



ST. THOMAS MORE COLLEGE
UNIVERSITY OF SASKATCHEWAN

CORPORATION REPORT

2015 2016



PRESIDENT'S MESSAGE



The 2015-2016 academic year commenced with the adoption of the St. Thomas More College Strategic Plan, 2015-2020; it delineates five strategic priorities that empower STM to breathe life into vision.

The first of these, *Catholic Identity and Mission*, embodies the Catholic intellectual tradition encompassing a rich diversity of voices and opinions, dynamic intersection between faith and reason, attention to social justice and the inherent dignity of each and every person.

Priority two, *Culture of Discovery*, celebrates academic freedom and the obligation to vigorously pursue truth through intensive, systematic research, and mandates effective communication of findings to students and scholarly colleagues.

Priority three, *Indigenous Engagement*, focusses on the creation of a welcoming environment for Indigenous students including increases in scholarships and bursaries, the provisions of role models through contact with Indigenous scholars, engaged learning opportunities and an appreciation of Indigenous histories, spiritualities and reconciliation.

Priority four, *Student Experience*, highlights teaching excellence that offers exceptional classroom experiences, engaged learning that motivates and inspires, opportunities for research and international educational travel, experiential learning in the community and abroad, and substantial scholarship and bursary support.

Priority five, *Sustainable Resources*, attends to the ongoing provision of the financial, human, capital, technical and relational resources adequate to support a thriving scholarly community. A solid financial footing, the means to hire well qualified staff and energetic, highly reputable faculty, and the presence of up to date equipment and facilities, ensure that students have every opportunity for academic success.

As reflected in this 2015-2016 St. Thomas More College Corporation Report, there has been notable advancement in each of the five priorities including: a thriving *Leslie and Irene Dubé Chair for Catholic Studies Lecture Series*, and ongoing social justice initiatives; the attraction of significant research grants and ground-breaking research; the establishment of the *STM Chair in Indigenous Spirituality and Reconciliation*, a Canada first; an expanding community service-learning program, prestigious teaching awards for STM faculty, and students who achieve highest standing awards; and, adoption of a balanced budget, ongoing fundraising, expansion and modernization of facilities, and an unvarying commitment to prudent financial management.

The ultimate objective of all our endeavours is of course to enhance the vitality of the Catholic intellectual tradition which defines STM as a federated institution of the University of Saskatchewan. STM has demonstrated over eight decades its capability to complement and enrich the offerings of the University of Saskatchewan and, in general terms, the character of the University itself. STM provides an intimate scholarly enclave within the University of Saskatchewan, where students can access the best of both worlds: exposure to the dynamic intellectual stimulation of a large, thriving research intensive university while being a member of a more intimate academic community that is equally stimulating in terms of promoting intellectual, personal and spiritual development. This environment contributes to the diversity and vitality of the entire university, inspires engaged learning, and promotes student retention and success, especially with regard to first generation and Indigenous students.

Finally, I extend again my heartfelt thanks to my colleagues who, with the support of Corporation, Board of Governors and generous donors, provide a vigorous scholarly environment where sustained, systematic and disciplined dialogues invite and enable our students to reach the full measure of their being.

Terrence J. Downey, PhD
President

ADMINISTRATION AND GOVERNANCE

STM BOARD OF GOVERNORS St. Thomas More College Board of Governors



(L-R) Ashley Smith (Chair) • Bev Hanson (Vice-Chair) • Ray Kolla (Treasurer) • Richard Fontanie • Dr. Terrence Downey (President) • Maia Gibb • Keith Pavo • Marie Stack • Dr. Sharon Wright (Faculty rep.) • Brooke Kincart (Student rep.) • Cheryl Yuzwa (College Secretary)

SENIOR ADMINISTRATION TEAM



President Dr. Terrence Downey	Dean Dr. Arul Kumaran	Associate Dean Dr. Darrell McLaughlin	CFO & Director of Administration Derrin Raffey	Manager of Human Resources Kathie Jeffrey	Director of Mission and Ministry Gertrude Rompré	Director of Communications and Marketing; Director of Student Recruitment Jacquie Berg	College Secretary & Executive Assistant to the President Cheryl Yuzwa
---	---------------------------------	---	--	---	--	--	---

St. Thomas More College
1437 College Drive
Saskatoon, SK S7N 0W6
stmcollege.ca

CATHOLIC IDENTITY AND MISSION

Report of the Director of Mission and Ministry

Gertrude Rompré

Blessed Cardinal Newman's famous motto, "heart speaks to heart", aptly describes the role of our Catholic identity and mission at STM.

We "have this treasure in clay jars" (2 Corinthians 4,7) that enlivens our community of faith and learning. However, this treasure must be nurtured and passed on through the generations. It is for this reason that "Catholic Identity and Mission" is named as one of the enduring pillars of STM's Strategic Plan.

In our plans for 2015-2020, we have committed ourselves to:

1. Embodying the Catholic intellectual tradition in our teaching and curriculum;
2. Fostering a culture of research that reflects our Catholic identity;
3. Building relationships with the Catholic and broader communities;
4. Developing our understanding of our Catholic identity.

In 2015-2016, we have advanced these goals in a myriad of ways. Let me now highlight just a few:

- The Campus Ministry team developed a restorative justice/prison ministry component to their offerings in collaboration with Micah Mission on Campus.
- Student Experience and Enrolment made connections with the wider Catholic community by hosting the Development and Peace Regional Assembly and attending the E.D. Feehan Catholic School Gala.
- Academic departments examined their offerings in light of the Catholic intellectual tradition. An example of this creative engagement is PHIL 404, the capstone course that dealt with, for the first time, the work of Karol Wojtyla (Saint Pope John Paul II) and his understanding of the person.
- Faculty support for our distinct minors in Catholic Studies and Social Justice and the Common Good continued.
- Our commitment to the integration of knowledge through interdisciplinary discourse was made evident through the course, Cultivating Humanity.
- In February, a panel made up of Caitlin Ward, Dennis Gruending, Lorne Calvert and Bill Blaikie reflected on the legacy and continuing influence of Fr. Bob Ogle, *A Prairie Priest and Politician*.



Perhaps the most significant development came near the end of the year when the *Centre for Faith, Reason and Justice* was formally established. As the proposal for this Centre states:

A *Centre for Faith, Reason and Justice* at St. Thomas More College will act as a catalyst for vibrant dialogue between perspectives of faith, reason, and social action. As a College founded by the Basilian Fathers, STM's mission is shaped by the Catholic intellectual tradition. This Centre will not only invigorate this mission, but also extend its reach to engage social issues affecting local and global communities.

The *Centre for Faith, Reason and Justice* will facilitate new connections between the treasury of the Catholic intellectual tradition and the real needs of society, allowing scholars to connect on shared topics of interest.

The pulse of Catholic identity and mission continues to beat strongly at St. Thomas More College. It is still a place where "heart speaks to heart".

"What kind of people we become depends crucially on the stories we are nurtured on."

