

MOUNT ROYAL UNIVERSITY

Comprehensive *I*nstitutional *P*lan

2014/2015 - 2016/2017

Mount Royal University - Comprehensive Institutional Plan 2014

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PLANNING TOGETHER 2024

Mount Royal is a founding and leading educator in Alberta, proud of its history.

In recent years, Mount Royal has aspired to become a university, confidently stepped in to its new role, and enthusiastically followed up on its purpose—helping students reach their goals through undergraduate education.

What's next? A university—by its very nature—is home to strong values and ideals—aspiration, inspiration, discovery and innovation. These are reflected in the careful thinking and hard work that brought about MRU's Academic Plan and Student Services Plan (approved by the Board of Governors in 2012).

A strategic planning project is underway to carry the institution forward. We are building on the wisdom of both experience and recent trends in post-secondary education to steer Mount Royal's evolution through the next decade.

Enduring ideals stand as unequivocal guiding principles. We will remain committed to excellence in teaching and learning informed by scholarship.

Realistic priorities will be set. Strategic planning takes considerable deliberation, analysis and refinement. Most importantly, it should be grounded in participation—drawing on experience and opinion voiced by everyone in our community from administrators to students. It is a highly collaborative undertaking. All are encouraged to lend their insight to the project.

The work has begun. Direct consultations across the organization will bring fresh thinking into play in mapping out Mount Royal's continuing course.

The following Comprehensive Institutional Plan serves as a bridge between our current operations and the eagerly anticipated advances presented in the Strategic Plan.

The work that is unfolding will capture and give shape to Mount Royal's best aspirations for students and graduates living in a complex and demanding world during the first part of the 21st century.



David Docherty
President

EXECUTIVE SUMMARY

CAQC Comprehensive Institutional Assessment

To assess Mount Royal's performance as a recent partner among universities in Alberta, a review team established by the Campus Alberta Quality Council (CAQC) visited the campus November 21-22, 2013.

A fitting introduction to this executive summary of our Comprehensive Institutional Plan are the following comments from the CAQC-appointed reviewers' report, evaluating the quality of Mount Royal's university activity in the management and delivery of undergraduate degrees.

The review team believes that MRU has met and in most cases exceeded the standards established for CAQC's Comprehensive Reviews. Accordingly, we recommend that all of the degree programs previously approved by the Minister and included in this review be affirmed for continuation at MRU.

MRU has achieved much since it launched its first undergraduate degree in 2007. It resembles much older degree-granting institutions in many respects. The strategic planning process on which it has now embarked is a necessary extension of the work it did to become a strong undergraduate university offering programs aimed at providing both liberal and professional education options to its students. It now intends to clarify what kind of sustainable undergraduate university it will strive to be in the years ahead.

MRU has made the transition to the bicameral governance system with remarkable poise. The Board recognizes and respects the role of the General Faculties Council and vice versa. Two features of its GFC are noteworthy: a) an elected "speaker", rather than the President, chairs the assembly b) all members of GFC are termed "councilors" in an effort to reinforce the notion that they are there to make decisions in the institutional interest, rather than to represent the constituencies from which they come.

Report of the Comprehensive Evaluation Team for Mount Royal University by Dr. Ron Bond, Chair; Dr. Gary Boire, and Dr. Mark Evered, December 9, 2013.

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These findings are a positive assessment, recommending continued adherence to an undergraduate university model, understanding that plans to sustain the model over time will be clarified. This clarification process is manifest in our current strategic planning work.

Strategic Goals 2014/2015 to 2016/2017

These strategic goals for the university's operation in the next three years will bridge the content of this Comprehensive Institutional Plan to implementation of fresh strategic initiatives under development. Each goal is considered fundamental to the fulfillment of Mount Royal's societal role in undergraduate education.

Seek Opportunities to Increase Undergraduate Access and Retention

Address Disparity Between Institutional Capacity and Undergraduate Enrolment

Enrolment projections are developed from Mount Royal's existing program base, adhering to the institution's funded financial capacity. Our projected funded enrolment foresees a 500 FLE net decrease between 2014-15 and 2016-17. This projection takes into account the planned intake for Fall 2014.

The maximum potential gap between built or committed physical instructional space and current enrolment projections amounts to 2,500 FLE (based on Fall 2014 credential program intake). This gap is a direct reflection of reductions in program intake in keeping with Ministry funding adjustments during the rollout of our baccalaureate programs (since 2008).

Internally funded initiatives for conversions or expansions in baccalaureate programming have been deliberately designed to be cost effective and consistent with internal operating costs associated with baccalaureate credentials. Mount Royal is very clear about the fiscal basis for any baccalaureate program expansion reaching beyond the current Ministry envelope; and in such instances would be eager to explore possible expansions further.

Two opportunities are available to realize a positive enrolment growth trajectory at MRU.

One is through execution of a retention strategy. Student retention and success are fundamental values in our enrolment plan. A stepped or graduated retention objective set to a rate increase of 75% followed by a second step to 85% could

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counter the projected enrolment decrease. Student retention initiatives and interventions could be internally funded, however the anticipated enrolment growth would require more funding than tuition fee revenue alone to sustain.

The other opportunity is through program development through expansion of current baccalaureate degree programs and the addition of new degree programs.

A judicious combination of the two strategies—implementing enrolment retention initiatives and expanding baccalaureate programs—would allow Mount Royal to narrow (and potentially close) the concerning gap between education access and enrolment capacity.

With commensurate funding, Campus Alberta growth can be accommodated at MRU.

Plan Campus Development to 2024

We expect Mount Royal’s academic programs and student services to grow and evolve. A new institutional strategic plan will set the direction for these. Commercial and residential properties surrounding the campus are under vigorous development and will transform our neighbourhood in the next few years.

A master planning process for the campus property is required to handle these impactful developments. This process will be initiated in the near term, responding to input from internal and external interest groups, and respecting the diverse pressing needs of the campus community. Ultimately these needs will be translated into facilities and physical design for the 2024 campus.

Conservatory

In anticipation of the new Bella Conservatory and Performance Hall, a \$15 million project to re-purpose the vacated space on the main campus is a priority renovation item. In particular, space will be required to return to the campus our programs currently delivered in the Westmount Corporate Campus building.

Library

A renovation opportunity arises with completion of the Riddell Library & Learning Centre in Spring/Summer 2017. Preliminary estimates suggest that \$22 million will be required to re-purpose and allocate the former university Library into student service facilities and classrooms.

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Build Viable Models of Undergraduate Programming

Several programs are now progressing through implementation. Each demonstrates practical program-building strategies.

Program Conversion and Curricular Expansion

The following disciplines are introducing baccalaureates through conversion of existing programs that have achieved a solid reputation and history of delivery at Mount Royal:

- Interior Design
- Child Studies
- Health & Physical Education
- Broadcast Media Studies

Inter-Institutional Collaboration and Technology: Bachelor of Science Degree, Major in Environmental Science

Mount Royal University and Keyano College are collaborating for delivery of the Science major over a 2-year implementation schedule. It begins with a pilot phase starting Fall 2014 followed by expanded program intake at both campuses. Both infrastructure and curriculum development activity is planned.

Students enrolled at Keyano will be admitted to the 3rd year of the credential, receiving on-site instruction from both Keyano and MRU faculty through teleconferencing technology. The model promises to set a new standard in Alberta for efficient delivery of quality university degree programs to students residing in rural and remote locations in the province. The partnership will develop, implement and assess the efficacy of this model for broader application.

Develop Institutional Plans Focused on Undergraduate Learning

Foster Student Success: Academic, Student Services & Research Plans (Board approved February 2012)

Mount Royal's divisions of Academic Affairs and Student Affairs and Campus Life have respectively produced an Academic Plan and a Student Services Plan, which are being implemented in tandem. Central to the Academic Plan is the establishment of learning outcomes for all programs, complemented by methods to reliably assess whether students are achieving the outcomes. An emphasis on

EXECUTIVE SUMMARY

learning outcomes is reiterated and supported in the Student Services Plan.

Our Research Plan places its own emphasis on enriching the learning experience of students by advocating their involvement in research activities. A Student Research Day has become a highlight of our academic year demonstrating the involvement of our undergrads.

Maintain Progress – Institutional Strategic Planning

This cross-institutional undertaking is expected to accomplish several goals:

- Attend to the views of consulted interest groups.
- Articulate a rationale for resource choices and fiscal decisions in sustaining MRU’s educational purpose.
- Coalesce with existing plans that are active or under implementation.
- Influence the development of operating and divisional plans through the next decade.

Make Learning the Basis of a Mutually Beneficial Relationship with the Larger Community

This strategic goal defines the basis for Mount Royal’s continuing relationship with a larger public.

Universities often refer to themselves as ‘communities of learning.’ Through our learning aspirations and activities, Mount Royal sees itself contributing to a vital economy, a culture of innovation and discovery, and a vibrant community.

We invite community engagement through relationships that promote learning well beyond courses and classrooms—from scholarly collaborations to sport competitions to cultural events. We look to other post-secondary institutions in Alberta and Canada to work with us to innovate and discover—particularly in pursuit of excellence in teaching and learning.

We seek to graduate students who can readily enter a competitive employment market or take their undergraduate credential to the next step—graduate study.

Our gratitude to donors to and supporters of our educational endeavours is immense. Mount Royal aims to be a respected part of a community that values and commits to a strong undergraduate education as a foundation for lifelong learning and good citizenship.

ACCOUNTABILITY STATEMENT

June 27, 2014

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

Original Signed By



Karl Smith
Chair
Board of Governors

INSTITUTIONAL CONTEXT

Mandate

Mount Royal University is a public, board-governed institution operating as a Baccalaureate and Applied Studies Institution under the authority of the Post-secondary Learning Act of Alberta. Mount Royal was named a university by an Order in Council on September 2, 2009, and is governed by the public colleges section of the Post-secondary Learning Act.

Mount Royal University is a learning community that focuses on instruction informed by scholarship. Its mission is excellence in baccalaureate and applied degrees along with certificate and diploma programs. Mount Royal's programs prepare students to be thoughtful and informed citizens by combining liberal and applied studies and by providing graduates with opportunities for individual fulfillment, further study and employment.

Mount Royal offers programs in arts and science, nursing and health, business, communications, community studies, design, education, performing arts and aboriginal studies that lead to the following credentials and further studies:

- Baccalaureate degrees and transfer programs to prepare learners for further study and employment.
- Applied degrees to prepare learners for employment.
- Certificate and diploma programs to prepare learners for employment and lead to further studies and credentials.
- Post-secondary entrance programs that facilitate learner access to further studies.

Mount Royal University plays a pivotal role in the Campus Alberta system. It is both a sending and a receiving institution for students transferring to and from other institutions. The University also develops collaborative degree partnerships with other Alberta institutions.

Mount Royal supports scholarly activity that contributes to instructional excellence and to the cultural, social and economic well-being of the community locally, provincially, nationally and internationally.

Mount Royal students are supported by a range of services that contribute to academic, social, and personal development. Student supports include library services, academic advising, learning skills development, cultural activities, career services, residence services, counseling, recreation, and wellness programs. These services are designed to benefit students by increasing their opportunities for success.

INSTITUTIONAL CONTEXT

Mount Royal's primary service area includes Calgary and the surrounding region. Mount Royal also serves a wider learner population provincially, nationally, and internationally through face-to-face and distance delivery and through partnerships with other post-secondary institutions. Mount Royal serves its communities by creating and communicating knowledge and by meeting the needs of the labour market in fields related to its program areas.

Mount Royal University also serves its communities by providing contract training, professional development, international programming and, through its internationally recognized conservatory, music instruction, particularly for younger people. Through these programs, Mount Royal enhances its commitment to continuous, lifelong learning and to global awareness in an interconnected world.

