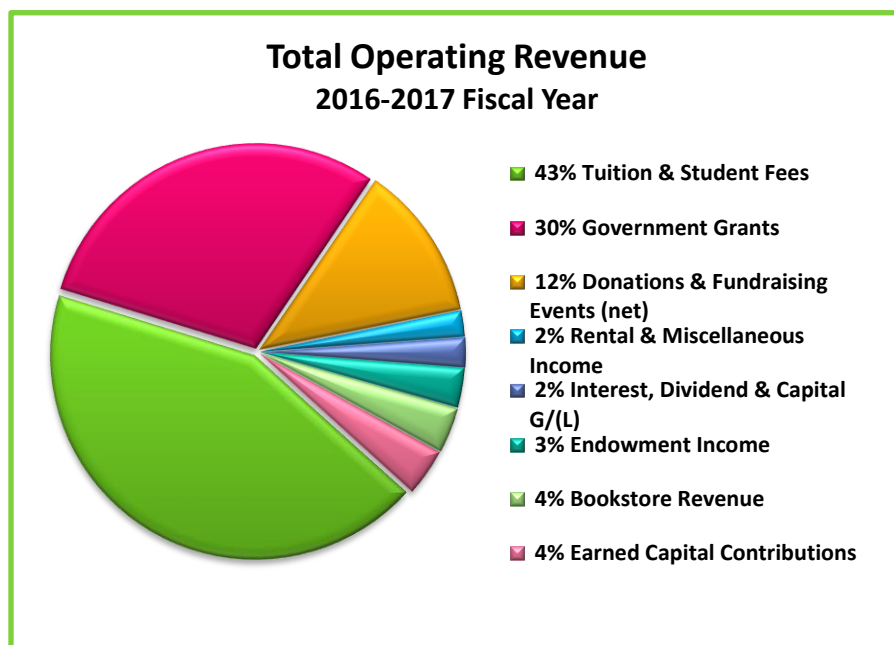
The St. Mary's University Operating Budget for the 2016-2017 fiscal year is focused on long-term sustainability in recognition that revenue from operating donations and investment income is uncertain. While we continue to have support from both new and long-standing private donors, many have become focused on funding campus expansion rather than supporting general operating costs. Over the past year, we have had several meetings regarding University budgets with the Board of Governors, committees, and the faculty and administrative staff to share budget information and generate discussion on the plan for long-term financial sustainability.

St. Mary's University is grateful to the Province for the restoration of Targeted Enrolment Expansion (TEE) funding of almost \$500,000 in 2015-2016. This conditional funding, awarded to recognize growth in our successful BEd program, is critical to providing students with the resources they need. We have already exceeded the enrolment targets for 2017-2018 and look forward to having the funding rolled into our Campus Alberta base grant.