Chinweizu Ibekwe, Nigerian poet

Gertrude Rompré

The words of the Nigerian poet capture well the work of mission integration at STM. Indeed, we could just as easily say, "The kind of College we become depends crucially on the stories we are nurtured on." So what are the stories that have nurtured our Catholic identity and mission in 2015-2016? Who have told us these stories? And, how do these stories help us imagine who we are today as a Catholic liberal arts college, both federated with the University of Saskatchewan and shaped by our Basilian heritage?

We began the year by listening to the sacred stories. Elders A.J. and Patricia Felix, of the Sturgeon Lake First Nation, invited members of the STM community to join them in a Sweat Lodge Ceremony. By participating in this sacred moment, we not only came to a deeper understanding of our hosts' spirituality and worldview but also were able to imagine STM as a place of reconciliation, an inclusive community where all cultures and faith traditions are welcomed and respected. This insight affirms the commitment we have made to Indigenous Engagement in our Strategic Plan.

Pope Francis' call to care for the earth in his encyclical, *Laudato Si'*, provided another narrative that shaped our year. Reminding us that caring for the planet includes caring for its people, Pope Francis inspired at STM both a reading group and a conference focused on the encyclical. The *Beyond Silos: Prairie Views on Caring for our Common Home* was held on March 12 and brought together scholars and activists from diverse fields - and with different perspectives - to dialogue about how we can respond to the needs of our prairie home and planet. Not only did the conference highlight the pope's urgent call for ecological justice but it helped us, as a College, imagine ourselves as a place of dialogue where scholarly debate responds to the needs of humanity.

The *Beyond Silos* conference was not the first conference of the year, however. In October, STM co-hosted the *Restorative Justice: Building a Culture of Hope* conference featuring key-note speaker, Bishop Gary Gordon of Victoria. A collaborative effort, the conference helped participants explore how relationships between people and communities are healed through restorative justice practices. The stories told at the conference, by both participants and invited guests, helped us as a College imagine ourselves as co-creators of a more just world.

It was my privilege to attend the World Congress on Catholic Education in Rome from Nov. 18-21, 2015. Here, I encountered stories about Catholic Higher Education from all corners of the globe. As a way of summarizing the experience, and based on the insights I heard at the Congress, I created a list of 'beatitudes' of Catholic Higher education:

- Blessed are Catholic educators who pay attention to the world in which they live;
- Blessed are Catholic educators who engage in dialogue;
- Blessed are Catholic educators when they create communities of learning;
- Blessed are Catholic educators who open students up to the possibility of transcendence;
- Blessed are Catholic educators when they move out to the peripheries;
- Blessed are Catholic educators when they act as peace-makers;
- Blessed are Catholic educators when they are united in their diversity.

Looking at this list, I realized (and I hope that you do too) that STM lives out these 'beatitudes' in a myriad of ways and is indeed fulfilling its mission with integrity.

Moving to stories generated a little closer to home, the work of STM's Campus Ministry Team continues to help the College imagine itself as a community of faith and learning. This year we were pleased to welcome Fr. Mark Blom, OMI, to the team. An Oblate of Mary Immaculate, Fr. Mark is a wonderful story-teller in his own right and is developing a reputation for dynamic homilies illustrated by a wide array of props and visual aids. Fr. Ron Griffin, CSB, continues to serve the STM Worshipping Community and the year culminated with the celebration of his 40th anniversary of ordination. Congratulations, Fr. Ron! Other members of the team include Michael MacLean, Madeline Oliver, and Fr. André Lalach. Their work embodies the hospitality, care for the whole person, and concern for justice that so characterizes Basilian education.

The stories we tell ourselves matter. They shape who we are as individuals and as a college. This past year, we have been honoured to be part of sacred stories, stories of transformation and dialogue. We have seen ourselves as part of a global story called Catholic Higher Education and celebrated our local stories in the lives of all those who give such dedicated service to STM's mission. We are indeed blessed!

In our plans for advancing the Culture of Discovery at St. Thomas More College, we have committed ourselves to:

- Engage our faculty in quality and productive research
- Support our faculty in attaining their research goals
- Ensure faculty research supports our teaching
- Communicate our research accomplishments to the community

RESEARCH AWARDS

In 2015-16, STM Faculty continued to be very active in research and successful in obtaining funding for their research projects. Internal and external research funding makes it possible for the hiring of research assistants and Graduate Teaching-Research Fellows, which aid faculty in their research as well as mentoring students in their future academic careers. Some of these successes are:



- **Dr. Daniel Regnier** (Philosophy), Social Sciences and Research Council of Canada -- through the Insight Development Program. Project: The Arabic Plotinus and its Reception in Arabic and Islamic Philosophy. This is Daniel's second SSHRC award, his first being in 2008 for Phantasia (Imagination) in Ancient Greek Philosophy. He is the first of our faculty to receive two SSHRCs.
- **Dr. Paulette Hunter** (Psychology) and Dr. Sharon Kaasalainen (PI) (McMaster University), Alzheimer Society. Project: The Feasibility, Acceptability, and Effects of the Namaste Care Program for Residents with Advanced Dementia in Long Term Care.
- **Dr. Brian Chartier** and **Dr. Tracey Carr** (Psychology), Collaborative Innovation Development Grant, Saskatchewan Health Research Foundation. Project: Assessing the Healing Needs of Former Students of Indian Residential Schools (IRS) and their Families.
- **Dr. Chris Hrynkow** (Religion and Culture), STM Research Grant. Project: Little Shrines on the Prairie.
- **Dr. David McGrane** (Political Studies), STM Research Grant. Project: Comparing Quebec and English Canadian Citizens' Perspectives of Federalism and Nationalism.
- **Dr. Saeed Moshiri** (Economics), STM Seed Grant. Project: Changes in Energy Intensity in Canada and; with Professor Ajay Dalai (Principle Investigator), Department of Chemical and Biological Engineering, College of Engineering, University of Saskatchewan, Agriculture Development Fund. Project: Investigation and demonstration of close coupled gasification of novel fuel pellets developed from agricultural residues.
- **Dr. Monica Hwang** (Sociology), STM DARA Grant. Project: Measuring Inequality in Historical Perspective.
- **Dr. Natalia Khanenko-Friesen** (Anthropology), STM DARA Grant. Project: Oral History of 20th Street: Many Faces of the City Core Neighbourhood.

NEW FACULTY

After national searches, two new appointments to the STM faculty were made last year. In each case the new appointee fills a position vacated by either a faculty resignation or a pending retirement. We welcome Dr. Jennifer Briere and Dr. Carie Buchanan in the Department of Psychology. These are tenure-stream positions in the area of developmental psychology.

Jennifer Briere recently held a Post-Doctoral Fellowship in the College of Education at the University of Saskatchewan (U of S), where she worked on a SSHRC-funded project on early literacy education. She earned her Honours Bachelor of Arts in psychology, her MEd in educational psychology, and her PhD in cognitive development psychology (2015) at the U of S. Jennifer has taught at STM since 2014 and has most recently offered courses in the psychology of aging and human memory.

Carie Buchanan has held a full-time Lecturer position at STM, where she has taught courses in adolescent development as well as advanced seminars in developmental psychology since 2011. She completed her Honours Bachelor of Arts in psychology and transferred into the doctoral program at the U of S, where she earned her PhD in 2012 with a dissertation on adolescent peer victimization. Her doctoral studies were supported by a CIHR doctoral research award.