*Approved by Mount Royal University Board of Governors
February 1, 2010*

*Approved by the Minister of Advanced Education and Technology
February 24, 2010*

Mission

We are an undergraduate university focused on teaching and learning informed by scholarship. We are committed to personalized, experiential and outcome-based learning. We deliver high quality programs built on a foundation of General Education.

Recognizing that diversity strengthens us all, Mount Royal welcomes, supports and celebrates all its communities. We are also dedicated to fostering an environment of respect and inclusion.

Dynamic, relevant, and responsive to students and communities, we are making Mount Royal Canada's premier undergraduate university.

Vision

Inspiring learning for a world of possibilities.

INSTITUTIONAL CONTEXT

Mount Royal University Priorities and Strategies

The Board of Governors of Mount Royal University approved a new Academic Plan and a Student Services Plan in February 2012. These plans are being implemented jointly. Both are student-centred, and the recommendations in each are intended to make Mount Royal Canada's premier undergraduate university according to measures associated with student success and satisfaction. Central to the Academic Plan is the establishment of learning outcomes for all programs, complemented by methods to reliably assess whether students are achieving those outcomes. Since student learning is integral to the entire Mount Royal experience, the emphasis on learning outcomes is reiterated and supported in the Student Services Plan. The University's Research Plan places further emphasis on the learning experience of students, advocating their involvement in research activities.

Mount Royal remains unable to meet the growing demand for university-level programming in Calgary. The numbers of applications and of qualified applicants significantly outstrip the number of seats available to new students. Although undergraduate opportunities for Calgary students are presently limited, we continue to provide access to our degree programs for students in other communities through innovative partnerships with colleges in the province. Fiscal restraints have resulted in Mount Royal making a commitment to a managed decline in enrolment through 2014-15. The overall enrolment configuration will be maintained, however, projections do call for modest enrolment increases in aboriginal and international student populations.

We continue to plan and develop new degree programs, but with an assumption that we will not be able to actually launch new degrees at this time unless implementation relies on reallocation of existing funds. We will, however, work toward adjusting the balance between foundational arts and science and professionally-oriented programs. As a university, Mount Royal needs to be mindful not only of its role in preparing students for the workforce, but also of its commitment to opening up a world of possibilities to graduates who will become resourceful contributors to an ever-changing world.

PLAN DEVELOPMENT

Consultation 2014/2015 to 2016/2017

The Comprehensive Institutional Plan declares Mount Royal's intentions in detail. Apart from what the university intends to achieve, there are inevitably unanticipated developments. Our resilience owes much to the confidence the community holds in Mount Royal's aspirations. That confidence is built by planning together.

Our planning processes are designed to collect a spectrum of opinion, expectations and experienced insights from internal and external interest groups. These sources are either consulted or directly involved in deliberations, recommendations, and decisions about the future of this university. Other sources:

- students
- alumni
- faculty
- staff
- community members
- employers
- business interest groups
- professional organizations
- research organizations
- other post-secondary institutions
- government departments

Without exception, the following committees and documents derive their vision and direction from a combination of cross-institutional and community representation.

1. Academic Plan (2012-2017): Approved by General Faculties Council and Board of Governors in February 2012. Led by a committee of faculty, students and administrators chaired by the Provost and Vice-President, Academic, the Academic Plan serves as the primary driver for institutional planning over a five-year period.

2. Student Services Plan (2012-2017): Approved by General Faculties Council and Board of Governors in February 2012. Concurrent with the creation of an academic plan, the Vice-President Student Affairs and Campus Life led planning for the future direction of services to support students inside and outside the classroom, in keeping with institutional priorities. A committee representing interests throughout the university undertook extensive consultation to obtain opinion and suggestions.

3. Research Plan (2012-2017): Approved by General Faculties Council in Spring 2012. The plan was based on broad stakeholder input including consultation with faculty, students and research funding agencies.

PLAN DEVELOPMENT

4. Campus Expansion Committee: All planning related to buildings, renovation, and site development are the responsibility of this committee. Recommendations for physical changes to the campus are informed by the Academic, Student Services, and Research plans.

5. Program Advisory Committees: Mount Royal University works with alumni, employers, industry representatives, professional organizations, and other community members who are represented on program-based committees. Advice from these stakeholders is taken into account in the formative development, approval, and revision of programs.

6. Strategic Plan Steering Committee: The Committee is coordinating development of the Strategic Plan. A cross-campus team of students, faculty, administrators and staff, is working closely with the University's Executive team to gather input from across our campus community. Between March and May 2014, consultation sessions offered every member of our community the opportunity to speak to the university's development. As the initiative title indicates Planning Together 2014 - the committee's work is to be completed by Fall 2014.

Analysis

Beyond consultation, the planning process draws on qualitative and quantitative analysis of consultative input, an appraisal of existing commitments, agreements and obligations as well as a look at the surrounding economic and social environment to uncover circumstances and conditions likely to promote or constrain any plans. Decisions are made about what actions and initiatives are desirable and what is possible.

Definition

The definition of strategies and performance measures is a demanding exercise that combines judgement, exacting language, and a thorough understanding of the capacity of the organization. Provision of evidence and demonstrated results are an expected measure of the University's actions and are integral to the development of a robust plan.

Communication

Town Halls are scheduled throughout the year for members of the executive team and planning committees to personally update stakeholder audiences. Approved institutional plans are posted on our website.

Population Trends

During the lifespan of this Comprehensive Institutional Plan, Mount Royal University expects continuing pressure for admission to its programs from prospective undergraduates.

Alberta's overall population is projected to increase by 21.4% between 2012 and 2022, with 25.1% growth expected for the Calgary region. Population growth is anticipated for all provincial service regions. The Calgary region expects to see an 8.2% increase in the 18 to 34 year-old population between 2012 and 2022 (see Table 1) and a 1.6% increase from 2014 to 2016.¹

For 18 to 34 year-olds, the provincial outlook is comparatively lower. For this potential post-secondary market, an overall population increase of 7.2% is anticipated for Alberta within the same ten-year timeframe.

Table 1

Alberta Population Projections 2012 to 2022

Alberta	Alberta (18-34 yr olds)	Calgary Region	Calgary Region (18-34 yr olds)
(+)21.4%	(+)7.2%	(+)25.1%	(+)8.2%

Source: Campus Alberta Planning Resource 2013

The Calgary Board of Education and the Calgary Roman Catholic Separate School Division both project an increase of approximately 0.7% in Grade 10 to 12 enrolments between 2014 and 2016. As of 2012, 42.5% of high school graduates in the Calgary region had transitioned to a post-secondary institution within four years after graduation, and 62.1% within six years. In the City of Calgary 44.5% of 2012 high school graduates transitioned directly into post-secondary, of these graduates 86.7% attended post-secondary institutions in the Calgary region.

Table 2

Calgary City and Region High School Student Transition into Post-Secondary Trends

Time Span from High School to Post-Secondary (Calgary Region)		Immediate Transition into Post-Secondary (City of Calgary)	
Within 4 years	Within 6 years	Direct From High School	% Attending in Calgary Region
42.5%	62.1%	44.5%	86.7%

Source: Campus Alberta Planning Resource 2013

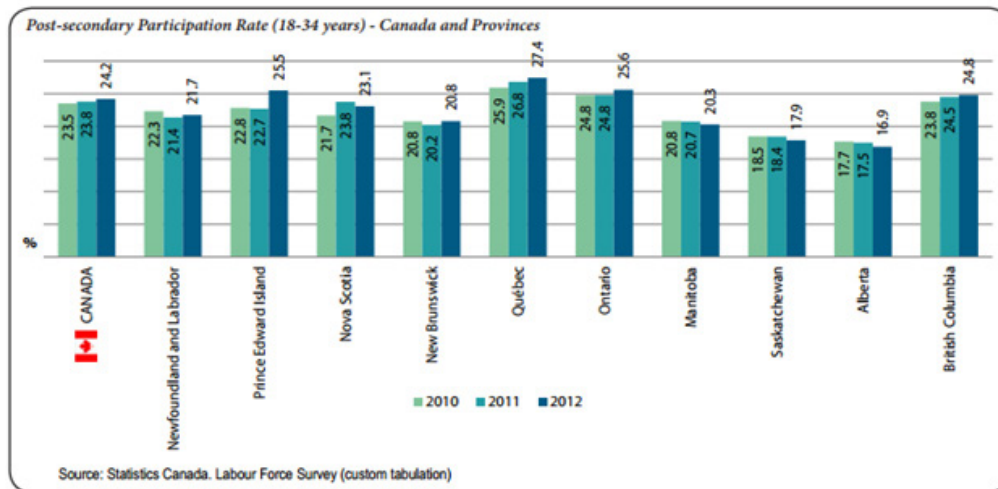
¹ Alberta Treasury Board and Finance, Alberta Population Projections).

ENVIRONMENTAL SCAN

Given that Alberta currently has a low post-secondary participation rate (17%), there is potential for increased demand if participation rates move toward the national average (24%).²

Figure 1

National Post-Secondary Participation Rate 18-34 years



Also, 54.5% of all projected post-secondary enrolment growth (FLE) within Campus Alberta is expected to occur in the Calgary region between academic years 2010-11 and 2020-21 (see Figure 1). These projections, in combination with those for the 18-34 year-old population, suggest that Mount Royal will continue to experience application pressure for program admission.

Application Volume Increasing

Institutionally, applications to Mount Royal University fell by 2.1% for Fall 2013 from Fall 2012. The number of applicants (distinct heads) decreased by 3.1% over the same period (Mount Royal University Application and Enrolment Report, Fall 2013). Even with these decreases, Mount Royal is not able to meet applicant demand. Of the qualified applicants to Mount Royal in Fall 2013, 24.2% were not offered a seat (2,594 applicants). Some of these turn-away applicants may have been offered a seat at another Campus Alberta institution (2013 ASI Institutional Submissions).

According to the Ministry's turn-away data, Mount Royal has seen a 210% increase in the number of qualified turn-aways (Fall 2009 to Fall 2013). These figures further indicate that post-secondary participation rates for Alberta and Mount Royal University are impacted as applications continue to exceed available seats.

² Participation rates do not include Alberta students who seek post-secondary places, due to Campus Alberta access issues.

ENVIRONMENTAL SCAN

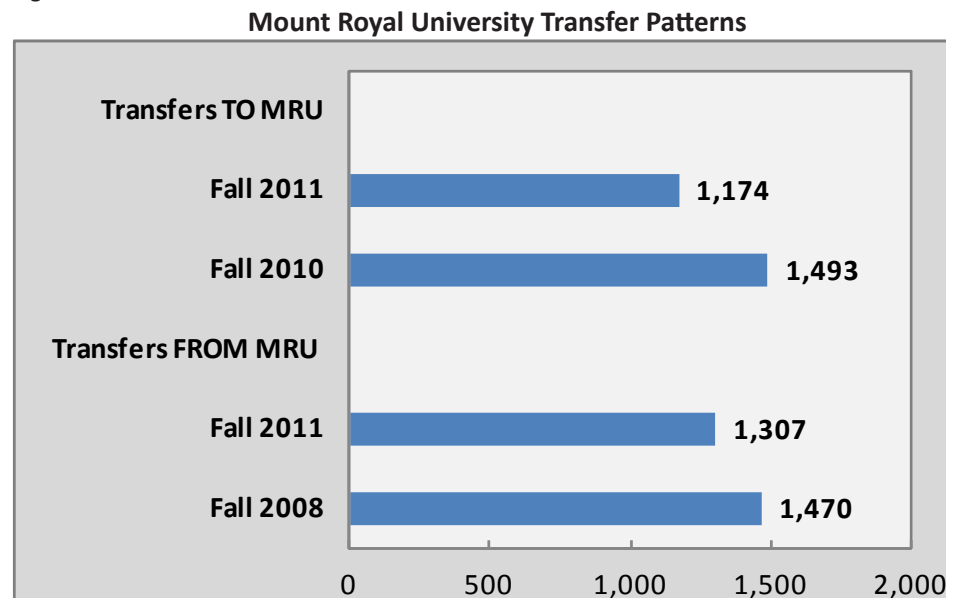
Additionally, qualified applicants to Mount Royal may have been offered a seat at the institution but not in their program of choice. In Fall 2013, 55.1% of applicants to baccalaureate programs, where application pressures are strongest, were not offered admission (Mount Royal University Application and Enrolment Report, Fall 2013).