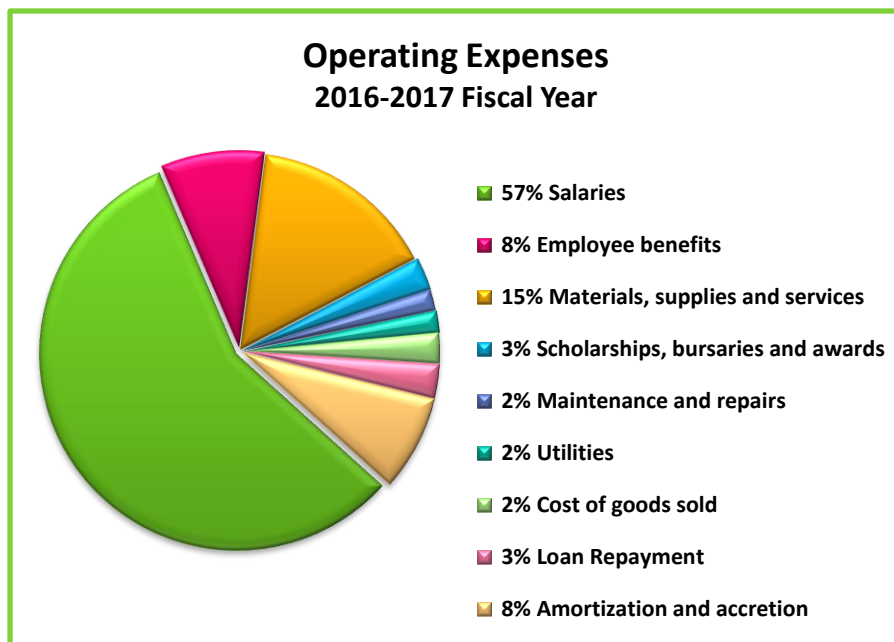
### Operating Revenues and Expenses

St. Mary's University's 2016-2017 operating budget renews the focus on conservative estimates to ensure financial sustainability in an environment of uncertain revenues from unrestricted donations and investment income. As a thriving university, the core sources of revenue are tuition fees and government grants. Tuition revenue targets are based on conservative enrolment estimates that we expect to exceed. The Province's 2% increase to base post-secondary grants has provided critical funding for our students and operations. With enrolment growth of more than 40% over the past three years, it is critical that grant funding keep pace with the number of students we serve. We are grateful for the opportunities we have had to meet with elected officials to discuss our funding challenges. On our side, we will work hard to keep tuition rates affordable for students and look for revenue opportunities as we plan new programs including Transitions and Pathways programs that support high school graduates as they enter university and Continuing Education programs for the larger community.



Revenue estimates for unrestricted donations and investment income have been set on a more conservative basis to reflect the local economic challenges, the continued pressure on the energy sector and low interest rates. Going forward, investment income and endowment grants have been based on an annual yield of 3.5%.

Ancillary revenue consists of bookstore sales and some fitness centre revenues. 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 University has plans for a student residence. As the campus grows in enrolments and facilities, it is expected that ancillary services will be a source of net revenue.



Our faculty and staff have demonstrated outstanding commitment to the long-term success of St. Mary's University. Over the past year, pressure on unrestricted donations and investment income has triggered cost-control measures across the campus including reductions in security coverage and advertising budgets, and several vacant positions were not filled while employees were on leave.

Going forward, there will be a salary freeze for all faculty and staff effective July 1, 2016. In the past, St. Mary's University has matched general salary increases as approved at the University of Calgary. At present, the University of Calgary is in negotiations; however, regardless of the outcome of these, no cost of living or increment increases will be awarded at St. Mary's University in 2016-2017.

Budget projections also reflect the one-year elimination of professional development funding for administrative staff and management, as well as other cuts to operating expenses. On the academic side, professional development funding has been retained as essential to maintaining the academic quality of the university. The timetable has been streamlined to better serve students while minimizing low-enrolled courses. There is currently one vacant full-time faculty position that will not be filled until 2017. While we recognize that many of these cost-savings measures cannot be long-term solutions, these short-term sacrifices have enabled us to balance the 2016-2017 budget.

### Budget Assumptions

The 2016-2017 operating budget and three-year plan to 2018-2019 reflect our commitment to growth and long-term sustainability. Revenue projections have been based on modest enrolment growth, minimal tuition fee increases, and conservative estimates for operating donations, fundraising events, investment income, endowment grants, and ancillary services.



Key budget assumptions are as follows:

- Tuition revenue is based on tuition fee increases of 4% for the 2016-2017 academic year (BA and BSc programs only with a freeze for BEd tuition); tuition fee increases of 3% for 2017-2018 and 2018-2019
  - Enrolment estimates reflect continued demand for our BA, BSc and BEd programs and implementation of the new Bachelor of Arts, Major in Social Justice and Catholic Studies in 2017
- Government operating grants are based on 2% annual increases and maintenance of TEE funding approved in 2014-2015
- Projected revenues from unrestricted donations and fundraising events have been reduced to more conservative and achievable levels that reflect the continuing economic pressure in the energy sector and across Alberta
- Investment income and endowment grants have been projected based on a 3.5% annual rate of return and conservative estimates of growth in invested funds
  - Compensation estimates include a salary freeze for 2016 with restoration of steps and modest cost-of-living increases for 2017-2018 and 2018-2019
- Interest on long-term debt reflects servicing costs of existing long-term debt
- Materials, supplies and services are based on restoration of professional development funding for administrative staff and leadership in 2017-2018 with modest increases thereafter
- Maintenance, repairs and utilities include the costs of the new Heritage Centre to open in Fall 2016 as well as anticipated costs of the new Carbon Tax Levy to be implemented in 2017-2018 and 2018-2019

For budget planning purposes, the budgets for 2016-2019 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.