In addition to shaping STM's offerings in developmental psychology, both appointments contribute to the minor in Critical Perspectives on Social Justice and the Common Good.

MOVING THROUGH THE PROFESSORIAL RANKS

STM made further progress in the area of faculty renewal by guiding another three faculty through the collegial processes of probationary renewal, tenure and promotion through the professorial ranks. The following recommendations were recommended by the Tenure and Promotions Committee and approved by the Board in 2015-16.

- Cynthia Wallace (English) has been granted renewal of probation.
- Christopher Hrynkow (Religion and Culture) has been granted tenure and promoted to Associate Professor.
- Charles Smith (Political Studies) has been granted tenure and promoted to Associate Professor.
- John Liptay (Philosophy) has been promoted to Associate Professor.
- Sharon Wright (History) has been promoted to Associate Professor.
- Natalia Khanenko-Friesen (Religion and Culture) has been promoted to Professor.

FACULTY AWARDS

STM Teaching Excellence

The Teaching Excellence Award is granted annually to an STM faculty member based on student nominations and recommendations from a committee of fellow faculty members. This year STM recognized the outstanding teaching of Professor Natalia Khanenko-Friesen with the 2015-16 STM Teaching Award. Dr. Khanenko-Friesen began teaching Cultural Anthropology at STM in 2001. In addition to her regular teaching duties, she has also been involved with the Prairie Centre for Ukrainian Heritage (PCUH), which promotes the study of Ukrainian languages and culture. In 2015, Dr. Khanenko-Friesen became the founding editor of Engaged Scholar Journal, Canada's only scholarly peer-reviewed journal focussing on community engaged teaching, learning, and research. She continues to serve as the journal's editor. Dr. Khanenko-Friesen has also been instrumental in providing students with the opportunity to study abroad through the Spring Session in Ukrainian (SSU) program. SSU is an intensive language and cultural immersion program coordinated jointly by STM, the U of S and the Ternopil National Pedagogical University, in Ternopil, Ukraine. The award committee members were impressed with Dr. Khanenko-Friesen's commitment to community engaged learning, the creative pedagogical tools she uses in her classes and her innovative forms of teaching.



**Keenan Lecture**

Maria Campbell delivered the 2015 Keenan Lecture on October 26 entitled “Reconsidering Reconciliation”. This lecture offered thoughts and insights on reconciliation and the ongoing hard work of relationships with family, the land, colonial history, and community. Ms. Campbell reflected on her personal experiences, and teachings from mentors and elders, inviting listeners to examine their own perspective and thoughts on this important topic. Approximately 105 people attended lecture, which was followed by an engaging question and answer period. Ms. Campbell is the first Indigenous scholar to deliver the Keenan Lecture. She also led a seminar the following day on the history of “Road Allowance” families that lived in Saskatchewan, Alberta and Manitoba.

Mohyla Lecture

Launched in 1994, the Mohyla Lecture is the major academic lecture in Ukrainian Studies at St. Thomas More College. The series is devoted to a discussion of Ukrainian heritage and contemporary affairs, and leading authorities in the field are invited to share their most recent research and original findings.

February 11, 2016, Professor Myroslav Shkandrij of the University of Manitoba delivered the 19th annual Mohyla Lecture – Ukrainian Nationalism, 1929-1956: Academic Judgments and Popular Perceptions. The Mohyla Lecture was delivered in the Great Hall of the Shannon Library. The event and reception was co-sponsored by the Ukrainian Canadian Congress – Saskatchewan Provincial Council and the Prairie Centre for the Study of Ukrainian Heritage (PCUH).

Islam on the Prairies conference

STM co-sponsored a conference *Islam on the Prairies: Tolerance, Pluralism and Diversity*, held May 13-14 at the U of S and at the Frances Morrison Library. This interdisciplinary conference considered the presence of Canadian Muslims in the Prairie Provinces and the implications for Canadian society. The keynote speaker on the first day was Dr. Ingrid Mattson, an internationally renowned Islamic Studies scholar.

The second day featured a Public Discussion Forum, which provided a venue for a wide community dialogue centered on the role of Islam, as well as other religions, in modern Canadian society. The keynote address on the second day was given by Zarqa Nawaz, creator of Little Mosque on the Prairie.

STUDENT EXPERIENCE

Report from the Associate Dean’s Office
Darrell McLaughlin, Associate Dean

The Student Experience priority within the 2015-20 Strategic Plan is rooted in the College’s mission and tradition of educating the whole person. Many of the strategies below are directed to stimulating continued thinking and actions about a holistic student experience. The goal is to ensure that students who choose to get an undergraduate education “The STM Way” are able to do so regardless of subject major or program choices.

A. GOALS

- Community-building across diversity;
- Working to create a positive student leadership experience through mentorship;
- Provide a great food menu and pleasant environment in the cafeteria as an opportunity for community to form;
- Improving library space and student centred areas;
- Provide appropriate technologies in STM classrooms to enhance the student experience;
- Remove barriers to experience STM classes, community and activities;
- Engage more students in extra-curricular/co-curricular learning and development;
- Expand Indigenous student initiatives;
- Provide opportunities for under-graduate students to conduct and present their research outcomes;
- Facilitate student employment at STM, including as Marking Assistants, Research Assistants, and Library Assistants;
- Communicate with students to ensure STM is meeting their needs;

B. ACHIEVEMENTS

- Developed a number of attractive new courses;
- Just Youth fundraising for refugee support;
- Building community after mass;
- College expanded areas for students;
- All STM’s teaching spaces are equipped with AV technology;
- Collaborating with the College of Education to develop Learning Communities in STM classes;
- Increased bursary and scholarship funding;
- STM student organizations were featured in first-year student events;
- ‘STM experience’ survey sent to all second term students taking classes through the College;
- Visioning new programs (for example: Philosophy, Politics, and Economics; Psychology of Leadership and Entrepreneurship; and Religion and Politics);

Writing for Academic Success

In 2016 a new 3 credit-unit writing course (INST 103.3) entered the University’s list of course offerings. STM has been offering a non-credit writing course for over 15 years. Its most recent version, Writing for Academic Success, has proven very valuable to students from many backgrounds, disciplines, and levels. Students taking the course have often reported a full grade-level improvement in their writing-intensive classes. A typical class from the past few years includes students from first-year to graduate students; students have primarily been from the humanities and social sciences, but graduate students in the sciences have also taken the course. This past year, with the help of Celene Sidloski and Sarah Powrie of our English department and our colleagues in Arts and Science, especially Vice Dean Gordon DesBrisay, STM’s Dean’s Office developed a “for credit” version of the course. STM College is offering two sections of this course in 2016-17.



NEW PARTNERSHIPS

College of Education Learning Communities

STM College has been partnering with the College of Arts and Science and with the Aboriginal Student Achievement Program (ASAP) in offering Learning Communities for a number of years. A Learning Community (LC) is a small group of students (30-35) who take classes together and who share common goals and interests. During 2015-16, STM began planning LCs in collaboration with the College of Education to be offered in 2016-17, at which time all direct entry education students are expected to sign up for an Education Learning Community. Education Learning Communities are designed specifically to support student transitions into higher learning and the teaching profession by providing opportunities for students to gather to: discover their passion for teaching and learning; make connections with classmates and future colleagues; study and discuss ideas together; and collaborate to develop academic, personal, and professional skills. As a result of this partnership, STM College will have classes in Catholic Studies, English, History, Psychology, Religious Studies and Sociology included as part of the College of Education's Learning Communities.