On the whole, current and projected application calculations suggest there will be sufficient demand to meet the enrolment targets established in our Campus Alberta Grant.

Transfers Declining

In Fall 2011 1,174 students transferred into Mount Royal, down from 1,493 in Fall 2010. However, the number of transfers out of Mount Royal to other institutions within Alberta also decreased from 1,470 in Fall 2008 to 1,307 in Fall 2011 (See Figure 2). As predicted in the previous Comprehensive Institutional Plan (2012-14), transfers out are decreasing because legacy students in discontinued University Transfer programs are able to complete their requirements at Mount Royal.

Figure 2



The Bachelor of Science - Computer Science is Mount Royal's remaining University Transfer program.³ Students in this program will be transferring out of Mount Royal once they have met the course completion requirements.

³ The Bachelor of Engineering and Bachelor of Physical Education Transfer programs were both formally suspended as of Fall 2014.

Other transfers out will be students who, for various reasons, may want transfer to complete their education at more than one post-secondary institution.

Student Retention and Completion Under Scrutiny

Student retention in degrees is closely tracked; a business practice following from Mount Royal's status as a Baccalaureate and Applied Studies Institution. We find that 84% of full-time students who are entering baccalaureate programs directly from high school are continuing into a second year of study.⁴ The number of courses taken each year by students is gradually increasing and full-time enrolment has reached 79.5%.⁵ We continue to monitor and measure graduation rates, engagement, and behaviours of degree students as they move through to program completion. This data will help us identify and act on potential areas for increased student support, thereby building persistence and completion rates.

Aboriginal and International Students Under Represented

Based on 2011 data, Aboriginals make up 3.2% of the population of the Calgary region.⁶ From 2007-08 to 2011-12, the proportion of Mount Royal Aboriginal students increased from 3.0% to 3.5%, second highest among post-secondary institutions in the Calgary region after ACAD.⁷ Our Academic Plan aims to execute strategies for our Aboriginal student population to constitute 7% of the overall student population.

International student enrolment in Applied or Bachelor degrees in 2011-12 constituted 35.5% (FLE) and 5.7% of the overall headcount for this parchment type in Alberta.⁸ Institutionally, 5.8% of Mount Royal students were reported as International/Visa students, for all parchment types.⁹

Mount Royal is working to address the needs of both of these under-represented student populations in its planning. Alongside increasing the size of International and Aboriginal cohorts, the University intends to improve the provision of support available to these student groups.

4 Consortium for Student Retention Data Exchange, Fall 2011 Cohort Data
5 Mount Royal University: Trends-at-a-Glance, September 2013
6 Campus Alberta Planning Resource 2013 and 2012
7 Campus Alberta Calgary Regional Profile 2013
8 Campus Alberta Planning Resource 2013
9 Campus Alberta Calgary Regional Profile 2013 – LERS Data

GOALS PRIORITY INITIATIVES EXPECTED OUTCOMES & PERFORMANCE MEASURES

Seek Opportunities to Increase Student Access and Retention

Enrolment Plan Targets

Enrolment planning at Mount Royal University sets specific targets for each program by year of study from the year of intake (the number of students newly-admitted) through to completion of the credential. Intake is reviewed and adjusted to align with allocated funding, using a variety of predictors.¹⁰

Table 4

Mount Royal University FLE Enrolment

	Projected	Planned		
	2013-14	2014-15	2015-16	2016-27
Degree	5,453	5,351	6,134	6,422
Applied Degree	464	430	292	168
University Transfer	525	472	66	66
Open Studies	1,029	1,029	750	500
Certificate & Diploma	645	561	399	327
Sub-Total	8,117	7,842	7,641	7,483
Academic Upgrading	694	694	694	694
Bridge - Canadian Nursing	47	47	47	47
TVP & ESL	411	411	411	411
Learner Funded	165	165	165	165
Institutional Total	9,434	9,159	8,958	8,800

Beginning with Fall 2014 program intake, Mount Royal University is on a trajectory of a planned decline in enrolment from 2014-15 through 2016-17 without additional program additions or other enrolment based initiatives.

¹⁰ Including, but not limited to, student attrition and persistence, student intentionality and course-taking behaviours, graduation rates, local/provincial/national economic conditions and market competition.

GOALS PRIORITY INITIATIVES EXPECTED OUTCOMES & PERFORMANCE MEASURES

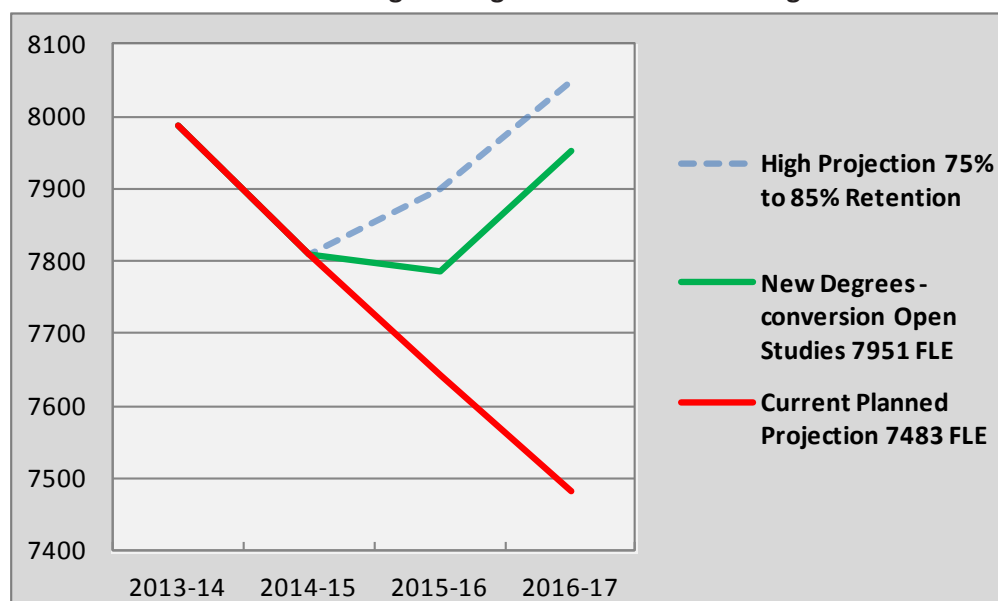
The future enrolment picture could change significantly.

Influential changes are possible through these strategies:

- New degree program conversions from existing credentialed programs;
- Conversion of Open Studies FLE to existing/new degree programs;
- Planned retention initiatives which target a rate of 75% to 85%.

Figure 3

Undergraduate FLE Adjustments Resulting From MRU Program Conversion to Degree Programs and Retention Targets



Program Conversion

Four existing programs will be converted to baccalaureate credentials in the following disciplines:

- Interior Design
- Child Studies
- Health & Physical Education
- Broadcast Media Studies

GOALS PRIORITY INITIATIVES EXPECTED OUTCOMES & PERFORMANCE MEASURES

These program conversions are included in the projections represented in Figure 3. The conversions are funded through existing Ministry commitments and will be combined with planned internal FLE re-allocation from Open Studies. The net effect of these actions will see enrolment rise to 7951 FLE from the current planned projection of 7,483 FLE in 2016-17.

Retention Target

The greater impact on enrolment from 2014-15 to 2016-17 will be the result of setting a new target for institutional retention at a rate of 75% to 85% for all degree programs. Although the Canadian benchmark for retention from 1st to 2nd year as reported by the Consortium for Student Retention Data Exchange is 85%, the range of upper-year retention rates can vary between 60% - 98%. The current overall average rate is 75%.

In order to surpass Canada's retention benchmark, Mount Royal is planning to launch an initiative resourced through our planned budget to create programs and interventions to advance the institutional retention rate.

Relieve the Pressure for Undergraduate Access

Mount Royal's Riddell Library Learning Centre, once built, is estimated to raise our FLE enrolment ceiling to near 10,000. Given the FLE enrolment projections in Figure 3 above, this suggests that there is available access capacity at Mount Royal for an additional 1,300 to 2,500 FLE. This gap between enrolment and physical capacity exists due to enrolment retrenchment resulting in baccalaureate program intake adjustments each year as Ministry funding commitments changed. For all practical purposes, the current planned 2016-17 enrolment at 7,483 FLE is commensurate with our base funding.

Mount Royal is in a unique position to address the disparity. The institution is able to take in a greater portion of Campus Alberta's overall undergraduate enrolment capacity. It is able to relieve the pressure of increasing regional educational demand, evidenced by population trends and projections, including the volume of high school students transitioning to post-secondary.

GOALS PRIORITY INITIATIVES EXPECTED OUTCOMES & PERFORMANCE MEASURES

Existing Mount Royal programs could absorb an expansion in new student intake but this action would call for consultation and collaboration with the Ministry and other members of the Campus Alberta system. Additional programs and Ministry base funding requirements are noted in later sections of this document.

Goal 1: Help undergraduates to persist to completion.

Strategy: Develop and revise approaches to student persistence that align with current students' intentions:

- Implement the analytical framework and persistence strategies recommended by the institutional Retention Committee;
- Continue to offer academic support and student engagement opportunities;
- Continue to enhance student orientation and first-year transition programming;
- Pilot an early alert warning system for students at risk of academic difficulty;
- Continue to offer Financial Aid, Budget Planning and Money Management workshops;
- Integrate information skills instruction program for learner success.

Performance Measures: Increased year-over-year retention rates and increased graduation rates.

Development of a retention plan (as a sub-plan to enrolment).

Strategy: Create an accessible and inclusive learning environment through a universal design framework that will establish the policies and coordination of support delivery for students with disabilities:

- Ensure faculty and staff are aware of policies and services related to students with disabilities;
- Increase the availability of adaptive technological services;
- Increase availability of publications with respect to format and content.

Performance Measures: Faculty and staff demonstrate an understanding of the needs of disabled students and use available accommodations and supports for their learning.

Faculty members refer students with suspected or diagnosed disabilities to appropriate services.

GOALS PRIORITY INITIATIVES EXPECTED OUTCOMES & PERFORMANCE MEASURES

Students with disabilities are able to access supports (instructional equipment and adaptive technologies) and relevant published policies and practices (e.g., student handbook and Mount Royal website).

Strategy: Create an integrated student experience with other colleagues across campus where skill development and a sense of community are built into or alongside of academic programs:

- Partner with academic programs to develop initiatives which align with the Academic and Student Services Plans in order to enhance student success and retention.

Performance Measures: Evidence that Mount Royal’s comprehensive First Year Experience program is contributing to the improvement of the student experience.

Evidence that proactive intervention strategies for students are enhancing student success and retention.

Goal 2: Increase enrolment of target under-represented student populations.

Strategy: Increase aboriginal access opportunities and Aboriginal student enrolment:

- Continue to enhance services and programs offered by the Iniskim Centre;
- Develop a focused aboriginal recruitment strategy;
- Recommend access admissions policies for implementation on an institutional level.

Performance Measures: An increase in number of enrolled aboriginal students in accordance with the *Academic Plan*.

Strategy: Increase international student enrolment:

- Increase the depth and breadth of dedicated student support for international students on campus;
- Develop effective approaches to international recruitment through a cost/benefit analysis of emerging practices in the field ;
- Maintain existing international student enrolment in the Languages Institute (English for Academic Purposes Program) as preparation for entry to degree programs and/or employment.

GOALS PRIORITY INITIATIVES EXPECTED OUTCOMES & PERFORMANCE MEASURES

Performance Measures: An increase in the number of international students in accordance with the *Academic Plan*.

