



2012-2015

# Comprehensive Institutional Plan



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Submitted to Alberta Enterprise and  
Advanced Education

August 13, 2012





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## 1. EXECUTIVE SUMMARY

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As the largest member of the Independent Academic Institutions of Campus Alberta, Concordia University College of Alberta endeavours to be an active, engaged, and collaborative partner in Alberta's post-secondary system. In keeping with the goals of Alberta Enterprise and Advanced Education (AEAE), Concordia seeks to meet the challenge of maintaining the highest standards in teaching and service, program design, faculty and staff recruitment, professional development, scholarly research, and student services. Such goals require accountability. Accordingly, Concordia submits this Comprehensive Institutional Plan (CIP) in accordance with Alberta Enterprise and Advanced Education guidelines for the Independent Academic Sector. It includes the university college's academic plans, research plans and performance measures, a Capital Plan, and the 2012-13 institutional budget. This CIP also outlines the university college's short-term and long-term plans, goals, and resource needs and implications.

Concordia focuses distinctively on the learning environment for its students in order to give them a university education of the highest quality. Faculty and staff recognize and care for all students as individuals. Personalized student care begins with first contact, extends throughout their education at Concordia, and remains a life-long commitment to alumni.

Concordia's mission and vision, which permeates this document, affirms our commitment to a learner-centred approach, whereby every student at Concordia will be given the opportunity to achieve the goals to which he/she aspires. Concordia's focus remains

- on superior teaching;
- on student engagement in research and scholarship;
- on service to all learners in the community, including our aboriginal population and new immigrants;
- on a positive learning experience for every student;
- on accessibility through affordable tuition and student support through scholarships and bursaries.

Concordia is committed to the careful stewardship of existing resources in the day-to-day delivery of our core learning so as to maintain our mission and to



pursue strategic and visionary long-term planning, as conceived and implemented through our continuing “Concordia Tomorrow” initiative, in order to sustain and enhance the university college’s capacity to be “recognized nationally and internationally for its graduates' knowledge, skill, integrity, and wisdom.”

In this CIP we identify those areas over which Concordia has control and has sought to be innovative, effective, and efficient with the resources available. Yet we also seek to identify those areas in which the support of the provincial government and of our partners in the community remains crucial. Our new international strategy, and the flexibility Concordia has demonstrated to facilitate student access, will make this apparent. A cooperative effort of all stakeholders is required for Concordia to maintain, enhance, and expand the superior educational experience it currently provides to the people of Alberta.

Concordia continues to benefit from the same opportunities afforded other institutions of Campus Alberta, but also faces similar challenges that are compounded by the unique conditions of the Independent Academic Sector. Yet, along with other universities within Campus Alberta, Concordia is also exposed to the negative implications of provincial, national, and international economic vicissitudes. As goes the resourcing of government, so does the resourcing of publicly funded institutions. With other universities, Concordia contends with limited operational funding, decreasing enrolments due to the redistribution of available seats for study that has led to increased inter-competition within the post-secondary sector.

## 1.1 WHAT’S NEW IN THE 2012-2015 PLAN

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A number of key elements will be discussed in the text which follows, but which can be summarized to highlight the significant advances Concordia has made since the submission of the previous CIP.

### 1.1.1 GOVERNANCE

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In keeping with its commitment to accountability as demonstrated in new Bylaws adopted in 2010, Concordia expanded its Board of Governors to include the following public members:

John J. McDonald III (Chair) The Honourable Stockwell Day (Vice Chair) Mr. Lyle Best (Chair, Initiatives Committee)	Mr. Mike Wade (Audit Committee) Ms. Lynn Mandel
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## 1.1.2 STUDENT INITIATIVES

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### 1.1.2.1 INTERNATIONALIZATION

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Concordia has committed significant resources to establish a foothold in the international educational marketplace. In keeping with a Board approved initiative, Concordia engaged a VP International who has in a very short period of time secured significant memoranda, increased international enrolment, and raised Concordia's profile nationally and internationally. The details of this initiative and the anticipated benefits are found in the text that follows, as well as in one of the two appendices below.

### 1.1.2.2 STUDENT HOUSING

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While Concordia's physical infrastructure is kept in excellent repair, new student residences are deemed essential for Concordia's sustainability and capacity to draw students internationally. To that end property has been purchased and options for raising the necessary resources so as to mitigate the effect on Concordia's fiscal position are being investigated. Concordia will not assume any new capital debt.

### 1.1.2.3 ABORIGINAL STRATEGY

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While not extensively discussed below, the second appendix highlights Concordia's continued commitment to provide access and services to aboriginal and disadvantaged populations.

### 1.1.2.4 STUDENT RECRUITMENT AND RETENTION

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Instead of expending resources on advertising, Concordia has allocated resources to the consultancy of Noel-Levitz to assist in developing a student recruitment, retention, and success strategy that has shown great promise with the implementation of initial recommendations. It is anticipated that full implementation of the recommendations will have a significant positive impact on the student experience at Concordia, from first contact to graduation. Supplemental to this initiative is the relocation of all marketing and design to exceptionally competent staff that has been re-tasked with this role.