St. Mary's University recently applied for four federal Strategic Investment Fund grants. If successful, the SIF funding will reduce the amount of funding we have to raise from external donors for much needed capital and maintenance funding since, as an independent academic institution, St. Mary's University is not eligible for Provincial capital grants.

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

	Budget 2015-2016	Budget 2016-2017	Projection 2017-2018	Projection 2018-2019
<b>REVENUES</b>				
Tuition fees	\$5,261,130	\$5,193,000	\$5,817,000	\$6,237,000
Provincial government grants	2,940,776	3,595,000	3,667,000	3,740,000
Donations and fundraising events revenue	2,154,844	1,600,000	1,632,000	1,665,000
Ancillary services	513,300	463,000	482,000	501,000
Amortization of deferred capital contributions	325,000	450,000	450,000	450,000
Rental and miscellaneous revenue	150,500	214,000	218,000	217,000
Interest and investment income	904,450	660,000	668,000	675,000
<b>TOTAL REVENUES</b>	<b>\$12,250,000</b>	<b>\$12,175,000</b>	<b>\$12,934,000</b>	<b>\$13,485,000</b>
<b>EXPENSES</b>				
Academics and library	\$4,729,761	\$4,809,505	\$5,133,000	\$5,350,000
Student and campus services	2,095,151	1,987,240	2,107,000	2,225,000
Facilities and technology	1,157,423	1,139,533	1,226,000	1,277,000
Finance and administration	967,209	973,196	1,031,000	1,071,000
Amortization and accretion	825,000	950,000	1,000,000	1,050,000
Advancement and fundraising events	663,751	659,259	698,000	726,000
President's office and board	636,193	567,937	601,000	625,000
Ancillary services	474,220	414,223	442,000	454,000
Communications	365,292	338,106	360,000	371,000
Interest on long term debt	336,000	336,000	336,000	336,000
<b>TOTAL EXPENSES</b>	<b>\$12,250,000</b>	<b>\$12,175,000</b>	<b>\$12,934,000</b>	<b>\$13,485,000</b>
<b>NET SURPLUS/(DEFICIT)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

## Statements of Expected Revenues and Expenses by Object

	Budget 2015-2016	Budget 2016-2017	Projection 2017-2018	Projection 2018-2019
<b>REVENUES</b>				
Tuition & Student Fees	\$5,261,130	\$5,193,000	\$5,817,000	\$6,237,000
Government Grants	2,940,776	3,595,000	3,667,000	3,740,000
Donations and Fundraising Events	2,154,844	1,600,000	1,632,000	1,665,000
Bookstore Revenue	513,300	463,000	482,000	501,000
Investment Income	904,450	660,000	668,000	675,000
Rental & Misc. Income	150,500	214,000	218,000	217,000
Earned Capital Contributions	325,000	450,000	450,000	450,000
<b>TOTAL REVENUES</b>	<b>\$12,250,000</b>	<b>\$12,175,000</b>	<b>\$12,934,000</b>	<b>\$13,485,000</b>
<b>EXPENSES</b>				
Salaries	\$6,809,800	\$6,864,727	\$7,249,000	\$7,610,000
Employee benefits	1,028,678	1,022,773	1,086,000	1,142,000
Materials, supplies and services	2,121,711	1,956,725	2,109,000	2,136,000
Scholarships, bursaries and awards	347,811	323,455	340,000	357,000
Maintenance and repairs	235,500	209,550	222,000	231,000
Utilities	196,600	212,520	230,000	248,000
Interest and long-term debt repayment	336,000	336,000	336,000	335,000
Cost of goods sold	348,900	299,250	362,000	376,000
Amortization and accretion	825,000	950,000	1,000,000	1,050,000
<b>TOTAL EXPENSES</b>	<b>\$12,250,000</b>	<b>\$12,175,000</b>	<b>\$12,934,000</b>	<b>\$13,485,000</b>
<b>NET SURPLUS/(DEFICIT)</b>	-	-	-	-

### Deficits

St. Mary's University has no plans to bring forward a deficit budget. Despite uncertain revenues from operating donations and investment income, we have approved a balanced budget through careful cost reductions, although some measures including salary freezes and the one-year elimination of professional development for administrative staff and management cannot be long-term measures.