Maintain steady international student enrolment in the Languages Institute.

Build Viable Models of Undergraduate Programming – Sustainability

Goal 1: Collaborate with other institutions to achieve cost-effective strategies.

Strategy: Deliver the *Bachelor of Business Administration* program at Medicine Hat College and Red Deer College campuses.

Improve access to library holdings locally, across the province, and regionally/nationally through collaboration with other institutions.

Performance Measures: Student success and fiscal sustainability of programs.

Goal 2: Ensure that quality programs can be maintained with enrolment targets matched to fiscal resources.

Strategy: Carefully monitor enrolment and make appropriate adjustments to match fiscal resources.

Performance Measures: Program quality is maintained and enrolment is fiscally sustainable.

Enrolment Management

Goal 1: Develop recruitment, admissions, and enrolment strategies to fund and sustain existing and proposed programs.

Strategy: Align enrolment to base funding in the *Bachelor of Nursing* program.

Performance Measures: Enrolment target achieved and maintained.

GOALS PRIORITY INITIATIVES EXPECTED OUTCOMES & PERFORMANCE MEASURES

Strategy: Implement and expand the *Bachelor of Education - Elementary* program.

Performance Measures: Enrolment target achieved and maintained.

Strategy: Implement and expand the *Bachelor of Midwifery* program.

Performance Measures: Enrolment target achieved and maintained.

Strategy: Implement new degree programs funded through reallocation.

Performance Measures: New degree programs approved.

Enrolment targets achieved and maintained.

Strategy: Monitor “flow through students” and provide supports for program completion.

Performance Measures: Flow-through students complete their program in a timely manner.

Strategy: Respond to Admissions and Recruitment challenges in a competitive post-secondary environment and cultivate awareness of Mount Royal as a first-choice institution on a national level:

- Enhance the communications management system that will capture current and prospective student information and permit for an improved integrated marketing strategy;
- Continue to expand new program-focused marketing materials to provide prospective students with detailed program information;
- Continue to ensure all materials reflect the diversity of the student population;
- Continue to offer on-campus recruitment events;
- Continue to utilize Web 2.0 and word-of-mouth marketing to communicate with students;
- Continue to update and enhance website;
- Develop and implement portal functionality for prospective students, parents and guidance counsellors;
- Expand recruitment activities to Comprehensive Community Institutions for transfer students.

Performance Measures: Enrolment targets for 2012 through 2015 are achieved.

GOALS PRIORITY INITIATIVES EXPECTED OUTCOMES & PERFORMANCE MEASURES

Academic programs at Mount Royal must continue to evolve to meet new challenges and needs.

Over the next five years, the majority of Mount Royal students will be taking undergraduate degrees in foundational disciplines or professional programs.

Programs in Implementation

Program: *Bachelor of Education - Elementary*
Funding Source: Internal reallocation
Implementation Roll-out: 2013 - 4th Year

Program: *Bachelor of Midwifery*
Funding Source: Government
Implementation Roll-out: 2013 - 4th Year

Program: *University Entrance*
Funding Source: Internal reallocation
Implementation Roll-out: 2013 - 4th Year

Program: *Bachelor of Science - Major in Environmental Science*
Funding Source: Internal reallocation
Implementation Roll-out: 2014 - 2nd Year

Programs Planned for Roll-Out

Priority 1: *Bachelor of Child and Community Studies* to replace *Bachelor of Applied Child Studies*
Funding: Conversion of Applied degree to Baccalaureate degree-level funding
Roll-out: 2014

Priority 2: *Bachelor of Health and Physical Education* to replace *Bachelor of Applied Business and Entrepreneurship - Sport and Recreation*, *Bachelor of Applied Ecotourism and Outdoor Leadership*, *University Transfer - Bachelor of Physical Education*, and *Advanced Certificate in Athletic Therapy*

GOALS PRIORITY INITIATIVES EXPECTED OUTCOMES & PERFORMANCE MEASURES

Funding: Conversion of University Transfer and Applied degrees to Baccalaureate degree funding
Roll-out: 2014

Priority 3: *Bachelor of Interior Design* to replace *Bachelor of Applied Interior Design*
Funding: Government
Roll-out: 2015

Priority 4: *Bachelor of Communication - Major in Broadcast Media Studies*
Funding: Internal reallocation
Roll-out: 2015

Priority 5: *Bachelor of Arts and Bachelor of Science - Majors in Philosophy (BA), Math (BSc), Biology (BSc)*
Funding: To be determined
Roll-out: 2015 to 2016

Priority 6: *Interdisciplinary Degrees, Bachelor of Science - Psychology, Bachelor of Arts - Business Economics, Bachelor of Arts - Indigenous Studies*
Funding: To be determined
Roll-out: 2015 to 2016

Priority 7: *Bachelor of Business Administration - Majors in Finance, International Business, Supply Chain Management*
Funding: To be determined
Roll-out: 2015 to 2016

Priority 8: *Bachelor of Social Work - Four Year, Bachelor of Social Work - One Year Accelerated*
Funding: To be determined
Roll-out: 2015 to 2016

Priority 9: *Bachelor of Education - Secondary*
Funding: To be determined
Roll-out: 2015 to 2016

GOALS PRIORITY INITIATIVES EXPECTED OUTCOMES & PERFORMANCE MEASURES

Program Detail

Mount Royal degree programs are characterized by:

- A strong emphasis on general education.
- Experiential learning that integrates theory and practice.
- Outcomes in the development and evaluation of programs.
- The integration of teaching and scholarship.

Program: *Bachelor of Child and Community Studies*

Rationale:

- Build on the strengths of the *Bachelor of Applied Child Studies* program;
- Prepare graduates at the degree level in the field of Child and Community Studies;
- Prepare highly-qualified graduates for the workforce;
- Prepare students for study at the graduate level.

Performance Measures:

- Enrolment targets are achieved;
- Highly qualified graduates enter the workforce or graduate school;
- Graduates gain professional certification.

Program: *Bachelor of Health and Physical Education*

Rationale:

- Build on the strengths of the *Bachelor of Applied Business and Entrepreneurship - Sport and Recreation*, *Bachelor of Applied Ecotourism and Outdoor Leadership*, *University Transfer - Bachelor of Physical Education*, and *Advanced Certificate in Athletic Therapy*;
- Offer majors in the four areas identified above;
- Prepare graduates at the degree level in the field of Health and Physical Education who will be able to help improve the health and wellness of Albertans and others;
- Prepare students for study at the graduate level.

Performance Measures:

- Enrolment targets are achieved;
- Highly qualified graduates enter the workforce or graduate school;
- Graduates gain professional certification (where applicable).

GOALS PRIORITY INITIATIVES EXPECTED OUTCOMES & PERFORMANCE MEASURES

Program: *Bachelor of Interior Design*

Rationale:

- Build on the strengths of the *Bachelor of Applied Interior Design* program;
- Prepare graduates at the degree level in the field of Interior Design;
- Meet the new professional standards for degree education in Interior Design (the program must change to a 4-year Bachelor program by 2014 to maintain CIDA certification);
- Prepare highly qualified graduates for the workforce;
- Prepare students for study at the graduate level.

Performance Measures:

- Enrolment targets are achieved;
- Highly qualified graduates enter the workforce or graduate school;
- Graduates gain professional certification.

Program: *Bachelor of Communication - Major in Broadcast Media Studies*

Rationale:

- Build on the strengths of the *Broadcasting Diploma* program;
- Prepare graduates at the degree level in the field of Broadcast Media Studies;
- Meet evolving professional practices and standards for postsecondary education in Broadcast Media studies;
- Prepare highly qualified graduates for the workforce;
- Prepare students for study at the graduate level.

Performance Measures:

- Enrolment targets are achieved;
- Highly qualified graduates enter the workforce or graduate school.

Program: *Bachelor of Arts and Bachelor of Science - New Majors*

Rationale:

- Build on the strengths of the *Bachelor of Arts* and *Bachelor of Science* programs;
- Prepare more graduates at the degree level in the fields of Arts and Science;
- Prepare highly qualified graduates for the workforce;
- Prepare students for study at the graduate level or professional level (law, medicine, etc.);
- Provide a broader range of Arts and Science major options for Mount

GOALS PRIORITY INITIATIVES EXPECTED OUTCOMES & PERFORMANCE MEASURES

Royal students (they are currently limited to seven Arts and five Science Majors);

- Help meet the demand for Arts and Science education in Alberta and Calgary;
- Increase the proportion of Mount Royal students in foundation Arts and Science programs, in improved balance with other universities.

Performance Measures:

- Enrolment targets are achieved;
- Highly qualified graduates enter the workforce, graduate school or professional school;
- Graduates gain professional certification (where applicable).

Program: *Interdisciplinary Degrees Bachelor of Science - Psychology, Bachelor of Arts - Business Economics, Bachelor of Arts - Indigenous Studies*

Rationale:

- Build on the strengths of existing Mount Royal programs;
- Prepare graduates at the degree level in the identified fields;
- Prepare highly-qualified graduates for the workforce;
- Prepare students for study at the graduate level.

Performance Measures:

- Enrolment targets are achieved;
- Highly-qualified graduates enter the workforce or graduate school.

Program: *Bachelor of Social Work - Four Year, Bachelor of Social Work - One Year Accelerated*

Rationale:

- Build on the strengths of existing Mount Royal programs;
- Prepare graduates at the degree level in the identified fields;
- Prepare highly-qualified graduates for the workforce;
- Prepare students for study at the graduate level.

Performance Measures:

- Enrolment targets are achieved;
- Highly-qualified graduates enter the workforce or graduate school
- Graduates gain professional certification.

Program: *Bachelor of Education - Secondary*

Rationale:

- Build on the strengths of existing Mount Royal programs;
- Prepare graduates at the degree level in the identified fields;

GOALS PRIORITY INITIATIVES EXPECTED OUTCOMES & PERFORMANCE MEASURES

- Prepare highly-qualified graduates for the workforce;
- Prepare students for study at the graduate level.

Performance Measures:

- Enrolment targets are achieved;
- Highly-qualified graduates enter the workforce or graduate school
- Graduates gain professional certification.

Develop Institutional Plans Focused on Undergraduate Learning – Student Services

Goal 1: Expand library collections, facilities and services to address the current and emerging needs of students in undergraduate programs.

Strategy: Continue to work with government officials and Campus Alberta partners to ensure all collaborative opportunities are explored and implemented, and that the facility is built within budget.

Performance Measures: New Library and Learning Centre constructed.

Strategy: While waiting for a new Library and Learning Centre facility, as an interim measure, continue (where feasible) to reconfigure existing space to ensure it meets students' most urgent learning needs (e.g., group work, presentation rooms, silent study areas, mobile computing etc.).

Performance Measures: Assessed student need and satisfaction. 2013 LibQual+ results.

Strategy: While waiting on new Library and Learning Centre facility, work to build organizational partnerships and services wherever possible to support student success.

Performance Measures: Creation of successful joint programming and educational supports (e.g., partnerships with Student Learning Services, Academic Development Centre, Institute for the Scholarship of Teaching and Learning).

Strategy: Ensure stability and growth, where needed, of collections in all formats (print, electronic, multimedia, etc.) to support current and future programming needs.

GOALS PRIORITY INITIATIVES EXPECTED OUTCOMES & PERFORMANCE MEASURES

Ensure support for new degree program offerings as they come on stream (e.g., *Bachelor of Midwifery* resources and Bachelor of Education curriculum collection).

Sustainably manage budget with declining purchasing power for acquisitions.

Performance Measures: Positive collection analyses that confirm the presence and use of core and unique resources that support programs (as provided in CAQC institutional review).

Collection analysis that aligns with program need.

Creation of a curriculum collection to support the *Bachelor of Education* program (in process).

Collection rationalization without loss of quality.

Strategy: Support faculty teaching and scholarship through relevant collections and services (e.g., interlibrary loans) and through dissemination and publication with the implementation of an institutional repository and support for open access publishing.