U of S Language Centre

Over the past two years the University of Saskatchewan Language Centre has been working more intentionally on transitioning to university skills through the U-Bridge Program (levels 1 and 2) (<http://www.learnenglish.usask.ca/University-pathway-bridging-channel>). These are for credit courses that are matched with continued language training. One of the for-credit courses is Strategies for Academic Success (INTS 100.3). Finding an appropriate second course has been more of a problem. The challenge has been to find a subject area, which encourages interaction, limited class-size, and a supportive faculty member. Staff from the University Language Centre was excited to learn about a new STM philosophy course, PHIL 121.3 (World Philosophies). In term 2 of 2016-17, 15 seats have been reserved for students in the UBridge program.

CO-CURRICULAR ACTIVITIES

It was another exciting year for Newman Players and Newman Sounds Glee Club. *Sleeping Beauty* was staged in October to the delight of audiences young and old. Directed by Richard Medernach and featuring several new students among the cast and crew, the classic fairy tale came to life in a comedic retelling. The glee club, directed by Kristen Raney, performed a concert called *It's Show Biz* in November. The show featured songs from movies, TV shows, and Broadway musicals about show business. Last year's second term Newman Players saw Adam Day directing *Arsenic and Old Lace*, which was a hit with audiences, and featured a number of STM alumni in the cast and crew. In March, the Newman Glee club performed a concert called *British Invasion*. Featuring songs from the Beatles, Elton John, Adele, Queen, and other famous British pop artists, the show was a sellout success.

CURRICULAR ACTIVITIES

Engaged Learning and Research

STM is recognized nationally for its Community Service-Learning (CSL) programing. Situated within our College's wider philosophy of academic community engagement, the *Les and Irene Dubé Community Service-Learning Program* at STM involves a type of experiential learning in which students partner with community-based agencies to contribute meaningful volunteer service, as well as participate in reflection activities that make connections between their community experience and their university learning.

In 2015-16, students at STM participated in community service-learning in a co-curricular fashion by joining the Service and Justice Project. This involved 34 students volunteering with a local community agency throughout the school year, group discussions with peers, and presentations from community agencies.

During this past year, 134 students in 19 classes participated in community service-learning for academic credit. For example, students studying "Introduction to Sociology" have opportunities to choose from a wide range of community placements (e.g., Crisis Nursery, Children's Hunger Education Program (CHEP), and St. Maria Goretti School). As part of our "Psychology and the Law" class, students are invited to engage in community service-learning at Saskatoon Correctional facilities. Similarly, we have students in upper-year English classes participating in a program (Librivox) that makes classic texts available online for those with visual impairments. We are also developing a community service-learning component in Religious Studies, especially in connection with ecology, and in Philosophy (e.g. environmental philosophy).

This past year, the Engaged Learning Office spearheaded a bid to sponsor a Syrian Refugee. In partnership with the worshipping community, the Student Affairs Collective, and Just Youth, STM raised nearly \$10,000. It is expected that the sponsored refugee will arrive in December 2016.

Finally, STM's Engaged Learning Office is enabling students, through its partnership with Intercordia Canada, to experience community service-learning internationally in cultures and societies vastly different from their own (see the section on Study Abroad below). Such community experiences, both local and international, are brought into the classroom in a dialogue with academic knowledge to produce a richer synthesis of learning.

The Engaged Learning Office continues to work with various stakeholders to create a short-term immersive service-learning program to Central America. We have made contact with several community organizers in El Salvador, Nicaragua, and Panama, and we continue to investigate their viability as potential community placements.

CONVOCATION AWARDS

Since 2012 STM has presented its major graduation awards at the University's Fall and Spring Convocation ceremonies. At the 2016 Spring Convocation, the following students were recognized for their outstanding achievements and contributions:

Anson Liski The Thomas Deis '38 World War II Memorial Prize is awarded to a St. Thomas More College student or Newman Centre member who has demonstrated all-round excellence or leadership, and who has enriched the life of STM or Newman Centre.

Mary Lasby The Thomas Deis '38 Prize in Scholastic Philosophy in Honour of Dr. Basil Markle is awarded annually to a distinguished graduating student at St. Thomas More College majoring in Philosophy.

Jillana Schmidt

Right Reverend Monsignor Myroslav Kolodey Memorial Academic Prize. is given out each year to a graduating 3rd or 4th year St. Thomas More College student with the highest overall cumulative average.

Linda Huard

The Fr. Henry Carr Award is presented to a graduating St. Thomas More College student who has shown leadership in and contributed to the life of the College.



STUDY ABROAD

Faculty members are encouraged to incorporate international dimensions into their courses, and Canadian students are encouraged to interact with international students for their mutual cultural and intellectual enrichment. This past year we worked with the U of S and other institutions to develop strategies, which will increase opportunities for international experience of our students. We have developed a strong working relationship with the International Student and Study Abroad Centre (ISSAC) on the U of S campus to support their work and to connect international students to our STM community. All of our graduates will live in a rapidly globalizing world where many of their actions will have simultaneously global and local consequences.

STM/INTERCORDIA

The STM/Intercordia program operated for its ninth consecutive year in 2015-16. This year, we had students travelling to the Dominican Republic, Ecuador, and to an L'Arche Canada placement in St-Malachie, Quebec. We invite you to visit our website, stmcollege.ca, and click on 'STMstories' to learn more about the STM/Intercordia program.

SPRING SESSION IN UKRAINE

Spring Session in Ukraine, another of St Thomas More College's undergraduate study abroad programs, was offered from May 2-June 3, 2016 in co-operation with STM's university partner – Ternopil Pedagogical University. The program enabled seven STM students to take a combination of University of Saskatchewan language and culture courses for university credit in a study abroad setting. Teaching the anthropology course on contemporary Ukraine as part of the program, Prof. Khanenko-Friesen also helped organize a blog, *Spring Session in Ukraine*, containing both reflective and entertaining essays on the meanings of traveling, living and studying in Ukraine.

The Prairie Centre for Ukrainian Heritage (PCUH) supported the program by offering travel bursaries to three participants on the basis of merit and need. Professor Nadya Foty-Oneschuk, PCUH Affiliate, also served along with Prof. Khanenko-Friesen, as program coordinators.

ENROLMENT MANAGEMENT

Enrolment is a key component of the operations of any post-secondary institution. During 2015-16, under the leadership of Dean Carl Still, an Enrolment Management Committee at STM was tasked with developing a Strategic Enrolment Management (SEM) plan. In part, this was as a response to concerns about enrolment challenges faced by the College. The committee took the College's Catholic mission and identity as the framework by which to understand the importance of enrolment at St. Thomas More College. In the SEM plan, it is acknowledged that the situation is more complex than the simple equation of more students equalling more revenue. Rather, in the plan, attempts were made to set enrolment targets that will allow the College to provide the student experience called for by the College's mission and its strategic plan. The committee sought to develop a strategy for the College to be the right size with a rich diversity among our students in order to provide an excellent and sustainable educational experience consistent with our purpose and values.