### Tuition and Mandatory Fees

As an Independent Academic Institution, St. Mary's University has the ability to set tuition rates without reference to the Provincial tuition fee policy. While we could choose to approve significant increases, as others in our sector have done, we share the Province's commitment to affordability for students to ensure that Albertans have access to high quality post-secondary education at St. Mary's University. For the 2016-2017 academic year, the tuition and fee cost for a full 10-course load in Bachelor of Arts or Science program is \$7,635 (including all mandatory fees for Athletics and Campus Recreation, Computer Resources, Students' Association Fees, and Universal Transit Pass) compared to \$6,540 at the University of Calgary. However, when costs for parking are taken into consideration (free at St. Mary's University versus \$1,300 per annum at public institutions), the total cost to attend St. Mary's University is comparable or slightly less (\$7,635 compared to \$7,840).

<b>Tuition Fees</b>	<b>2015-2016 (Actual)</b>	<b>2016-2017 (Actual)</b>	<b>2017-2018 (Est'd 3% incr.)</b>	<b>2018-2019 (Est'd 3% incr.)</b>
<b>Domestic students:</b>				
Undergraduate – tuition per FLE	\$6,675	\$6,945	\$7,150	\$7,360
Bachelor of Education – tuition per FLE	\$9,240	\$9,240	\$9,520	\$9,810
<b>International students:</b>				
Undergraduate – tuition per FLE	\$13,350	\$13,890	\$14,300	\$14,720
Bachelor of Education – tuition per FLE	\$18,480	\$18,480	\$19,040	\$19,620
<b>Mandatory fees for all students, per FLE:</b>				
Athletics/Campus Recreation	\$200	\$200	\$210	\$220
Computer Resource Fee	\$140	\$140	\$150	\$150
Students' Association Fee	\$90	\$90	\$90	\$90

## Statements of Cash Flow for the Current Budget Year

Budget 2016-2017	
<b>OPERATING ACTIVITIES</b>	
Excess of revenue over operating expense	\$ -
Add (deduct) non-cash items:	
Amortization and accretion	950,000
Amortization of deferred capital contributions	(450,000)
Realized and unrealized loss (gain) on investments	(280,000)
Deferred contributions recognized in donation revenue	(500,000)
Future retirement obligation	50,000
Net change in non-cash working capital	-
	(230,000)
<b>FINANCING ACTIVITIES</b>	
Endowment contributions	250,000
Deferred contributions and grants received	250,000
Capital contributions	290,000
Repayment principal on long term debt	(186,808)
	603,192
<b>INVESTING ACTIVITIES</b>	
Acquisitions of capital assets	(2,000,000)
Payables relating to capital acquisitions	-
(Acquisitions) disposals of investments, net	1,675,000
Endowment investment income	380,000
Endowment grants to operations	(380,000)
	(325,000)
Increase (decrease) in cash	\$ 48,192
<b>CASH, BEGINNING OF YEAR</b>	<b>\$ 592,132</b>
<b>CASH, END OF YEAR</b>	<b>\$ 640,324</b>



## Appendix B: Enrolment Plan and Proposed Programming Changes

**Student Enrolment Counts**  
**Actual FLEs to 2015-2016 with Projections to 2018-2019**

YEAR	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
<b>Total FLEs in Bachelor Programs</b>	437	501	588	629	650	675	700

### 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 create a new interdisciplinary program that would be unique in Alberta. A Social Justice and Catholic Studies (SJCS) degree program focuses on facilitating encounters between students and a diversity of 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. A 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 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 entrepreneurship. 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.

## Education

Needs assessment and consultation with the area superintendents of K-12 school districts will be reflected in changes to our Graduate Certificate in Catholic Educational Leadership (GCCEL) program, with courses laddering into MEd programs at other universities, beginning in 2017-2018.

Current capacity is restricting our ability to meet the demand for the two-year after-degree BEd program and we will be turning away students from the Fall 2016 intake. Plans are underway to offer a third, condensed cohort for intake in the 2017-2018 year, pending resource allocation.

There is significant demand for a BEd (Secondary) degree to be offered at St. Mary's University, particularly in Sciences and Mathematics. Building on the strengths of our BSc, we plan to begin a BEd (Secondary) with Part A of the proposal going forward by Fall 2017.