Performance Measures: Support through collections and services for Strategic Research Plan.

Increase in number of faculty using resources and services. Increased faculty satisfaction.

Full implementation of institutional repository.

Launch of MRU-based open-access research journals.

Strategy: Expand student engagement activities to encourage excellence in scholarship and exceptional critical thinking and learning skills.

Performance Measures: Attendance and satisfaction with Library student special events such as “Big Ideas Lounge”, Freedom to Read week, and other guest lecturers.

Number of applications for Library Award for Student scholarship (successfully made second award in 2013).

GOALS PRIORITY INITIATIVES EXPECTED OUTCOMES & PERFORMANCE MEASURES

Strategy: Enhance the Library's integrated digital and information literacy skills instructional program by:

- Increasing the complement of Library faculty;
- Exploring new modes of delivery (blended and online);
- Reviewing enriching new programmatic opportunities for instruction;
- Building on new and emerging student needs and the changing information environment;
- Ensure students have access to an innovative and technology-rich learning environment to complement in-class instruction;
- Provide information services for students that build on emerging technologies;
- Provide access to technology enhanced group and interactive learning;
- Support student use of technology tools through instruction and support.

Performance Measures: Students are successful in identifying their information need, locating appropriate resources, evaluating the content and making use of the information.

Increased and systematic integrated adoption of information skills instruction across all programs.

Student success in academic programs

Student success in fulfilling workplace information needs.

Students are actively engaged in the learning process.

Students are well prepared for the requirements of the workplace and for future education.

Strategy: Advance institutional assessment of learning aims and outcomes through key information literacy, research, critical thinking, and life-long learning skills.

Performance Measures: Development of a methodology for assessment of outcomes demonstrating the alignment of integrated instruction goals of Library with institutional and program measures (in progress).

Strategy: Work to create a fully functioning Archive and Special Collections to enhance teaching, learning, and scholarship on campus.

Performance Measures: Secure budget for Archives, including Archivist position.

GOALS PRIORITY INITIATIVES EXPECTED OUTCOMES & PERFORMANCE MEASURES

Develop collection policy and preservation program.

Engage students and faculty in these unique collections.

Strategy: Continue to expand and explore new partnerships and collaborations with other post-secondary institutions and libraries within and beyond Alberta to build on institutional strengths and uniqueness and to best meet student and faculty needs and the mission of the University and provincial system.

Performance Measures: Implementation of new local partnerships with Calgary area libraries and institutions (exploring shared software, and expertise, as well as ongoing work in sharing of collections).

Expanded partnership activities with national and regional consortia.

Strategy: Continue to assess and successfully manage quality services within new budget reality, seeking opportunities for efficiencies and new initiatives while ensuring teaching, services, and resources continue to support quality education.

Performance Measures: Successful implementation and adjustment following institutional 2013/14 budget reductions. Review and assessment of changes.

Maintenance of quality services and resources.

Find interim measure for handling instruction and research needs around data specialist position and the work of instruction, research support and collection management.

Goal 2: Assist students in planning their education and career toward their success and satisfaction.

Strategy: The Mount Royal Advising Centre assists students in assessing their current ability and preparing for specific educational goals.

Performance Measures: Enhanced student success in admission to a program of study and enhanced student success in completing a program of study.

GOALS PRIORITY INITIATIVES EXPECTED OUTCOMES & PERFORMANCE MEASURES

Goal 3: Provide students with learning difficulties with the skills and accommodations to promote their individual success.

Strategy: Ensure faculty members refer students for assistance in a timely manner.

Provide reasonable accommodation for students with learning difficulties.

Provide students with assistance in dealing with learning difficulties.

Performance Measures: Students experiencing difficulty are referred to Student Learning Services early in the semester.

Students access Accessibility Services.

Students' academic achievement improves.

Goal 4: Develop student engagement and a sense of community on campus.

Strategy: Mount Royal's Division of Student Affairs and Campus Life has a strategic approach to support the development of student leaders.

Performance Measures: The number and scope of student leadership development opportunities on campus are increased.

Institutional mentorship programs are expanded.

Strategy: Mount Royal has a central and easily accessible information centre for students.

Performance Measures: Current students go to one virtual place for information pertaining to Mount Royal University.

Strategy: Students have opportunities to develop and participate in a community that is inclusive, respectful, supportive, and equitable.

Performance Measures: Students are aware of the institution's human rights policy and access the services available through the Diversity and Human Rights Office.

A mental health strategy is developed and implemented.

GOALS PRIORITY INITIATIVES EXPECTED OUTCOMES & PERFORMANCE MEASURES

Research Opportunities

In the development of research institutes and centres, Mount Royal has supported key themes in its initiatives.¹¹ The key themes of the Strategic Research Plan are: Undergraduate Involvement in Research; Community-Engaged Scholarship; The Scholarship of Teaching and Learning; and Collaborative Research. The institution has sought private funding for the establishment of proposed institutes and centres, or grant funding for their operation. However, Mount Royal is a new university with only minimal technical infrastructure for research undertakings (i.e., those that can be shared with or permit teaching release).

In the past year, a multi-disciplinary team developed conceptual plans for dedicated space that will support the Science and Technology and Personal and Social Health research areas in particular. With the development and confirmation of guiding principles, the Research Infrastructure Task Force held extensive discussions to

identify the various functional components to be included in the facility, which resulted in the following:

- Animal Care
- Collections and Storage
- Human Behavioural Testing, Interviewing, Scholarship of Teaching and Learning
- Human Physiology, Performance, Clinical and Simulation Research
- Information Technology
- Machining and Fabrication
- Microscopy and Imaging
- Office of Research Services
- Research Commons
- Wet Laboratory

Sub-committees of the Research Infrastructure Task Force were tasked with assessing facility and equipment infrastructure needs for each functional component and preparation of a proposal for research spaces to meet these needs over the next 20 years. The full report is available at http://research.mtroyal.ca/documents/ritf_report.pdf.

¹¹ These are outlined in the Strategic Research Plan http://research.mtroyal.ca/documents/policy/mru_srp_2012.pdf.

GOALS PRIORITY INITIATIVES EXPECTED OUTCOMES & PERFORMANCE MEASURES

International Study

Goal 1: Provide Mount Royal students with the opportunity to expand their personal horizons, enhance their educational experience, add value to their credentials and increase their opportunities for employment in the current knowledge-based global economy.

Strategy: Develop partnerships with international post-secondary institutions.

Performance Measures: Currently, Mount Royal has 78 active international institutional partnerships. These will be monitored and updated on an annual basis. New partnerships will be developed in accordance with the “Internationalization Strategy: Phase III”.

Strategy: Establish semester or year-long student exchanges with partner institutions.

Performance Measures: Maintain and increase this level of participation to the national level (AUCC) of 2.3% for students studying abroad by 2015.

Strategy: Establish faculty-led Field Schools/Study Tours.

Performance Measures: Maintain participation in faculty led Field Schools/Study Tours to an average of 10 programs per year.

Strategy: Establish opportunities for students to complete work experiences in international locations.

Performance Measures: Increase the level of participation in international work experiences in proportion to growth in new degree programs.

Goal 2: Include an international dimension in the curriculum, to increase the options available to students for the acquisition of skills and knowledge to perform competently, professionally and socially in the global economy.

Strategy: Involve faculty in international mobility programs, visiting professorships, joint research.

GOALS PRIORITY INITIATIVES EXPECTED OUTCOMES & PERFORMANCE MEASURES

Performance Measures: Increase in number of professors involved in mobility programs, visiting professorships, joint research and presentations at international conferences.

Increase initiatives to internationalize curriculum through support from the internally administered International Incentive Fund.

Strategy: Increase the numbers of students involved in research, either as part of a faculty-led project or through undertaking their own research in areas of interest internationally.

Performance Measures: Increase in number of students participating in international research projects.

Increase in numbers of students presenting papers at international network conferences or meetings.

Goal 3: Increase access to Mount Royal for international students.

Strategy: Increase the number of international students at Mount Royal to 5% of the total student population, as per the recommendation in the Academic Plan 2012-2017.

Performance Measures: Target of 5% met in accordance with the Academic Plan.

Strategy: Enhance supports for international students.

Performance Measures: Supports enhanced and student satisfaction measured through annual evaluation process.

Strategy: Maintain existing international student enrolment in the Languages Institute (English for Academic Purposes Program) as preparation for entry to degree programs and/or employment.

Performance Measures: Maintain numbers of international students enrolled in the Languages Institute.

GOALS PRIORITY INITIATIVES EXPECTED OUTCOMES & PERFORMANCE MEASURES

Faculty

Goal 1: Support faculty to ensure a quality teaching/learning process and the ultimate success of graduates.

Strategy: Expand support services to increasing numbers of faculty including:

- Comprehensive 3-year orientation and development program for new faculty;
- Confidential instructional consulting and support;
- Faculty learning communities for teaching enhancement (various topics);
- Curriculum and instructional design consulting for classroom, blended and online delivery;
- Learning technologies training and support;
- Initiatives supporting faculty engagement in scholarship of teaching and learning;
- Teaching-focused workshops and professional development presentations.

Performance Measures: Quality curriculum development delivered by high quality faculty.

Evidence of student success/highly qualified graduates.

Goal 2: Promote student success through research and scholarship of teaching and learning.

Strategy: Facilitate engagement of Mount Royal faculty in teaching-learning scholarship.

Foster networks of faculty and communities of practice in teaching-learning related scholarship, both internally and externally.

Support faculty in the dissemination of teaching-learning related scholarship.

Engage in partnerships to advance the mandate of the Institute for Teaching and Learning.

Seek to involve students as primary researchers or research assistants.

Support institute operations through fund development and grant acquisition.

GOALS PRIORITY INITIATIVES EXPECTED OUTCOMES & PERFORMANCE MEASURES

Performance Measures: Enhanced student learning and the quality of the student learning experience.

Goal 3: Continue to assist faculty in pursuing further education.

Strategy: Provide faculty with financial support and/or release time from teaching to pursue doctoral studies.

Performance Measures: Increasing numbers of existing faculty complete PhD programs.

Quality Assurance

Goal 1: Reach a determination about the practice of outcomes assessment.

Strategy: Explore the feasibility and methodology of assessing University-wide and program-specific outcomes.

Performance Measures: Implementation of effective methodology for assessment of outcomes.

Goal 2: Schedule of credit academic program reviews by year.

2012-13	2013-14
Health & Community Studies <i>Bachelor of Nursing</i>	Teaching & Learning <i>General Education</i>
2013-14	2013-15
BA <i>Spanish</i> Business <i>Aviation (Diploma)</i> Health & Community Studies <i>Social Work (Diploma)</i> Science & Technology <i>Bachelor of Science</i> <i>Cellular & Molecular Biology</i> <i>Health Science</i>	BA <i>History</i> Business <i>Accounting (BBA Degree)</i> <i>Advanced Accounting (Certificate)</i> Health & Community Studies <i>Social Work (Diploma)</i>

GOALS PRIORITY INITIATIVES EXPECTED OUTCOMES & PERFORMANCE MEASURES

2014-16 Timeframe A	2016-18
Arts <i>Policy Studies</i> Communication Studies <i>Bachelor of Communication</i> <i>Information Design</i> <i>Public Relations</i> Science & Technology <i>Bachelor of Computer Information</i> <i>Systems</i>	Communication Studies <i>International Communication</i> <i>(Certificate of Achievement)</i> <i>Journalism (Certificate of</i> <i>Achievement)</i> Health & Community Studies <i>Advanced Studies (Post Basic</i> <i>Certificate)</i> <i>Critical Care Nursing</i> <i>Emergency Nursing</i> Teaching and Learning <i>Bachelor Education Elementary</i>
2014-16 Timeframe B	2017-19
Arts <i>Sociology</i> Business <i>Marketing or General Mangement</i> Communication Studies <i>Bachelor of Communication</i> <i>Journalism</i> Science & Technology <i>Bachelor of Science Geology</i>	Business <i>BBA Collaborative Degree - Red Deer</i> <i>College</i> <i>BBA collaborative Degree - Medicine</i> <i>Hatt College</i> Health & Community Studies <i>Bachelor of Midwifery</i> Miscellaneous Programs <i>Open Studies</i>
2015-17 Timeframe A	2018-20
Arts <i>Anthropology</i> <i>English</i> Business <i>Marketing or General Management</i>	Science & Technology <i>Bachelor of Science Environmental</i> <i>Science</i> <i>Environmental Science (Certificate)</i>
2015-17 Timeframe B	Note: Programs yet to be scheduled are not included above <i>April 11, 2014</i>
Arts <i>Criminal Justice</i> <i>Psychology</i> Business <i>Human Resources</i> Science & Technology <i>General Science</i>	

GOALS PRIORITY INITIATIVES EXPECTED OUTCOMES & PERFORMANCE MEASURES

Make Learning the Basis of a Mutually Beneficial Relationship with the Larger Community – Community Connection

Goal 1: Expand relationships with both private and public sector employers in securing suitable program work experience placements, and assist employers in recruiting qualified graduates.