Through an analysis of our current context – the limitations, challenges, and opportunities available – the committee recommended a number of strategic goals and initiatives to pursue in order to achieve our enrolment targets. By evaluating and renewing our courses and programs, undergoing separate but similar processes of Indigenization and internationalization, improving our relationship with the College of Arts & Science, continuing to expand our marketing, communication and recruitment efforts, and exploring non-credit teaching niches, the committee has arrived at a multifaceted approach to managing enrolment. The nature of strategic enrolment management requires a medium and a long-term outlook. The SEM plan is aimed at providing a pathway to more stable and desirable enrolments going forward.

One of the challenges addressed was, that in recent years, the perceived value of Liberal Arts education has suffered along with the traditional university student age demographic having declined in the province. We, however, find ourselves amidst a growing Indigenous and Métis population, as well as an increased immigrant population in Saskatchewan. According to the SEM Committee, the College has opportunities arising from, and responsibilities toward, these communities. Just as the College is called to provide access to excellent university education in the Catholic tradition to these populations, it can also benefit from an increasingly diverse student population if it is able to attract these students.



INDIGENOUS ENGAGEMENT

Report from President's Office
Terrence Downey, President

The STM 2015-2020 Strategic Plan has identified *Indigenous Engagement* as one of five strategic priorities for the future. Within *Indigenous Engagement*, three key actions have been identified:

1. Building capacity to develop Indigenous content in courses, including:

- Curriculum development
- Hiring Indigenous staff/faculty
- Pedagogy
- Engaged learning

2. Building mutually beneficial relationships with Indigenous communities and organizations, including:

- Educating STM faculty and staff
- Reconciliation
- Networking

3. Fostering a welcoming and supportive community for Indigenous students

In 2015-2016, we have advanced these goals as follows:

RELATIONSHIPS WITH INDIGENOUS LEADERSHIP AND COMMUNITIES

- STM has established an Indigenous Advisory Circle that includes Elders and community leaders. The Circle advises the College on the shape of the endowed Chair in Indigenous Spirituality and Reconciliation that was launched in May 2016. STM has a representative on the Roman Catholic Diocese of Saskatoon's Council for Truth and Reconciliation.
- Members the STM community, including the president and senior administration, have participated in a Sweat Lodge Ceremony and STM has been host to Pipe Ceremonies to recognize the centrality of ceremony in Indigenous worldviews.
- STM has been intentional in reaching out to Elders from various parts of Saskatchewan.
- Two major conferences have been held at STM with the purpose of providing a forum for Indigenous Elders and scholars to voice their perspectives. *The Respect, Reconciliation and Renewal Conference* was held on March 8, 2014 and the *Restorative Justice: Building a Culture of Hope Conference* was held from October 1-3, 2015. Other such conferences are planned for the future.

SUPPORTS FOR INDIGENOUS STUDENTS AT ALL STAGES

- STM is currently increasing the number of scholarships and bursaries offered to Indigenous students.
- STM has appointed its first Indigenous tenure-track faculty member effective July 1, 2016. Hiring of Indigenous faculty members is a priority for all upcoming full-time faculty appointments.
- STM is providing a fellowship for an Indigenous graduate student.

RESPONSIVE TRAINING OPTIONS AND LEARNING ENVIRONMENTS

- STM has developed a course that addresses the relationship between Catholicism and Indigenous peoples.
- Developed partnerships with on-campus communities including Gordon Oakes Red Bear Student Centre, Trish Monture Centre for Student Success, and Aboriginal student associations.
- Developed partnerships with off campus communities including local Indigenous schools
- Developed partnership with Canadian Roots Exchange to develop programs with Aboriginal communities
- Offered workshops to faculty in the area of Indigenous research and research collaborations.



INITIATIVES THAT ALIGN WITH/RESPOND TO TRUTH AND RECONCILIATION COMMISSION'S (TRC) CALLS TO ACTION

Reconciliation was an area identified in the 2015-2020 strategic plan, where STM has identified a need to "Address in a respectful, sensitive way the troubled history that exists between Indigenous communities and the institutional church."

- STM has developed a course that addresses the relationship between Catholicism and Indigenous peoples.
- *The Chair in Indigenous Spirituality and Reconciliation* has been directed to ardently explore with humility, respect and courage the history, cultures and traditions that have shaped the intricate nature of Indigenous spirituality in Canada; to interact with and listen thoughtfully to Elders and community leaders who have preserved, protected and communicated this fertile spiritual heritage down through the generations; to consider and analyze the complexities of the interaction between Indigenous spirituality and Christian traditions historically and currently and to advance reconciliation.

OTHER INITIATIVES

- The Shannon Library curated an exhibition of Aboriginal art celebrating Aboriginal Achievement week which featured government, scholarly and First Nations documents related to Truth and Reconciliation talks, books of history, art and social issues as well as materials related to indigenous language, particularly Cree.
- STM is creating opportunities for faculty and staff to become familiar with Indigenous and Métis cultures and increase their confidence in cross-cultural settings; travel to Wanuskewin for our annual Faculty/Staff Retreat where we engage with local Indigenous leaders.
- Our website indicates that: We acknowledge that we are on Treaty Six Territory and the Homeland of the Métis. We respect and reaffirm our relationship with one another.
- Since 2013, our faculty members have been participating in learning communities organized by the Aboriginal Students Achievement Program (ASAP) within the College of Arts and Science.



Sustainable Resources

Report of the Chief Financial Officer and Director of Administration

Derrin Raffey

2015-2016 was truly a year of dynamic change within the College. Enrolment was once again a challenge like it has been, and was, for most of the liberal arts post-secondary sector in Saskatchewan. In 2015-2016 the College dropped below 8,000 three-credit-unit courses taken for the first time in six years and for only the fourth time in the past seventeen years. The pressure of enrolments and a sub-par performance by STM's investment portfolio resulted in the first operating deficit at STM in the past seventeen years. The physical plant was also in a state of change as initial plans were underway to renovate the north end of the College to rejuvenate our student lounge and cafeteria area, as well as upgrade the air handling system in the north end of the building. The renovation will also expand the library space on the second floor of the building and have all the library holdings on one floor.

INDIGENOUS STUDENT INITIATIVES

The release of the Truth and Reconciliation Commission's Call for Action is only one of the recent events that have refocused the College's attention on the relationship between Indigenous and non-Indigenous in Canada. Of special importance to the College are the educational needs of the rapidly growing Indigenous population in the province. We have been working to position ourselves to better provide an education to all students that increases our understanding about the history of the encounter between Indigenous and non-Indigenous peoples. We are confident that our initiatives will help us produce a more welcoming environment for Métis and First Nations students.

HOSTING

Throughout 2015-16, STM collaborated with various groups on campus in hosting Indigenous high school students from across the province for tours and lunch. These opportunities provided the College with a chance to showcase the supports we have for students.