## Certificates

We are currently consulting with faculty about developing several graduate certificates that will complement students' BA, BSc or BEd degrees with specific, job-related skills to enhance employability and career options. A final decision has not yet been made about which certificate to implement first, but certificates are in development in *Creative Writing* and *Addictions and Mental Health*.

If permitted to offer Ministry-approved undergraduate certificates, we are prepared to develop the following certificates with existing resources: Human Resources Management; Environmental Sustainability; Social Responsibility and Innovation; Youth Ministry; and Aging and Wellness. The availability of these certificates will fill a need for short-term training and career options for learners who are unwilling or unable to commit to a three- or four-year degree in the current economic climate and will also provide a later pathway for these learners to continue degree studies.

## Service Learning

We completed a Community Service Learning Self-Study in early 2016 and piloted two service-learning courses in Public History and Catholic Social Teaching. The assessment of the pilots will be presented to faculty in Fall 2016, along with the process for developing and implementing future service learning courses. Experiential and service learning are a core part of the SJCS degree and will also feature prominently in the Liberal Studies degree.

## Study Abroad

We are expanding our travel study opportunities, giving students access to more experiential learning and connecting them to the broader world. *Tropical Ecology* will be offered in Belize in Winter 2017 and will give BSc students the opportunity to connect theory, practice and research, guided by a faculty member whose research expertise grounds the fieldwork. This course will alternate with

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*Marine Biology* offered at the Bamfield research station on the west coast. This gives BSc students the option to complete two travel study field courses during their degree studies.

As part of our experiential learning initiatives, we have developed the framework for future travel study and experiential learning courses, with the next courses to be developed over 2016-2018 with implementation in 2018.

We are expanding our global initiatives, with study exchange agreements in place with Ukraine Catholic University and Katholische Universität Eichstätt-Ingolstadt and further agreements pending with Taiwan and Zambia. These agreements are facilitating student travel study and faculty exchange.

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

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.

### Research Centre of Excellence

We are currently developing a Research Centre of Excellence in Social Innovation and Catholic Educational Leadership. Pending physical expansion of the campus, the Research Centre will provide the facilities and support for applied research in Catholic Educational Leadership in an increasingly complex and diverse world and will support research strands in Catholic Leadership, Diversity, Inclusion, and Indigenous Studies hosting forums and conferences.

As will be described in our 2016-2017 Annual Report, St. Mary's University hosted its first international academic conference, the Rouge Forum: *Teaching for Democracy and Justice in an Age of Inequality*. The Rouge Forum Conference brought together scholars, teachers, students, and community members to discuss issues of social justice through a critical lens and sought to create an environment that challenges the status quo and empowers individuals to address areas of concern. One of the conference's plenary speakers was Canada's Poet Laureate George Elliott Clarke, who spoke on marginalization, justice and anti-racism.

The Pacific North West Conference of the American Academy of Religion will be held at St. Mary's University in May of 2017. This conference will bring together scholars in Biblical Studies, Theology, Religious Studies, Cultural Studies and History from across the Pacific North West and provide an opportunity for our faculty to present their research and network with scholars in their fields.

St. Mary's University has joined with Mount Royal University, the University of Calgary and others in organizing a series of lectures and symposia exploring the legacy of the Reformation on the occasion of its 500<sup>th</sup> anniversary in 2017.

## **Appendix D: Community Outreach and Underrepresented Learners**

### **Transitions / Pathways**

#### **Upgrading**

Math 030 and English 030 will be developed and offered so students can complete courses required for admission at St. Mary's University. We will propose that these courses be included in the ACAT high school equivalency chart so students can use them for admission to any Alberta university.

#### **Transitions**

##### ***Transitions Committee***

The Transitions Committee will be extended beyond the 2015-2016 pilot and will expand to include high school students and university students. This will add to the current membership of high school career counsellors, university faculty and administrators. The role of the Transitions Committee is to identify and resolve the challenges that students face in making successful transitions from high school to university study. It is critical in establishing supports to aid in transition. Recommendations of the Transitions Committee led to the identification of a need for the Virtual Learning Centre as described below.