Strategy: Expand relationships with employers in the public and private sector to secure appropriate work experiences for students.

Performance Measures: Students obtain appropriate work experiences as part of their program.

Student placement rates for programs with a work experience component.

Strategy: Expand services to students related to career education and employment:

- Resume writing;
- Interview skills.

Performance Measures: Employer feedback: Students have the necessary skills to seek and secure employment.

Strategy: Expand services to employers seeking to recruit graduates for employment through:

- Job postings;
- Web site.

Performance Measures: Graduate rates in jobs related to their program of study.

GOALS PRIORITY INITIATIVES EXPECTED OUTCOMES & PERFORMANCE MEASURES

Goal 2: Increase opportunities for collaboration with Alberta and other post-secondary institutions to achieve higher rates of degree completion.

Strategy: Work with Medicine Hat College to continue to deliver the 3rd and 4th year of the *Bachelor of Business Administration (BBA)* in Medicine Hat.

Performance Measures: Evidence that Mount Royal University BBA successfully delivered in Medicine Hat.

Strategy: Work with Red Deer College to deliver the 2nd, 3rd and 4th years of the *Bachelor of Business Administration (BBA)* in Red Deer.

Performance Measures: Evidence that Mount Royal University BBA successfully delivered in Red Deer.

Strategy: Work with Medicine Hat College to prepare delivery of the *Bachelor of Education (BEd) - Elementary* in Medicine Hat starting Fall 2014.

Performance Measures: Evidence that Mount Royal University BEd - Elementary successfully delivered in Medicine Hat.

Strategy: Implement an MOU signed with Grande Prairie Regional College arranging student transfer for degree completion.

Performance Measures: Agreement implemented, students successfully transfer.

Strategy: Develop an MOU with Keyano College for student transfer arrangements and new program initiatives.

Performance Measures: Agreement implemented, students successfully transfer, new programs delivered.

Strategy: Develop transfer arrangements with a variety of post-secondary institutions to improve mobility between specific degree programs.

Performance Measures: Students successfully transfer.

GOALS PRIORITY INITIATIVES EXPECTED OUTCOMES & PERFORMANCE MEASURES

Goal 3: Provide the opportunity for Calgary high school students to begin their post-secondary education while still in high school.

Strategy: Work with the Calgary Public School Board to offer MRU courses for high school students.

Performance Measures: Evidence that MRU courses are successfully delivered.

Strategy: Work with the Calgary Catholic School Board and individual schools under the Board (e.g., Bishop Carroll High), to offer MRU courses for high school students.

Performance Measures: Evidence that MRU courses are successfully delivered.

Goal 4: Provide the opportunity for residents of Calgary's surrounding communities to access post-secondary education close to home.

Strategy: Work with Bow Valley College to advance the Regional Stewardship Initiative by offering Mount Royal university-level courses in surrounding communities such as Okotoks.

Performance Measures: Evidence that MRU courses successfully delivered in surrounding communities.

Goal 5: Provide the opportunity for students and faculty from Mount Royal and other Canadian post-secondary institutions to engage in national exchange programs.

Strategy: Work with other Canadian post-secondary institutions to facilitate student and faculty exchanges within Canada to enhance student learning and success as well as scholarship partnerships.

Performance Measures: Evidence that students and faculty successfully engage in national exchange programs.

GOALS PRIORITY INITIATIVES EXPECTED OUTCOMES & PERFORMANCE MEASURES

Goal 6: Expand Library partnerships with other institutions.

Strategy: Expand partnerships with other post-secondary institutions in the interests of consortia- purchasing of electronic resources and to ensure increased efficiency in resource-sharing (e.g., interlibrary loan), in support of degree programs. (Canadian Research Knowledge Network; Council of Prairie and Pacific Libraries, etc.)

Performance Measures: Evidence of new collaborative agreements in development and collaborations to meet student and faculty needs.

Strategy: Continue to encourage the government to support Lois Hole Campus Alberta Digital Library initiative, expand complement of resources.

Performance Measures: Evidence of equitable access to core electronic resources for all post-secondary students.

Strategy: Enhance resource-sharing across the province's library sector through The Alberta Library¹² (Mount Royal is a member).

Performance Measures: Evidence of efficient sharing of resources across the library sector.

Evidence of the provision of leadership and guidance to The Alberta Library in highlighting the value of existing and future collaborations.

Strategy: Partner with other Alberta post-secondary libraries to foster the adoption and use of Open Education resources and texts. This reduces cost to students and encourages faculty to engage and share in knowledge creation and innovation.

Performance Measures: Evidence of progress in preparing an OER textbook proposal through The Alberta Library with follow up assessment of its success and impact by students and faculty.

Strategy: Engage in local collaborative agreements and projects; ensure Library resources are as accessible as possible to the community-at-large; strive to leverage expertise and services locally.

Performance Measures: Evidence of collaborative agreements between MRU Library, Calgary Public Library and University of Calgary (in progress).

Foster other inter-sectoral local partnerships.

¹² Alberta Library includes the public, post-secondary, K-12 libraries, and special libraries.

GOALS PRIORITY INITIATIVES EXPECTED OUTCOMES & PERFORMANCE MEASURES

Exploration of joint software purchasing and shared resource management tools.

Strategy: Work with other universities and colleges in Canada to ensure efficiencies for the effective management of the use of copyright materials.

Performance Measures: Existence of partnerships for centralized clearance and permissions.

Existence of collaborations for shared expert legal advice services.

Efforts toward policy and procedural development including consultation.

Strategy: Partner with Alberta post-secondary institutions (Mount Royal University, Red Deer College, University of Alberta, Augustana, and MacEwan University) towards a shared assessment for learning outcomes through information and digital literacy instruction (in progress).

Performance Measures: Development of a shared tool that can be used by these and other institutions.

Meaningful learning outcomes assessment across institutions and programs.

Student academic success and skill development and attainment.

Goal 7: Identify educational needs of Calgary and surrounding community and respond by developing programs appropriate to the institutional mandate.

Strategy: New programs are approved by the Institutional Priorities Committee with reference to:

- Demographic data for Calgary and surrounding region;
- Data from Calgary Board of Education and Calgary Catholic Board of Education;
- Employment data from government and specific business sectors;
- Input from Advisory Committee members, focus groups etc.;
- Information on government policy;
- A comprehensive marketability study (including student demand) for each new program proposal. New program implementation is successful, as indicated by strong student demand and evidence that graduates gain employment appropriate to their field of study, or acceptance in graduate/professional schools.

GOALS PRIORITY INITIATIVES EXPECTED OUTCOMES & PERFORMANCE MEASURES

Performance Measures: New program implementation is successful, as indicated by strong student demand and evidence that graduates gain employment appropriate to their field of study, or acceptance in graduate/professional schools.

Continuing Education

Recently Launched Programs – Implementation Roll-Out

Program: *Education Assistant Certificate* - No approval granted as of yet. Working to clarify some questions from Advanced Education.

Funding Source: Student loan funding .

Implementation Roll-out: 2012 without Student Loan Funding.

Program: *Personal Fitness Trainer Diploma* - This program was converted from a certificate to a diploma to align with national certification requirements.

Funding Source: Student loan funding

Implementation Roll-out: 2013.

Recently Re-Launched Programs – Implementation Roll-Out

Program: *Massage Therapy Diploma* - Curriculum Re-development to align with Canadian National Intra-jurisdictional Standards. Still waiting for approval.

Funding Source: Student loan funding.

Implementation Roll-out: 2013.

Program: *Funeral Service Diploma* - Recent assessment of Funeral Director and Embalmer Certificate credits prompted a request from Advanced Education to re-submit program as a diploma. Still waiting for approval.

Funding Source: Student loan funding.

Implementation Roll-out: 2013.

GOALS PRIORITY INITIATIVES EXPECTED OUTCOMES & PERFORMANCE MEASURES

Previously Approved Programs

Program: *Funeral Director Certificate* - 1800 hour program approved in 2008
Funding Source: Student loan funding.

Program: *Embalmer Certificate* - 450 hour program approved in 2008.
Funding Source: Student loan funding.

Program: *Spa Therapy Certificate* - 815 hour program approved in 2011. This program is currently not accepting applications.
Funding Source: Student loan funding.

Goal 8: Work with Program Advisory Committees to promote employment of graduates and ensure curriculum is appropriate to related field(s) of employment.

Strategy: Program Advisory Committees provide programs with valued feedback on the employment opportunities and requirements of the workplace.

Performance Measures: Meet on a regular basis with Advisory Committees. Indications that program curricula are appropriate to related fields of employment.

Graduates are considered highly-qualified.

GOALS PRIORITY INITIATIVES EXPECTED OUTCOMES & PERFORMANCE MEASURES

Goal 9: Continue to work with professional associations and government departments to ensure program graduates achieve professional designation, where applicable.

Strategy: Work with professional associations is ongoing but from 2013-14 through 2014-15 MRU will focus on the following:

Bachelor of Midwifery

- The Ministry of Enterprise and Advanced Education
- Alberta Health Services
- Alberta Midwifery Regulators
- Alberta Association of Midwives

BSc Major in Environmental Science

- Alberta Association of Agrologists (AAA)
- Canadian Environmental Accreditation Commission (CEAC)

Bachelor of Interior Design

- Council for Interior Design Accreditation (CIDA)

Social Work Diploma

- Alberta College of Social Workers (ACSW)
- Aviation Diploma
- Transport Canada

Performance Measures: Graduates are qualified to receive professional designation with professional associations and are qualified to work in Alberta.

Graduates are highly qualified based on attempt/success rates for professional designation.

GOALS PRIORITY INITIATIVES EXPECTED OUTCOMES & PERFORMANCE MEASURES

Competitiveness

Goal 1: Increase the number of Albertans with post-secondary education who are capable of contributing to a viable economy.

Strategy: Enhance recruitment and retention practices.

Provide high quality programs and appropriate support to students.

Performance Measures: Meet enrolment targets.

Demonstrate strong graduation rates relative to comparable Canadian post-secondary institutions.

Demonstrate strong graduate employment rates relative to comparable Canadian post-secondary institutions.

Demonstrate strong rates of acceptance in graduate or professional schools.

Goal 2: Provide students with a high quality undergraduate education recognized by employers, graduate schools and professional schools in Alberta and Canada.

Strategy: Continue to work with Campus Alberta Quality Council (CAQC) to monitor and assess program quality.

Implement enhanced program quality assurance measures and refine the review process.

Performance Measures: New degree programs are recommended by CAQC to the ministry.

Evidence of success of Mount Royal graduates in gaining employment and acceptance into graduate and professional schools.

