

Investment Management Agreement for Public Post- Secondary Institutions

Mount Royal University
Department of Advanced Education
2021-2022

Her Majesty the Queen in right of
Alberta, as represented by the
Minister of Advanced Education



Minister

June 23, 2021

Date

SIGNED for and on behalf of Mount
Royal University



Alex Pourbaix
Board Chair

June 17, 2021

Date

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Intent of Investment Management Agreement (IMA)

Alberta's twenty-six publicly funded post-secondary institutions provide a variety of learning opportunities to people from within Alberta, across Canada, and abroad. These institutions are often world-class organizations which excel in teaching and research. They prepare graduates for fulfilling careers and additional learning, while contributing to Alberta's economic and community development through skill development, research and innovation.

To support system coordination and optimize the allocation of public investments in adult education, each of these institutions is designated to a sector based on its programming, research and scholarly activity, and collaboration initiatives.

For 2021-2022, each institution will also have an Investment Management Agreement with government. This agreement will include the institution's mandate, the 2021-22 Operating and Program Support Grant Amount from government, mutual priorities, and a performance metric to facilitate the allocation of outcomes-based funding, to ensure government and institutions are focused on meeting the needs of the province. Specifically, the Investment Management Agreement:

- Identifies and explains the shared objectives and priorities between the Alberta government and the institutions; and
- Describes the agreed upon investment framework that includes the key performance metric in a priority area.

While the IMA was originally designed to be a 3 year agreement between each institution and the government, this year's IMA is serving as a pilot. Therefore it's term is one year, from April 1, 2021 to March 31, 2022, with performance evaluated at the end of the fiscal year to provide learnings and identify improvements that could be incorporated into a three year IMA.

The Investment Management Agreement is not intended to be the sole element of the relationship between the institution and the government, nor to include all decisions and issues in the post-secondary system. Government will continue to work closely with institutions and other stakeholders in a number of areas, and provide many aspects of system direction through legislation, regulation, policy, and other processes.

Investment Management Agreements may be amended in the event of substantive policy or program changes that would significantly affect joint commitments made in the agreement. Any such amendment would be mutually agreed to in writing, dated, and signed by both signatories.

Legislative and Policy Requirements

Post-secondary Learning Act

Section 78 of the Post-secondary Learning Act requires the boards of all 21 public post-secondary institutions, and Independent Academic Institutions, to enter into an Investment Management Agreement with the Minister of Advanced Education, which must include: the mandate of the institution (not applicable to Independent Academic Institutions), a performance metric(s) for the institution, and anything else determined by the Minister. The Minister may specify the form of the agreement, and the date by which it must be in effect. The boards of the 21 public post-secondary institutions are also required to prepare, approve and submit to the Minister a budget and a capital plan. The budget submitted by an institution may not project consolidated operating expenses exceeding consolidated operating revenues, unless the board has the written approval of the Minister.

Fiscal Planning and Transparency Act

Section 10 of the Act requires the board of a public post-secondary institution to provide a business plan for each fiscal year to the Minister. This requirement is fulfilled by each institution entering into an Investment Management Agreement with the Minister, delivering a budget and capital plan in accordance with section 78 of the *Post-secondary Learning Act*.

Operating and Program Support Grant Agreement

Each institution's Investment Management Agreement is referenced in its respective Operating and Program Support Grant Agreement, and future funds will be distributed in accordance with the institution's performance in meeting the target established in the Investment Management Agreement.

Mandate

{Pending final review by the department}

This mandate statement has been developed by Mount Royal University in consultation with Alberta's Ministry of Advanced Education pursuant to Section 78 of the Post-secondary Learning Act (PSLA).

1. Type of Institution, Sector, and Governance

Mount Royal University is a board-governed public post-secondary institution operating in Alberta as an undergraduate university under the authority of the PSLA.

2. Outcomes

Mount Royal University has built a reputation on being student-centred and offering a strong, liberal education foundation with an undergraduate focus. Mount Royal is responsive to the needs of the community through its enduring commitment to providing knowledge and skills to students which, in turn, provide the knowledge, talent and resources necessary to sustain the local and regional economy, to advance the province and to sustain the socio-cultural tapestries of surrounding communities.

Mount Royal is a vital part of Alberta's higher education system, and offers a rich program mix of undergraduate studies that provide direct pathways into the workforce or to further avenues in higher education such as graduate school. At Mount Royal, students work directly with their professors, gain practical experience, take carefully constructed general education courses, participate in community-based learning and research and engage with and contribute to the broader community. At Mount Royal, students' educational experiences are underpinned by the high-quality services needed to ensure their health, well-being, and success.

Mount Royal also serves its communities by providing non-credit instruction in contract training, professional development, international programming and music instruction.

3. Clients/Students

Mount Royal University serves undergraduate students, youth, adult and life-long learners. Undergraduate programs are primarily of interest to high school graduates and other students within the prime post-secondary demographic. Adults, families and life-long learners are served through youth education, professional development and contract training delivered through Continuing Education and Extension. Students of all ages also benefit from the internationally recognized Conservatory music programming.