##### ***Virtual Learning Centre***

The Centre will make academic success seminars available to prospective students through the web. The success seminars cover important transition topics such as note-taking, study skills, research citations, etc.. If students are familiar with the types of teaching and learning they will experience in university while still in high school the transition will be more successful. The seminars will also be delivered in person to pilot schools in 2016-2017.

### **Underrepresented Learners**

#### **Igniting the Fire: Storying the Urban Warrior**

St. Mary's University is developing a pilot program with funding from Calgary Learns, which will serve as the foundation for developing a pathway program into further education and employment for Indigenous learners who are currently at or below a grade eight level of literacy. Using an arts-based approach to engaging learners and increasing literacy skills and capacities, this program will support Indigenous learners as they seek to improve their foundational skills, as well as their confidence, in a formal education setting. St. Mary's University will engage with low-income, adult (18+), Indigenous learners in a collaborative and culturally respectful manner. The program will integrate a holistic approach to learning that includes Indigenous ways of knowing, orality and literacy, and will create a safe learning space for all participants.



The program's Learning Objectives include:

- 1. Literacy & Orality:** building each participant's capacity to engage in reading, writing and experiential learning.
- 2. Relational skills** that are based on a community and kinship model, where developing one's own potential creates a strengthened community.
- 3. Communication Skills** (both written and oral) which build participants' capacity to engage in 1:1 or group communication, including the ability to understand and decode forms and instructions.
- 4. Collaboration and team work skills** that will prepare participants to engage in activities that require group work, such as employment opportunities that include a team structure.
- 5. Confidence and pride** which will support future success and engagement in lifelong learning.

This program will utilize Indigenous art, history, novels, music, and performances as teaching resources. Students will engage with various texts, including graphic novels, that are written by, and about Indigenous people. The course will remain culturally relevant and will work to promote literacy and orality by ensuring Indigenous ways of knowing and knowledge are incorporated into the curriculum. Finally, St. Mary's University will ensure that the relationship between land and identity within Indigenous communities is acknowledged and included in program planning.

Learners will be offered the opportunity to participate in ceremony, roundtable discussions, personal reflections, creative writing, and will analyze and engage with literature, orature, as well as drama and art to provide multiple ways into understanding the intersections of history, memory, story and identity. Graphic novels and Indigenous literature will provide the material for drama workshops and creative writing. Throughout the course, students will be invited to build a stronger sense of identity and belonging as a learner and member of community. Upon completion of the program, participants will take part in a Graduation Ceremony. Graduates will be presented with a gift as well as invited to attend a ceremony where food, dance, and song will mark their accomplishment. In keeping with Indigenous culture, family members will also be invited to attend this ceremony.

### 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, immigration, experience with violence, prior negative education experience, addiction recovery, homelessness, and other interruptions to learning. Participants in Humanities 101 learn

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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 tutors, from among St. Mary's University faculty and students, 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 eliminates barriers caused by poverty and marginalization. Participants receive free tuition, course materials, hot nutritious meals, childcare remuneration, transit passes 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 2016 and beyond.

### Accommodated Students

Approximately 7% 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 hosts 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.

### Community Outreach

#### United Active Living (UAL) partnership

St. Mary's University has been working to establish a Memorandum of Agreement with UAL to formalize program, research and living option initiatives. The upcoming year will see a student-in-residence program that will have a St. Mary's University student receiving free room and board in exchange for 30 hours per month of volunteering with residents. Dr. Alisa McArthur, Associate Professor of Psychology and an expert in the psychology of aging, will be teaching *Advanced Aging* in Fall 2016 at UAL and will be collaborating with gerontology experts at UAL on research and the sharing of best practices around elder care. UAL's Director is keen to train the next generation of skilled workers in the field of gerontology and St. Mary's University Psychology graduates will be perfectly suited to apply their knowledge in that field and fill a growing demand.

### **Parkview Village**

As St. Mary's University does not have a residence, Student Services has been exploring housing options for out-of-town and international students. Parkview Village is a series of four buildings directly across the road from St. Mary's University. Most of the tenants are working young people aged 25-35 and about 30% of residents are seniors. The rent for an 850 square foot, two-bedroom apartment is an affordable \$995/month. The rent includes one heated, underground parking stall, with an option to rent a second stall for \$40/month, heat, hot water, wood-burning fireplace, and there is a laundry room on each floor. There are also one- and three-bedroom options.