ABORIGINAL STUDENT ACHIEVEMENT PROGRAM

One way in which STM College provides support to Aboriginal students is by working with the Aboriginal Student Achievement Program (ASAP) in the College of Arts and Science, at the University of Saskatchewan, to offer courses to Aboriginal students in first year Learning Communities (LC). As noted above, ASAP LCs bring together Aboriginal First Year students who take a common set of courses, meet weekly with upper year students called Peer Mentors and connect with Aboriginal role models. In 2015-16 three of STM College professors, Professor Rita Hamoline, Professor Daniel DeLury and Professor Laura Foley, provided classes to ASAP students.

COLLABORATION WITH CANADIAN ROOTS EXCHANGE

Canadian Roots Exchange (CRE) is the newest STM partner on campus. Linked to a national organization, CRE is dedicated to building bridges between Indigenous and non-Indigenous youth in Canada by facilitating dialogue and strengthening relationships through leadership programs. The mission of CRE is to promote respect, understanding and reconciliation between Indigenous and non-Indigenous peoples. We anticipate that connections between CRE and groups at STM will expand our students' opportunities to increase their understanding of the impacts of past and present policies and practices and how to work for justice and authentic respect.

ABORIGINAL STUDENT ACHIEVEMENT AWARDS

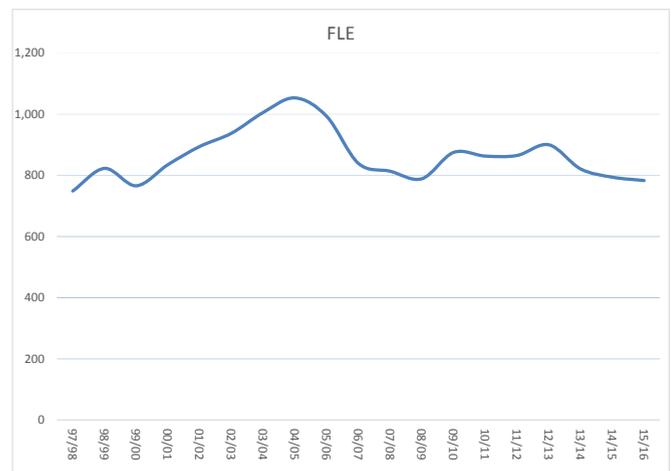
Each year in March, the Aboriginal Students' Centre hosts the Students' Awards Ceremony. The ceremony is dedicated to recognizing Aboriginal student achievement at the university. Students who have been selected for awards have excelled in their studies, conducted unique and compelling research, shown exemplary leadership, or made significant contributions to the community. STM is one of the colleges that recognize their outstanding Indigenous students during the ceremony. In 2016, Coral Prosper and Erica Lee were the two STM students recognized for their contributions to university and community life.

ENROLMENT

Enrolment is one of the main drivers of STM's operating budget. Enrolment revenue makes up approximately 55% of STM's revenue. After peaking in 2004-2005, enrolment dropped and has fluctuated between 800 and 900 full-load equivalent(FLE) students for the most of the past seventeen years with the exception of four years where it dipped below 800 full-load equivalent courses.

STM courses remain a popular choice for students from other Colleges on the University of Saskatchewan campus. Each term over 3500 students take classes through the College, with the majority at STM selecting 1 to 3 courses from us per year to complete their Arts and Science degree, or as electives to complement their other degrees from the University of Saskatchewan. In 2015-2016, over 80% of the course seats in STM courses were taken by non-STM self-declared students.

Enrolment became a very large part of the 2015-2020 STM Strategic Plan as its impacts are felt right across the organization in both the academic and non-academic areas. Enrolment looks promising for the future years as a new strategic enrolment management plan was being implemented in 2015-2016 to address long-term enrolment and engagement issues.

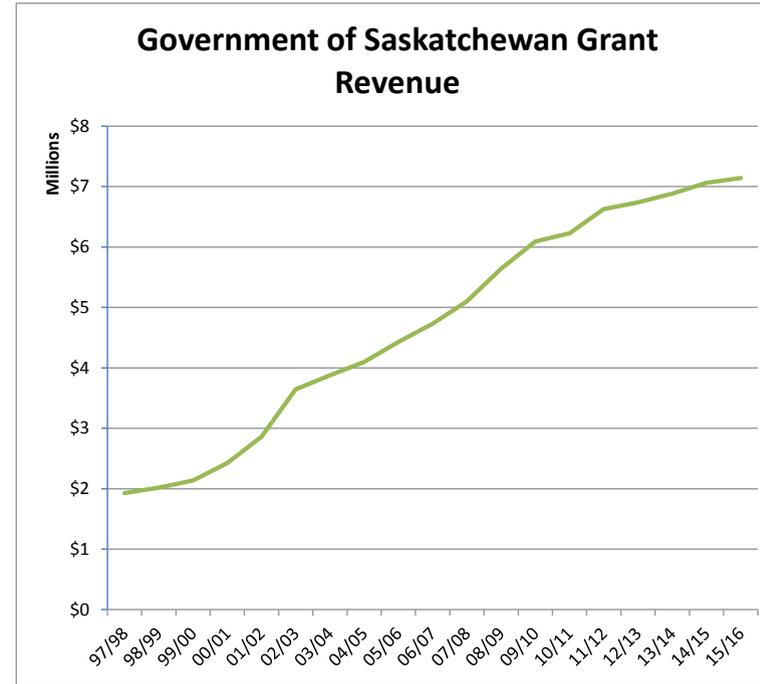


GOVERNMENT FUNDING

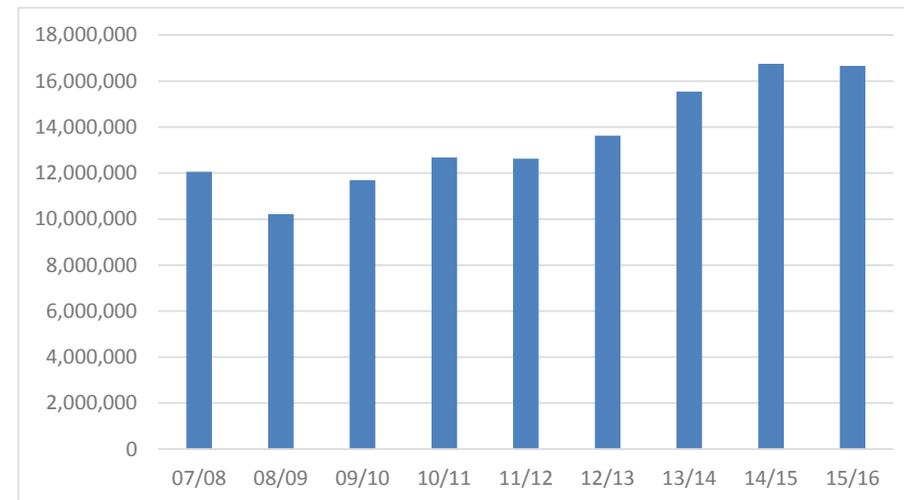
Government funding for 2015-2016 did not change from prior years' funding levels. Economic pressures have forced our government to restrict the size of any funding to post-secondary institutions, as well as look to the institutions to make their respective organizations more efficient while remaining effective.

The Provincial government has signaled to post-secondary institutions that the long-term future of post-secondary funding is under review by the government to find efficiencies, while still maintaining the level of service for students.