FINANCIAL & BUDGET INFORMATION

Fiscal and Business Environment

Post-secondary institutions in Alberta are delivering programs in an environment of constraint due to the level of Campus Alberta Grants and government regulatory control over student tuition and fees. However, the Alberta business environment consistently outpaces the Canadian economy in growth and inflation. These converging pressures present Mount Royal with opportunities and challenges for the ongoing, sustainable delivery of its programs and services.

Mount Royal degrees and credit-free programs are in demand. The strength and growth of the Alberta economy, along with population growth, provide opportunities on several fronts. Mount Royal has the potential to augment the budget for operational funding needs through the expansion of revenue-generating activities. To achieve a balanced budget increased reliance on net proceeds of our credit-free programs and services will be necessary. Additionally, these revenue sources are used to offset the increasing costs of operating the University, changing the University's risk profile. The primary sources of revenue generation include the University's very successful Continuing Education and Extension programs; expanded program offerings by the Conservatory; and maximizing occupancy of the University's Residence facilities beyond credit student use.

The Province has provided program-specific funding for two programs: to convert our Applied Degree in Interior Design to a Bachelor degree, and to offer the Bachelor of Science in Environmental Science Major through Keyano College. Also, the Province has authorized the delivery of Bachelor of Child Studies and Bachelor of Health and Physical Education degrees. These programs will be funded through internal reallocation of resources and lower first-year intake to accommodate 4-year program delivery.

Approximately 70% of costs to operate the University are made up of salary and benefits (personnel costs). Further, the Provincial direction to maintain salary costs at existing levels complicates collective bargaining and places increased pressure on MRU's ability to attract and retain its employees.

In March 2013, the Province's 7.3% grant reduction led to the suspension of programs and services across the institution. By November 2013, the Province reinvested 2.6% of the previously reduced Campus Alberta Grant. For Mount Royal this equated to \$2.1 million. Although late to strategically deploy in 2013/14, future use of these funds provide Mount Royal with some resources to begin to address the student access challenge. While efforts to contain expenditures and increase profits generation have resulted in a balanced budget for 2014/15, the coming years project operating deficits, which will require ongoing budget reductions and material sustainability solutions.

FINANCIAL & BUDGET INFORMATION

The Province's review of several key features of the Ministry's support and regulation of the post-secondary sector in Alberta continues. One focus is their sector-wide review of the Campus Alberta Grant funding mechanism. This is most welcome as Mount Royal continues to receive substantially less in grant funds per student full-load equivalent (FLE) compared with other institutions of comparable size and programming. Nonetheless, the University recognizes the broader trend of diminished government fiscal support for post-secondary education. Therefore we continue to assess our financial situation and explore all aspects of operations, to make strategic adjustments as needed to achieve ongoing financial sustainability.

The 2014/15 academic year will see our 10-year Strategic Plan completed. The Plan will expand on the approved Academic and Student Services plans, and define a path to sustain the aspiration to develop into Canada's premier undergraduate university.

FINANCIAL & BUDGET INFORMATION

Statements of Expected Revenues and Expenses

Public Sector Accounting Standards (PSAS) Format – by Function

Consolidated Mount Royal University Approved Budget and Forecast 2014/15 to 2016/17 Budget Plan

	Approved Budget 2014-2015	Forecast Budget 2015-2016	Forecast Budget 2016-2017
REVENUE			
Government of Alberta grants	\$97,415,307	\$91,443,443	\$90,479,054
Federal and other government grants	410,410	416,581	195,000
Sales of services and products	30,436,705	30,968,804	31,388,436
Student tuition and fees	71,684,053	71,907,821	72,883,051
Donations and other grants	3,593,760	3,598,011	3,673,940
Investment income	5,347,663	5,007,676	4,914,084
Amortization of deferred capital contributions	6,755,194	8,407,659	11,221,289
	<u>215,643,092</u>	<u>211,749,995</u>	<u>214,754,854</u>
EXPENSE			
Instruction	95,841,207	96,597,512	96,957,922
Academic and student support	38,232,800	38,561,626	38,367,095
Facility operations and maintenance	31,642,425	29,981,210	33,901,037
Institutional support	30,736,713	31,216,449	31,871,854
Ancillary services	16,087,348	15,830,549	15,792,993
Sponsored research	2,093,896	2,171,693	2,210,258
	<u>214,634,389</u>	<u>214,359,039</u>	<u>219,101,159</u>
EXCESS (DEFICIENCY) OF REVENUE OVER EXPENSE	<u>\$ 1,008,703</u>	<u>\$ (2,609,044)</u>	<u>\$ (4,346,305)</u>
Less reserve allocation	1,000,000	2,000,000	2,000,000
FINAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENSE	<u>\$ 8,703</u>	<u>\$ (4,609,044)</u>	<u>\$ (6,346,305)</u>

FINANCIAL & BUDGET INFORMATION

The PSAS Revenue and Expense categories, with description of the composition of each, are:

REVENUE:

1. Government of Alberta Grants – all grants provided by the Province of Alberta to the University, both operating through the Campus Alberta Grant, as well as project and program specific conditional grants excluding amounts deferred to a future period as per the Province’s conditions and stipulations.
2. Federal and other government grants – all grants from governments and external sources, excluding those of the Government of Alberta and those amounts deferred to a future period as per the granting body’s conditions and stipulations.
3. Sales of services and products – all revenues earned through the University’s delivery of ancillary services including parking, bookstore, continuing education customized and corporate training programs, conservatory programs, conference services, residence, recreation, the MRU Child Care Centre and other less material products and services.
4. Student tuition and fees – all tuition and fees paid by students for the credit programs as regulated by the Province, as well as credit-free programs delivered by Continuing Education and Extension the Conservatory and International Education.
5. Donations – all revenues which have been received in the current fiscal year from donors excluding those amounts deferred to future periods according to stipulations related to the donation.
6. Investment Income – all income earned on the University’s operating accounts and through a long-term investment portfolio excluding amounts earned on restricted balances and deferred as per the stipulations of those restricted funds.
7. Amortization of deferred capital contributions – capital grants and donations recognized as revenue matching the amortized value of the capital assets they originally funded.

FINANCIAL & BUDGET INFORMATION

EXPENSE:

1. Instruction – all costs associated with the delivery of instruction to students of the University. This classification includes instructional costs related to credit programming as well as the instructional costs related to credit-free and extension programming.
2. Academic and Student Support – all support costs for student services and student support as well as library costs, academic administration, curriculum development and academic development and support for all faculty of the University.
3. Facility operations and maintenance – all costs associated with the operational facilities of the University including maintenance, utilities, minor renovations and alterations, purchases of non-capitalized furniture and equipment, and amortization of capital assets excluding those related to ancillary services.
4. Institutional Support – all computing service costs, all institutional administrative and support service costs, marketing, communications and University advancement costs, the operations of The Mount Royal University Foundation, as well as all other costs not captured in the other categories of expense.
5. Ancillary services – all costs associated with the generation of revenue from ancillary services through the sale of services and products, including parking, bookstore, continuing education customized and corporate training programs, conservatory programs and conference services, residence, recreation, the MRU Child Care Centre and other less material products and services, inclusive of amortization of ancillary services' capital assets.
6. Sponsored Research – all costs associated with research activities sponsored by outside agencies.

FINANCIAL & BUDGET INFORMATION

Consolidated Mount Royal University Approved Budgeted Statement of Cash Flows for the Year Ended June 30, 2015

	<u>Recommended Budget 2014-2015</u>
Cash generated from Revenues:	
Grants - operating and conditional*	92,357,487
Tuition and related fees	71,684,053
Other revenues	36,334,000
Grant - Capital - Infrastructure Maintenance Program (IMP)	1,149,730
	<u>201,525,270</u>
Cash used in Operation:	
Salaries and benefits	(150,125,147)
Supplies and services	(39,488,858)
Costs of goods sold	(4,363,501)
Utilities	(6,388,455)
Scholarships and bursaries	(3,278,960)
Contingency	(500,000)
Reserve fund spending	(6,442,000)
Repayments of long-term debt	(2,330,623)
	<u>(212,917,544)</u>
Capital Acquisitions*	<u>(3,250,000)</u>
Net Change in Cash Flows	<u>\$ (14,642,274)</u>

* excludes major capital projects

FINANCIAL & BUDGET INFORMATION

Budget Planning Assumptions 2014/2015 to 2016/2017

The 2014/15 to 2016/17 Budget Plan was developed based on the following assumptions:

1. The approved operating Campus Alberta Grant is included in the Budget Plan figures as announced by the Ministry of Innovation and Advanced Education. The budgeted base operating Campus Alberta Grant includes the Province's 2.6% reinvestment following the earlier 7.3% decrease for 2013-14. It also includes the \$1.1 million grant in lieu of the 2.15% allowable 2013/14 tuition fee increase.

Conditional grant funding is program specific and subject to the terms and conditions of each respective funding source agreement and is reflected in budget only to the extent that Mount Royal has plans to expend the funds on the approved activity. The conditional grants noted are primarily made up of the Province's Infrastructure Maintenance Program (IMP) grant; a total of 5.7 million in projects are scheduled for 2014/15. As well, conditional grants are included for program and one time funding of two new degrees.

As demonstrated in the budget forecasts for years 2 and 3 of this three-year plan, the steady state of the Campus Alberta Grant creates an ongoing operating challenge in relation to increasing expenditures. In spite of the very significant budget reduction and revenue generating strategies already employed to bring the 2014/15 fiscal year into balance, future years require further grant increases or net expenditure reductions.

2. Credit tuition fees are established in accordance with the Public Post-secondary Institutions' Tuition Fees Regulation, which is linked to the Alberta consumer price index (CPI). Tuition and related fees include credit and non-credit tuition and other fees. Mount Royal conducts annual consultations with student representatives to review any recommended changes to credit tuition and all mandatory fee rates prior to making any formal recommendations to the Board. At its December 9, 2013 meeting, the Board of Governors approved a 1% increase to tuition for 2014/15, and estimated a 1% increase for the next two years. Every 1% of credit tuition is equal to approximately \$490 thousand per fiscal year.

Credit-free tuition fees consist of revenue from courses offered by the Faculty of Continuing Education and Extension and the Conservatory. Other fees include the student services fee (introduced for 2013/14), lab fees, instructional equipment fees and program/service specific charges such as aviation flying fees, athletic fees, application fees, and intramural fees.

FINANCIAL & BUDGET INFORMATION

3. Credit enrolment projections for the three-year budget period are based on Mount Royal's approved Enrolment Plan. The Enrolment Plan has been modified to capture the reduction in Open Studies intake offsetting increase in degree program enrolment and all new degree decisions being implemented following Provincial approval.

4. The increases noted in Earned Capital Contributions over years 2 and 3 of the three-year plan, reflect the recognition of capital grants and donations received for the construction of the new Conservatory and Bella Concert Hall in 2015/16 and the new Riddell Library and Learning Centre in 2016/17.

5. The salary budget includes current grid increment adjustments and long-service awards only in lieu of the settlement of collective agreements with the Mount Royal Staff Association and the Mount Royal Faculty Association. Upon conclusion of the collective bargaining processes for the University with both Associations, if there are any changes to salary costs or compensation, further budget decisions will be required.

6. Employee benefits are calculated as a percentage of salaries and include an estimate of cost increases over the three years of the Budget Plan. Adjustments were made to the University's extended health plans in 2013-14 for savings. However premium contribution rates for the Local Authorities Pension Plan (LAPP) continue to rise, not unlike other pension plans across the country. The government of Alberta had proposed structural changes to the LAPP pension program to curb future rate increases, and these changes were due to come into effect December 31, 2015, but have recently been placed on hold by Government for further analysis.

7. Known contractual commitments, such as those agreements with built-in escalator clauses, have been factored into supplies and services. The full costs of operating and maintaining new facilities that become operational over the life of the Budget Plan have also been included.

8. Supplies and services have not been adjusted to include estimates for inflation costs over the three-year plan, but have been rationalized to meet the necessary budget reduction target, and reflect increased costs associated with increasing revenue generation in credit-fee and ancillary service areas.