### **Community Service Learning**

As we will describe in our 2015-2016 Annual Report, we piloted two Community Service Learning courses in the Winter 2016 term. In one of these courses, 24 students completed a minimum of 25 CSL hours with one of five different community partners: (1) assisting people with developmental disabilities at L'Arche Calgary; (2) meeting the needs of men and women experiencing homelessness by providing emergency shelter, food, clothing, hot showers and hygiene supplies at The Mustard Seed Calgary; (3) helping facilitate an innovative preventive program based on relationship building that unites parents, children, schools, volunteers and the overall community called Families and Schools Together (F&ST) under the auspices of Catholic Family Services; and working with seniors and adults with disabilities at (4) Bethany Senior Homes and (5) Father Lacombe Care Centre long-term care residences. The Community Service Learning initiatives have garnered a great deal of interest from students and we are preparing to meet this demand by developing further options for the future.

## Appendix E: Internationalization

The experiential learning coordinator, the Vice-President Academic and the Vice-President Student Services are developing a five-year internationalization plan that includes travel study, international student and faculty exchanges, international research collaborations, and targeted international recruitment.

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. Once the residence described in Appendix F is built, it is anticipated that the percentage of international students will increase; however, in tandem with the development of an internationalization plan, we have been negotiating community partnerships that will provide accommodation for international students until we have residences on campus. As described earlier in this plan, a partnership and signed MOU with United Active Living, a brand new seniors residence across the road from St. Mary's University, provides for one free suite per year for a student in exchange for 30 volunteer hours monthly at the residence. Additionally, we are partnering with a condo complex adjacent to campus to make vacant units available to students at or below market rate.

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 such a program. Once alumni, these students will promote St. Mary's University in their countries of origin.

St. Mary's University has established memorandums of agreement with the Ukrainian Catholic University in Lviv, Ukraine; and the Zambian Catholic University. We recently negotiated an international exchange with the Katholische Universität Eichstätt-Ingolstadt of Eichstätt-Ingolstadt in Germany. These agreements will facilitate student and faculty exchanges in several international locations and will broaden student experience and enhance their development as global citizens. We are currently negotiating the first student exchange with the German university and have had several exchanges with the Ukrainian Catholic University. The addition of an Experiential Learning Coordinator to our staff will permit the development of the structure and forms needed to expand the internationalization program.

We are working with faculty to encourage and support visiting fellowships and opportunities for international scholarship. The support includes connecting faculty with information about funding opportunities and fellowship programs as well as supporting such opportunities that arise in conjunction with planned study or sabbatical leaves. For example, during his sabbatical in 2016, Dr. Norman Knowles will serve as a Visiting Fellow at Newman University in Manchester, England while carrying out research on indigenous missionaries employed by the Church Missionary Society in Rupert's Land between 1830 and 1900, and Dr. Michael Duggan will be a Beaufort Visiting Scholar at St. John's College, Cambridge University in 2017.

## Appendix F: Capital Plan

Although St. Mary's University is not eligible to receive capital funding from the provincial government, the university is nevertheless committed to providing well-maintained facilities, both for its internal community as well as for the larger community of South Calgary.

St. Mary's University extraordinary growth has meant that we are now experiencing space issues. Existing classrooms are fully utilized resulting in timetabling challenges and restricting the offering of additional sections. There are limited spaces on campus for student study and mingling, there is no gymnasium in which to practice for and host ACAC home games, and there is no residence for international or out-of-town students.

St. Mary's University plans to increase its current physical plant in two main phases:

**Phase 1** will be the construction of the Heritage Centre, an addition to the rear of the Water Tower which will add approximately 450 sq. m. of multipurpose hall space that:

- Accommodates theatre, drama, choir & education classes
- Contains an FNMI area to accommodate increasing First Nations relationships
- Provides elegant gathering space for formal and informal functions
- Provides a gallery space for exhibitions
- Provides student gathering and meeting spaces
- Potential for external rentals
- Leads to outdoor courtyard and seating area
- Design complements heritage buildings

Donations to fund the building of the Heritage Centre have been secured and will be used to match federal Strategic Investment Funding (SIF) if received.