4. Geographic Service Area and Type of Delivery

Mount Royal University is located in Calgary, Alberta, Canada and delivers the majority of its programming at a main campus located in south-west Calgary, with an Aviation program delivered at the Springbank airport. The majority of the University's students originate from Calgary and surrounding regions.

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 in our province. 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.

5. Program Mandates and Credentials Offering

Mount Royal University offers a wide range of programs in arts, business, communications, health, community, education, science and technology. The University's offerings align with the Alberta Credential Framework and include certificates, diplomas, post-diploma certificates, post-bachelor's certificates, bachelor's degrees and foundational learning.

Mount Royal plays a pivotal role in the Campus Alberta system. As an undergraduate university, Mount Royal is both a sending and receiving institution for student transfer and is committed to developing and maintaining partnerships with institutions within the Campus Alberta system.

6. Special Program Areas/Areas of Specialization

Mount Royal University supports scholarly activity that contributes to instructional excellence and to the cultural, social and economic well-being of communities.

Mount Royal advances program offerings by building new undergraduate degrees and majors and by expanding a core suite of diplomas and certificates that are driven by student and labour market demands. General Education is a signature component of all Mount Royal degree and diploma programs and serves as a launching pad for many minors. Unique to an institution of Mount Royal's size in Canada, the General Education core is designed to equip students with a range of perspectives and skills to complement any specialization.

Mount Royal offers specialized programs including the Bachelor of Interior Design, Bachelor of Midwifery, Bachelor of Arts in Criminal Justice, Bachelor of Communication with distinct majors in Broadcast Media Studies, Information Design, Journalism and Public Relations, Aviation Diploma, Advanced Studies in Critical Care Nursing Certificate, Bridge to Canadian Nursing Certificate, Indigenous University Bridging Program, International Pathway Program, and Transitional Vocational Program.

7. System Collaboration and Partnerships

As an undergraduate university, Mount Royal collaborates with other post-secondary institutions and Campus Alberta sectors to support regional access to undergraduate degree programming. Mount Royal is committed to transfer and mobility within the Campus Alberta system and maintains a focus on increasing the depth and breadth of transfer agreements available through the Alberta Council for Admissions and Transfer (ACAT).

8. Research and Scholarly Activities

The Mount Royal University learning community strives for excellence through the nexus of scholarly teaching and diverse research with a strong emphasis on liberal education in an undergraduate context. Our faculty pursue research and scholarship to advance and apply knowledge as well as to enhance the quality of teaching through thoughtful integration of research and scholarship into the tenure of all students. Mount Royal values research and scholarship across the full spectrum of creative, disciplinary, interdisciplinary, professional and

applied realms. Mount Royal is committed to community-based research and strongly values partnerships with Indigenous communities.

Research and scholarship at Mount Royal is enhanced through the leadership of its institutes and centres. The research capacity is augmented through the acquisition of external grants, scholarly partnerships and the growth of research chairs. Mount Royal values the quality and impact of scholarly activity over purely quantitative counts of output.

9. System Mandate

Mount Royal University is committed to doing its part to rebuild the relationships between Indigenous and non-Indigenous people in Calgary and across the country by fostering student success and focusing on activities that respond to the Calls to Action by the Truth and Reconciliation Commission.

Addressing the prevalence of sexual violence experienced by students who attend post-secondary institutions is a priority for Mount Royal, through delivery of impactful and effective prevention, education and awareness initiatives, provision of support to victims and survivors of sexual violence and policies and procedures that take a trauma-informed and survivor-centred approach.

At Mount Royal, student mental health issues are addressed through a whole campus approach that seeks to impact health and well-being at both the individual and the environmental level. Mount Royal emphasizes crisis management, accessible services, self-management competencies and coping skills, community capacity to respond to early indicators of concern, mental health awareness, a supportive and inclusive campus climate and environment and supportive institutional structures.

At Mount Royal, international opportunities include field schools, study abroad exchanges and international work experiences to expand students' skills and experiences and boost their future employability. Mount Royal will increase its international focus to enable a greater number of students from all over the world to experience a Mount Royal education, enabling domestic students to interact with international students resulting in a greater exposure to diversity on campus.

Mount Royal students are supported by a range of services that contribute to academic, social and personal development. Student supports include transitional and experiential learning, student leadership and development, learning support and health and wellness.

Objectives and Priorities

Government of Alberta

The Government of Alberta is committed to post-secondary education as a cornerstone of employment, economic and social development, and overall prosperity for the province. As the province continues to recover from the many challenges caused by the pandemic, post-secondary institutions will play a pivotal role, not only through research, innovation and commercialization of leading edge technology, but also in providing highly-skilled and job-ready graduates for a recovering and dynamic labour market.

The initial goal of the GOA is to highlight the critical role post-secondary institutions play to prepare students for a future career. While this inaugural Investment Management Agreement reflects that goal, it is also meant to serve as a pilot to guide the development of future iterations that will be broader and more comprehensive for Alberta's post-secondary system. By focusing on students, innovation, efficiency, and accountability, and by working to improve system performance and outcomes, Investment Management Agreements will ensure institutions play a vital role in keeping Alberta competitive on the global stage.