The most significant budget element within the supplies and services expense category is non-instructional contracted services, which include contractor costs for non-capital renovation and alteration projects, and a wide variety of professional services. As well, supplies and services capture mortgage interest on debt-funded facilities, computer system maintenance agreements, lease costs, advertising and promotion, bank charges, and other expenditures on general supplies and materials.

FINANCIAL & BUDGET INFORMATION

9. The increases noted in amortization over years 2 and 3 of the three-year plan, such as Earned Capital Contributions, reflect the completion of the new Conservatory and Bella Concert Hall in 2015/16 and the new Riddell Library and Learning Centre in 2016/17.

10. The forecast budgets for 2015-2016 and 2016-2017 are based upon the assumptions noted above. The University's Budget Advisory Committee and its three subcommittees, focused on the identification and exploration of strategies for either: 1) Revenue Generation, 2) Immediate Budget Reductions, or 3) Long Term Budget Reduction. Each committee continues to steer University operations toward financial sustainability. Also, the University continues to work with the Minister of Innovation and Advanced Education to address the disparity in Mount Royal's Campus Alberta Grant monies compared to institutions of similar size and program delivery.

RESOURCE IMPLICATIONS



Access

Mount Royal University will manage its enrolment based on the enrolment corridor ($\pm 3\%$) as detailed in Section 6, Enrolment Plan, above. These enrolment levels reflect a steady state plan, which is the intention of Mount Royal moving forward. With commensurate ministry funding, Mount Royal University aims to accommodate student demand, and build access capacity

Quality

Quality assurance in post-secondary institutions requires a developed culture of assessment. Within this culture, feedback from students is critical. Mount Royal engages students, proactively, seeking their feedback through Student Evaluation of Instruction as well as The Assessment Seminar. Additionally, Mount Royal will continue to allocate funds so that we can participate in national/international student benchmarking surveys such as the National Survey of Student Engagement (NSSE) and the Canadian Undergraduate Survey Consortium (CUSC) surveys.

Student feedback informs the review of academic programs through the Campus Alberta Quality Council (CAQC), and through Mount Royal's own internal processes. With the enhancement of Mount Royal's internal processes, and the full implementation of cyclical program reviews for credit programs, more resources will need to be allocated to these reviews. Mount Royal University also actively engages members of the community to inform program quality through Program Advisory Committees, which seek opinion and advice from faculty, alumni, employers, business leaders, and professional organizations.

The need for a new Library and Learning Centre, with increased reference collections, has been well documented. Given the high demand for Mount Royal's degree programs, the institution is experiencing a shift in expectations toward the level of services offered to undergraduates. As an increasing proportion of students at Mount Royal are enrolled in the Baccalaureate programs, demand for high quality library services, quality study space, and other ancillary student support services will continue to increase. While the project awaits commencement, Mount Royal will continue to actively engage the community through fundraising initiatives to support the project.

Physical spaces at Mount Royal University will need to continue to be upgraded and the development of new research labs and facilities will be required. As well, Mount Royal foresees the need for an expansion of the science and technology space over the long term.

RESOURCE IMPLICATIONS

A new Information Technology Data Centre is required in order to allow Mount Royal to accommodate the storage and technology support the institution will require in the future.

Research

Mount Royal has detailed key themes for the development of research institutes and centres (as outlined in its Strategic Research Plan). Our intent is to develop detailed plans, over the next year, for a dedicated space that will house the Science and Technology and Personal and Social Health research areas, in particular.

The University has sought private funding for the establishment of proposed institutes and centres and grant funding for their operation. However, Mount Royal is a new university and has minimal technical infrastructure for research undertakings (i.e., those that can be shared or permit teaching release).

Information Technology

Mount Royal's Strategic Technology Council sets the information technology (IT) priorities that support student success and satisfaction, teaching and learning, communication, collaboration, and the community. The IT initiatives are supported by an underlying technology infrastructure and operational framework that is safe, reliable, and sustainable.

The priorities and activities set by the Strategic Technology Council for 2010-11 to 2014-15 include:

- Ensuring technology tools meet the academic needs of students. This will be accomplished by reviewing current technology support services for students and responding to the recommendations of the Academic Plan.
- Supporting currency and innovation in the use of new technology tools to enhance teaching and learning by implementing a process to adopt new technology tools.
- Updating the University Strategic Technology Plan and IT Governance Model.
- Ensuring the University has a sustainable technology investment plan, including investigating alternative options for sourcing technology services and sustaining a renewable fund for priority enterprise technology projects.
- Providing collaboration and communication platforms that are relevant, usable, and flexible. To achieve this, the University will identify any unmet communication and collaboration needs of the institution and identify solutions to meet those needs for implementation.

RESOURCE IMPLICATIONS



- Implementing sustainable technological solutions that have a reduced impact on the environment and resource consumption.

The Government of Alberta's Infrastructure Maintenance Program does not provide funding to address technology infrastructure, and an equivalent program does not exist to address technology replacement and upgrades. As a result, the University is challenged to renew and replace its technological infrastructure. To address the most critical IT maintenance and renewal requirements, Mount Royal allocates funds from its operating budget, but the amount required continues to grow. Maintaining the essential investment, given the current economic environment, will be challenging. Also, an ongoing concern for Mount Royal is the increased investment required to address IT governance, compliance, and accountability functions necessary to ensure that the University's IT systems are designed and operating consistent with current expectations and standards. In order to support the academic environment, as well as student and administrative services, Mount Royal is researching and participating in a preliminary review of shared service operating options within the post-secondary sector which will support the growth in service requirements and to deal with the business continuity and disaster recovery requirements. A detailed budget and source of funding have not yet been identified for this initiative.

Capital Plan

Mount Royal's Capital Plan focuses on bringing additional academic space, facilities, and structures to its Lincoln Park Campus to provide Mount Royal students, staff, and faculty with a premier learning and working environment. These capital projects will provide Mount Royal with the space and facilities to carry out its mandate and to align with the Ministry of Innovation and Advanced Education's goal of having a baccalaureate and applied studies institution that can provide lifelong learning to Albertans.

The critical capital projects for Mount Royal are outlined below, including one approved project, and projects yet to be approved by the Province.

RESOURCE IMPLICATIONS

Approved Project

Project and Budget

Construction of the Riddell Library and Learning Centre ¹³

New Library and Learning Centre:

- \$85.8 million (2010 dollars)

Ministry approved \$85.5M over next 3 years:

- 2014/15: \$14 million
- 2015/16: \$25 million
- 2016/17: \$46.8 million

The new Riddell Library and Learning Centre, currently in its final design/pre-construction phase, continues to be Mount Royal University's number one capital priority. A detailed proposal was submitted to the Ministry of Advanced Education and Technology on June 10, 2010 and the funding for 2014/15 and the subsequent two fiscal years was approved in the 2014/15 provincial budget plan. Mount Royal has completed facility planning and secured the support of a \$12M private donation to support the construction budget. As well, the University has requested expanded short term borrowing authority through the Minister of Innovation and Advanced Education, to facilitate the construction cash flow around capital grant payments anticipated from the province.

The new building will be located on the east side of the campus, across from the East Arts building. The total size will be 21,598 gross square metres with provision for 14,969 net assignable square metres of space. The new facility will be built with flexibility in mind so that the space can adapt to changing need. The new space can serve a student population up to 12,000 FLE.

This stand-alone LEED gold building on the main campus will support Mount Royal's commitment to providing a superior learning environment for undergraduate students and to offering the best possible teaching. Critical to the project is integration of the following:

- Library (study and learning spaces, collections, instructional programs and services and support);
- Student Learning Services and Accessibility Services;
- START (Student Technicians and Resource Tutors), a peer technology help and tutoring program;

¹³ Full funding pending future-year Provincial appropriations.

RESOURCE IMPLICATIONS



- Faculty of Teaching and Learning, comprising the Institute for Scholarship of Teaching and Learning, the Academic Development Centre, the Department of General Education and the Department of Education and Schooling;
- Information Technology Services.

Spaces directly supporting student learning will increase significantly:

- Space per FLE will increase from 0.45 net square metres to 0.75 net square metres;
- The number of student stations will increase from 570 to 1496;
- The number of group-use rooms will increase from three to 34.

Library holdings will increase from 203,824 volumes to 396,824 volumes (including Archives).

Upon approval, Mount Royal will initiate planning and a funding request for the re-purposing of the vacated library space, as noted below.

Projects for Approval

Project and Budget

Repurposing of the existing Conservatory \$15 million

In support of the nine new Baccalaureate degree programs implemented since the Fall of 2007, it is necessary to continue to expand and renovate existing facilities to provide additional instructional space, faculty and support staff offices, and student study space. Upon completion of a new Conservatory and Performance Hall in the Summer of 2015, there is an opportunity to re-purpose the existing Conservatory space to help meet priority space needs. In particular, space will be required to bring back to campus those programs currently located in leased space at the Westmount Corporate Campus building.

This project is the number one renovation priority.

Renovation of existing library and vacated space \$22 million

Once the new Riddell Library and Learning Centre is constructed, Mount Royal will need to re-develop the existing Library, Academic Development Centre and Student Learning Services spaces to enable the further expansion of degree programs and to be a catalyst for re-developing the Main Street corridor of the campus. The budget is a high-level estimate. A detailed project plan is required to confirm the project scope and budget.

RESOURCE IMPLICATIONS

Health Science and Science and Technology Wing Expansion – Phase II \$152 million

With the anticipated expansion of Health Science and Science degree programs, Mount Royal foresees the need for the creation of a Health Science wing which would be incorporated into a significant expansion of the current science and technology space over the long term. This would create an integrated Health Science and Science wing to support expanded Mount Royal degree program offerings in these areas.

Way-finding Project \$1.8 million

The expansion of the Lincoln Park Campus over the past 10 years has created the need for increased and updated way-finding across the campus. This includes traffic, pedestrian, and orientation signage for the safe flow of movement of all individuals on campus. The scope of the project includes interior and exterior way-finding signage.

New Information Technology Data Centre \$4 million

Requirements for Business Continuity and Disaster Recovery Planning signal the institution will need to build an additional, or single new Data Centre. Mount Royal's current Data Centre was built over 20 years ago. An additional Data Centre will allow Mount Royal to expand its technology utility base and accommodate the growth in storage and technology support required for the institution.

The University will explore the development of this Data Centre with other Calgary-based post secondary institutions to meet this common requirement, and to achieve cost efficiency.

Main Street Renovations \$7 million

Student services currently operate in scattered locations throughout the campus, a source of confusion and frustration for students seeking particular kinds of support. To create a friendly point of arrival and offer a "one-stop shop" for students, Mount Royal would like to consolidate and centralize student services in a more visible and accessible location. The scope of the project includes the creation of a West and East Gate Welcoming Centre; relocation of Enrolment Services, Career Services, Learning Skills, and Testing and Disability Services; and an overall enhancement of the main corridors.

RESOURCE IMPLICATIONS



Research Labs and Facilities \$8.8 million

In transitioning from a college to an undergraduate university mandate, Mount Royal faculty members have deepened their engagement in research and scholarship activities.

Laboratory facilities are of critical importance—primarily in the Faculty of Science and Technology—and they are fundamental infrastructure to engage in research, and to attract external, project-based funding.

Mount Royal's three year Institutional Research Plan identifies several critical areas where research infrastructure and research capacity building is required. These include:

- Plant Cuticular Lipid Research Lab
- Health and Exercise Science Lab
- Astrocyte Biology and Cell Imaging Lab
- Innovation Design Incubation and Development Centre

In addition, current and proposed research activities may use live animals onsite. In order to meet federal and provincial requirements under the Animal Care Act, Mount Royal will need a facility to house small vertebrates and invertebrates.

This investment will allow Mount Royal faculty to engage significant numbers of students in leading-edge research, and will make faculty competitive for external funding.



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