**Phase 2** will be the construction of Mary's Central, a larger complex containing three wings that could be built independently as funding is raised:

### Academic Wing

- Classrooms

- Open spaces configurable for study or breakout, and dedicated breakout rooms for study.
- Administrative offices and boardroom

#### Residences

- Space for approximately 100 residents in varying configurations (quad, double, single units), with individual kitchens and washrooms. There is potential for summer accommodation and conference rentals.
- Lounge area on each floor

#### Gymnasium

- Meeting ACAC specifications, including supporting infrastructure
- Retractable seating for 500 people
- Mezzanine level contains Broadcast Booth, and communications infrastructure
- Suitable for large campus gathering including Convocation
- When available, community access will be encouraged

The pace of campus expansion will be determined by the related fundraising campaign. As an independent academic institution, St. Mary's University is not eligible for capital grants or infrastructure maintenance funding. As a result, St. Mary's University must fund all capital expansion from external contributions, primarily private donations.

As previously noted, St. Mary's University has submitted several applications to the federal Strategic Investment Fund for renewal and expansion of capital facilities. This funding will be instrumental in enhancing and expanding the University to meet demand for post-secondary programs.



## **Appendix G: Information Technology**

St. Mary's University is in the process of completing several major upgrades to Information Technology (IT) resources on campus. With the hiring of a new IT position in 2015, the IT staff complement is now three full-time positions to support all University IT and audio-visual resources. Though we have a very small team, we have been able to provide a very robust array of resources to support educational programs and research as well as administrative requirements.

### **IT Committee**

The University's IT Committee is being re-established with representation from across Campus departments to facilitate discussion on IT resources and direct IT strategy for the benefit of students, faculty and staff. The IT Committee will also discuss IT policy and security.

### **Educational Resources**

With support from the Access to the Future grants, St. Mary's University is in the process of enhancing audio-visual resources across campus including new classroom technology (projectors, computers, document cameras). This follows on the investment in Google Chromebooks and additional Smartboards last year to provide further resources to students and faculty. The Bachelor of Education Program includes a focus on technology in the classroom and has been highly successful as our BEd graduates take these valuable skills to their future classrooms and students. Many of the faculty find Moodle to be a very effective IT resource to facilitate the sharing of educational materials and online discussion with students. St. Mary's University implemented a new wireless system last year which has been very beneficial to the University community in improving internet and system access from mobile devices.

St. Mary's University will continue to partner with the Southern Alberta Integrated Library (SAIL) consortium providing students with access to online library resources from the St. Mary's University library and also the University of Calgary, Ambrose University and Bow Valley College collections. This partnership has been an important means of providing students, faculty and staff with the resources needed to support their learning, scholarship and research.

On the administrative side, St. Mary's University recently completed the installation of video-conferencing on campus to support collaboration, experiential learning, travel studies and remote meetings. The Power Campus student registry system provides students with access to online registration, transcripts, and financial records enabling them to submit or change registrations, make payments and monitor grades from their home computer or mobile device. We continue to expand our use of financial and fundraising systems to streamline processes and enhance efficiencies. On the finance side, we are using a new budget system to automate budget entry and variance reporting and we are considering a new payroll system to enhance service to faculty and staff while streamlining the payroll and HR functions to save staff time.

### **Institutional Dashboard**

The University Institutional Dashboard has become a key resource for the entire University providing metrics and indicators in a variety of areas including admissions, retention, demographics, academic indicators, financial ratios, facilities utilization and research outcomes. In particular, the Strategic Enrolment Management Committee works closely with the IT Department to expand and further refine metrics and measures to monitor trends in enrolments and support evidence-based decision making.

### **IT Infrastructure and Security**

With the addition of a third staff member to the IT team, we now have dedicated support for network infrastructure. We recently implemented a new backup system and appliance to further secure and protect IT data and resources. In the coming year, we have allocated funding to further expand network storage to meet demand from the growing number of faculty, students and staff.

At the same time, we are reviewing IT security measures and improving security wherever possible to further protect the University from possible data breaches. At the time of writing, the University of Calgary system was the victim of a ransomware attack. We continue to review systems and look for opportunities to enhance network security, data security, integrity and redundancy. We look forward to exploring opportunities from the ShareIT program recently discussed with AAHEIT.