Funding increases of 0% could become the norm in the short run for Saskatchewan post-secondary institutions. To that end, STM is constantly reviewing operations and business processes to determine what areas can be altered or changed to maximize the amount of investment that STM places in that resource.



INVESTMENT RETURNS



STM's investment returns have less of an impact on STM operations than both enrolment and government grants as revenues from investment returns makes up approximately 7% of gross revenue; however a strong or weak performance of our portfolio can impact our financial performance in any given year to some degree. We observed this happening in 2015-2016 when our investments returned -.5% over the year and contributed to the operating deficit experienced by the College in 2015-2016.

As with any long term rate of return however, we expect rates of return to return to the long term average rates for the future and we plan our budgets accordingly.

PHYSICAL PLANT

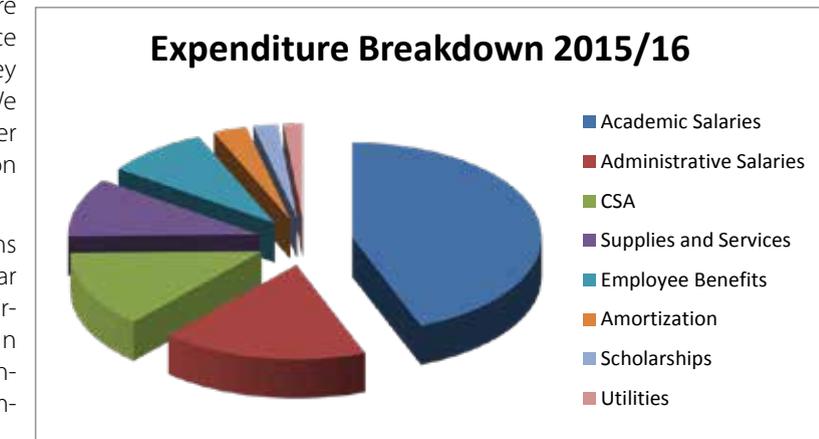
The North Building Renewal Project began initial planning and consultation in 2015-2016. The goals of this project were to address significant deferred maintenance issues with parts of the building as well as remedy significant safety issues within our complex. The project was approved by the STM Board of Governors in December of 2015 and the project was underway in May 2016. By June 30, 2016 the project was in full swing and construction was evident in and around the STM building's north end. STM was also successful in attracting Federal and Provincial government grants to assist in the cost of this project totaling nearly \$1.5M. The overall cost of the project will be approximately \$5.0M and will see the expanded 2nd floor of the STM library housing all the library collections, a new air handling unit for the north end of the building, a newly constructed main north entrance to the building, a new student lounge and student offices, and a new front reception area to the College.



OPERATING EXPENDITURES

As part of our commitment to running an efficient and effective post-secondary institution, we are constantly looking for areas where we can utilize our resources more efficiently and maintain our service levels to students. As students pay their tuition dollars to STM, they also expect those funds to be used efficiently and effectively. We have an obligation to students to use their tuition dollars to further our mission and to provide students with the best possible education for that funding.

STM has been above average for smaller post-secondary institutions in efficiency measures in the past few years constantly ranking near the top of its peers across Canada. One of those measures is Operating Expenditure (OPEX) per Full Load Equivalent (FLE) Student. In 2015-2016, that measure stood at \$16,000 for STM which is an increase over the past few years; however STM still ranks well in comparison to other institutions across Saskatchewan and Canada.



ST. THOMAS MORE COLLEGE

Statement of Financial Position

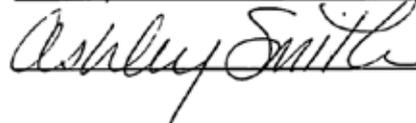
April 30, 2016, with comparative information for 2015

	2016	2015
Assets		
Current assets:		
Cash	\$ 28,114	\$ 116,512
Receivables (note 3)	390,353	417,846
Inventories	14,667	15,620
Prepaid expenses and deposits	101,198	48,554
	<u>534,332</u>	<u>598,532</u>
Long-term investments (note 4)	16,661,236	16,746,665
Property and equipment (note 5)	12,368,382	12,171,868
	<u>\$ 29,563,950</u>	<u>\$ 29,517,065</u>
Liabilities and Net Assets		
Current liabilities:		
Accounts payable and accrued liabilities	\$ 1,226,705	\$ 1,222,335
Short-term debt (note 6)	200,175	400,438
Current portion of long-term debt (note 7)	89,250	85,820
	<u>1,516,130</u>	<u>1,708,593</u>
Long-term debt (note 7)	3,230,786	3,327,906
Deferred capital grants (note 8)	633,254	279,245
Deferred capital contributions (note 8)	1,667,703	1,497,363
Trust and restricted funds (note 9)	2,098,710	2,106,376
Net assets:		
Equity in property and equipment	6,547,215	6,581,096
Reserves (note 10)	2,059,095	2,059,095
Endowments (note 11)	10,256,898	10,176,968
Surplus	1,554,159	1,780,423
	<u>20,417,367</u>	<u>20,597,582</u>
Commitments (note 12)		
	<u>\$ 29,563,950</u>	<u>\$ 29,517,065</u>

On behalf of the Board:



Director



Director

ST. THOMAS MORE COLLEGE

Statement of Revenue and Expenses and Surplus

Year ended April 30, 2016, with comparative information for 2015

	2016	2015
Operating revenue:		
Government of Saskatchewan grants	\$ 7,141,600	\$ 7,063,824
Tuition - credit instruction	4,674,339	4,711,156
Other	493,868	406,196
Investment income (loss) (note 4)	(23,227)	582,460
	<u>12,286,580</u>	<u>12,763,636</u>
Operating expenses:		
Academic salaries	5,277,932	5,460,737
Administrative and support salaries	2,311,881	2,290,456
U of S infrastructure services	1,631,223	1,622,234
Supplies and services	1,260,185	1,151,157
Employee benefits	1,141,597	1,134,290
Amortization of property and equipment	456,588	473,069
Scholarships	247,210	240,700
Utilities	202,100	182,277
	<u>12,528,716</u>	<u>12,554,920</u>
Operating revenue less expenses	(242,136)	208,716
Ancillary operations (note 13)	(20,176)	(28,793)
Earnings (loss) before undernoted	(262,312)	179,923
Gain on disposal of equipment	2,167	-
Excess (deficiency) of revenue over expenses	(260,145)	179,923
Surplus, beginning of year	1,780,423	3,661,004
Reserve transfers:		
Appropriation of building reserve	-	(1,000,000)
Transfer from (to) equity in property and equipment for:		
Amortization of property and equipment	456,588	473,069
Property and equipment purchases, net of disposals and debt repayments	(947,056)	(1,725,279)
Deferred capital grants and contributions	567,218	230,295
Amortization of deferred capital grants and contributions	(42,869)	(38,589)
Surplus, end of year	<u>\$ 1,554,159</u>	<u>\$ 1,780,423</u>

DEVELOPMENT & ALUMNI RELATIONS

Report of the Development Officer

Karen Massett

“No man ever steps in the same river twice, for it’s not the same river and he’s not the same man.” Heraclitus

As I look back today on the 2015/16 Academic Year it’s clear that the “river” of STM is not the same river and there have been many significant changes.