Mount Royal University

Mount Royal University is an undergraduate teaching university informed by diverse research interests focused on providing students with the life-long skills and practical experience they need to contribute to, and succeed in, an increasingly complex and ever-changing world. In pursuit of the vision Opening Minds and Changing Lives, Mount Royal's new strategic plan for 2021–2026 has prioritized five strategic directions that intersect to enhance our strengths while rising to meet the challenges ahead: Provide a Transformative Education; Strengthen Diverse Communities; Innovate for a Dynamic Future; Foster a Culture of Inquiry; and, Enhance Impact through Meaningful Connections. Taken together, our strategic directions will guide our planning and decision making over the next five years.

We will provide a transformative education that will produce the graduates our community, city and province need. We will focus on strengthening diverse communities on our campus and we will continue to Indigenize and decolonize our institution. In response to the tremendous impact of technology on our everyday lives we will innovate for a dynamic future, adopting emerging technologies and delivery methods tailored to meet the future educational and professional needs of learners. We will foster a culture of inquiry and will seek new opportunities for interdisciplinary research and partnerships.

We will enhance our impact through meaningful connections with our community, working together to address real-world challenges and opportunities. Through student involvement in community service learning and our partnerships with government and other post-secondary institutions, businesses, employers, Indigenous nations, communities and alumni, we will broaden our impact in addressing inequalities in our communities, creating and applying knowledge for the greater public good, and preparing students for lives of continued service.

Beginning in Fall 2021, the next phase of our strategic planning process will commence, with the development of goals, outcomes and measures which flow from the aforementioned strategic directions. This process will be broad and consultative, and will inform and inspire the nested plans, including our next Academic Plan, through which Mount Royal will operationalize our strategic plan.

As the global coronavirus pandemic enters its second year, we continue to navigate through unprecedented times. As vaccination rates increase and the pandemic gradually subsides, in 2021/22, it will be a principal focus of Mount Royal to focus on our own, and the province's, recovery from the pandemic. We have been fortunate in that we have not experienced the enrolment declines experienced by other institutions; this is a result of our consistent focus on the student experience amidst challenging times.

For the coming year, we will continue to focus on maintaining our enrolment, as we gradually transition back to in-person delivery as circumstances allow. As we work to return to in-person delivery on our campus, we will also be increasing our delivery of in-person services and supports and supporting our faculty and staff as they return to campus.

Post-secondary education is a key part of Alberta's economic recovery, and a Mount Royal education prepares our graduates to contribute to society in countless ways. From the skills necessary to get their first job, through to the life-long competencies developed through our focus on liberal education that will prepare them to be citizens in an increasingly complex world, Mount Royal students and graduates will be a key part of Alberta's future.

Operating and Program Support and Performance Based Funding Allocations

Table 1: 2021-22 Allocations for Mount Royal University

Total Operating and Program Support grant	\$91,326,213
Proportion tied to Performance	5%
Performance based funding allocation	\$4,566,311

Performance-based Funding Methodology

This inaugural Investment Management Agreement for Mount Royal University, and the performance based funding it represents, is based on one metric—the proportion of approved programs at Mount Royal University that have a Work Integrated Learning component.

Table 2 below provides the specifics on the performance metric that will be used to calculate any funding impacts. A baseline result has been established at the beginning of the 2021-22 fiscal year using data housed in the Provider and Program Registry System (PAPRS). A target and tolerance band has been negotiated with Mount Royal University.

Over the next 12 months, as Mount Royal University prepares for the 2022-23 academic year, it will provide updates into PAPRS about new or existing programs that have a Work Integrated Learning component. The existing metric will be updated on March 31, 2022. If the result meets or exceeds the target, there will be no adjustments to 2022-23 OPS funding as it relates to this metric.

If the result fails to meet the target, and is lower than the tolerance threshold, then an adjustment will be applied against the 2022-23 funding that is proportionate to the achievement from the expected result (to a maximum identified in Table 1).

Table 2: Performance Metric

Work integrated learning: Proportion of approved programs that have work-placements identified as part of the program.				
Core Area: Skills and Labour Market Outcomes	Baseline Established	Baseline	Target	Tolerance Threshold
	March 31, 2021	73%	82%	7%
<p>Mount Royal University has a long and demonstrated history of a commitment to Work-Integrated Learning (WIL), and we believe that we are among the top institutions in Alberta in providing WIL opportunities to our students. These opportunities have been a part of our history for decades, and plans were already underway to expand our offerings, even prior to the establishment of this performance metric.</p> <p>At the establishment of this baseline, just 20 of our programs do not currently have WIL placements as part of their curriculum, mostly in our Bachelor of Arts (BA), Bachelor of Science (BSc) and post-baccalaureate certificate offerings. In order to reach our target for the end of this IMA, plans are already underway to introduce WIL components for all of our BA and BSc students.</p> <p>We have set our target and tolerance conservatively, to ensure we are prepared for the curriculum change process required by our internal policies. We are very confident we can meet our target within the tolerance; in fact, if our curriculum process moves quickly, we may even exceed our target.</p>				