Donations to the CREATING MORE CAMPAIGN continue, student funding is increasing, there are new initiatives requiring financial support, we have received generous major gifts from new donors and established new partnerships with Community stakeholders, and the STM Alumni Association is being reinigorated.

The CREATING MORE CAMPAIGN was launched in 2012 to raise funds to initiate the building expansion, St. Basil’s Atrium, honouring the legacy of the Basilian Fathers, as well as the Leslie and Irene Dubé Endowed Chair for Catholic Studies. With the help and generosity of all who support STM, we are well on our way to reaching the \$6 M goal and to-date we have achieved \$4.8 M. Total donations received over the past year were \$692,600.

As STM’s Development Officer, an important priority for me is to improve the STM student experience by removing financial barriers. As such my efforts have been focussed on increasing the scholarships and bursaries awarded each year. The main objective of the Strategic Plan is to increase annual student funding by 20% (\$30,000) over the 5 years of the plan (2015-2020).

I’m happy to report that thanks to the generosity of our donors, an additional \$113,000 has already been realized in new bursaries and an additional \$88,900 in new scholarships. This represents approximately \$27,500 in additional funding awarded to STM students each year! The funding for these vital awards is provided by STM alumni, faculty, and donors who value the STM academic experience, and are now in a position to give to the College and assist current students. These scholarships and bursaries are established based on the donors’ preferences and are realized through a one-time, annual, or endowed donation. Many STM donors find great reward in creating a legacy for their family, or a cherished family member, through an endowed award.

As the STM river flows, new projects and initiatives arise, and I work to develop a corresponding Case for Support to help raise the funds needed. These cases tell the story of the reason and goals of the initiative, and the satisfaction and benefits our donors may gain by contributing.

Examples of current and planned funding initiatives include: refurbishing the original STM Copper Doors, the North Wing expansion, upgrades to the STM Chapel (necessary to protect and preserve the Thomas and Kurelek murals), and establishing new renewable scholarships as well as bursaries targeting underserved populations.

Each STM donor is unique in both their affiliation and connection to the College and as such each has an opportunity to contribute to an initiative which most closely aligns with the spirit of their philanthropic intentions.

This year STM embarked upon an unprecedented new venture which provides the Saskatchewan Labour Movement an opportunity to bring their voice to STM. The new STM Centre for Faith, Reason and Justice provides unique opportunities for various Unions to create new scholarships and bursaries, annual lectures, and course offerings related to the Social Justice and the Common Good minor. We are excited about this opportunity and very grateful to have their support.

Over the past year we have received several major gifts ranging from \$5,000, to \$52,000 from first-time donors to the College. Many of these generous gifts are received from alumni who are grateful for their time at STM and now wish to give back through donations which support both the College and our students.

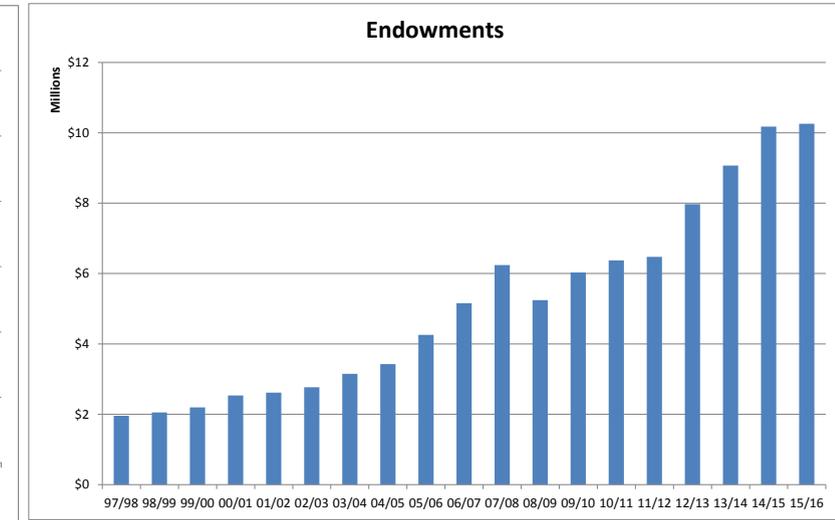
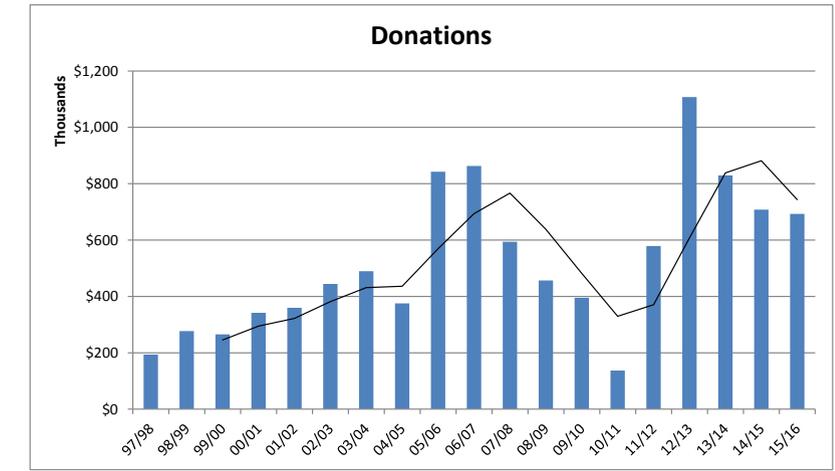
In addition to fundraising I also provide support for the St. Thomas More Newman Alumni Association (STMNAA) which exists to create opportunities which strengthen the bond between alumni and the College. As such, the STMNAA presents an award to a graduating student who has made a significant contribution to STM College as well as their community. During the convocation luncheon in May the STMNAA proudly recognized Mr. Anson Liski as the award recipient.

The STMNAA also presents the Distinguished Alumni Award which honours past graduates of St. Thomas More College who have distinguished themselves in their profession and/or their community and who have continued to celebrate their relationship with STM since graduation. The 2015 award recipients were Dr. James Dosman and Dr. Irene Poelzer.

After convocation students leave STM and move on to test the waters of new rivers; they become busy establishing their careers, and many lose touch with the College. Currently the STMNAA is working to increase membership by reaching out to Alumni of different “generations” such as the Boomers II, Gen X, and the Millennials, and creating new opportunities and events to encourage alumni to stay connected with their alma mater.



Over the past year I have had the pleasure to meet with many of you who invest both your time and energy to enhance STM. I take this opportunity now to express my great appreciation and gratitude for all that you do. As each of you step in and out of the STM river, your leadership and commitment founds true and meaningful progress for the College and our students. Thank you for your continued support!





ST. THOMAS MORE COLLEGE

UNIVERSITY OF SASKATCHEWAN

stmcollege.ca

80 + FACULTY/STAFF

3,500 + STUDENTS

10,000 + ALUMNI

14 + AREAS OF STUDY

\$175 thousand+
ADDITIONAL ANNUAL UNDERGRADUATE
SCHOLARSHIPS/BURSARIES/AWARDS