### 1.1.2.5 COLLABORATIVE OPPORTUNITIES WITH THE UNIVERSITY OF LETHBRIDGE

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The University of Lethbridge (Edmonton Campus) is facing similar enrolment challenges to Concordia. The overhead expended in the past could not be sustained with the current enrolment numbers or without a new approach. The U of L therefore reached an agreement whereby it has *relocated* its Edmonton operation to Concordia's campus. To be clear, the arrangement is currently a site lease agreement. However, synergies and opportunities for extensive collaboration and laddering of programs are already

evident. Much is possible between the writing of this plan and the subsequent CIP, which in Concordia's case will be predicated on much greater collaboration with the U of L, but also revisiting existing relationships with other Campus Alberta partners, as well as capitalizing on the international opportunities that have already begun to be realized.

### 1.1.3 OPERATIONAL RESTRUCTURING

Concordia has restructured its daily operations in an attempt to manage more with less. Concordia's senior administration consists of the President and two vice presidents (Academic and Operations). We have reduced the number of deans from four to two: a Dean of Undergraduate Studies (who functions as the Associate VP Academic) and a Dean of Graduate Studies and Research; further consolidations have taken place on the middle-management (Associate Dean and Director) levels. While this restructuring has clearly taxed the individuals holding these positions, it is ultimately a move that has produced a balanced budget for the third consecutive year.

## 1.2 GOALS, CIP STRATEGIES, EXPECTED OUTCOMES AND PERFORMANCE MEASURES

The goals, operational strategies, expected outcomes and performance measures identified in this CIP are geared to achieve the realization of the Strategic and Operational Goals already outlined in Concordia's 2011 CIP. These continue to be articulated in the seven directional statements of our "Concordia Tomorrow" program that are meant to guide Concordia through its renewal and work towards the development of a comprehensive Academic Plan, whereby:

- Concordia will continue to be **student-centred**.
- Concordia will be of **sufficient size** to prosper and be able to weather major demographic variables.
- Concordia will distinguish itself through the development and implementation of **superior program designs and program delivery**.
- Concordia will **seek out and initiate collaborations** in areas where clear mutual benefit can be demonstrated.
- Concordia will **encourage and support research** by all faculty and academic staff as well as by individual and groups of students when appropriate.
- Concordia will **provide a foundation of faith and intellectual integrity** that supports a scholarly community based on acceptance and respect.

- Concordia will **establish, maintain, and review administrative and policy structures** that satisfy the criteria of Campus Alberta for the efficient and successful operation of a post-secondary institution.

Concordia's strategic goals and "Concordia Tomorrow" strategies support the Government of Alberta's higher education goals as articulated in Advanced Education and Technology's Business Plan for 2012-15, as will be demonstrated below.

### 1.3 FINANCIAL INFORMATION

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Concordia is committed to maintaining financial stability, while exploring funding options that advance Concordia towards its goals. Securing adequate funding will remain a priority in light of the continued economic uncertainties in Alberta and throughout the world. Measures to maintain a positive cash flow to enable Concordia to carry out its core objectives will be presented in the course of this plan. The current 2012-13 consolidated budget reflects the entire operations of Concordia in terms of its unrestricted and restricted funds. The budget for 2012/13 forecasts an operating excess of \$14,752. This includes net amortization expense of \$1,430,225 and revenue recognition from deferred capital contributions of \$230,225. This provides sufficient cash reserve to cover loan repayment obligations of approximately \$451,675 and capital expenditures of \$754,000.

Capital acquisitions include equipment and furnishings, purchases in excess of \$5,000, renovations and upgrades to facilities, capital leases, and library book expenditures. These items are cash outlays in the coming fiscal year, but capitalized at year end.

Tuition rates will increase 1.89% for undergraduate programs and 2.0% for graduate programs. International fees will increase 7%. Internal efforts geared at improving recruitment and retention of students are expected to result in modest enrolment increases in 2013/14 and 2014/15.

### 1.4 ACCESSIBILITY/ENROLMENT PLAN

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Concordia's enrolments continue to severe pressures with demographic shifts, the advent of duplicate programming, and excess capacity in undergraduate study spaces in the capital region. Nevertheless, Concordia is optimistic regarding future growth. We are establishing strategies that will open doors to a



broader spectrum of students, which, in combination with an enhanced international reputation, will serve to expand our enrolments to levels that will maximize efficiencies in space and operations.

Concordia has sought a number of collaborations with partner institutions to explore the possibility of innovative programming, sharing resources on planning and project management, increasing system efficiencies, and leveraging economies of scale. We have significantly enhanced our international partnerships in order to benefit our students and that will expand the boundaries of our own university experience. Concordia continues to offer students from Alberta and abroad an excellent alternative choice in superior university education.

We continue to reap the benefit of the investment by the federal government through the KIP over the last two years, which has resulted in the development of enhanced research and teaching spaces at Concordia. This rejuvenated space, in combination with the resources for research provided by the funding councils, foundations, and programs are the cornerstones that enhance Canada's competitiveness, productivity, and prosperity, and Alberta's innovation initiatives. However, in spite of the widespread positive impact of such investments in Concordia, the scale that Concordia represents limits its capacity to be all that it could be. An increase to 3000 FLE as stated in the Summary Statements at the end of this document is crucial for Concordia's long-term viability and effectiveness.

In order to achieve this target Concordia aims to address the matter of underfunded students and unfunded programs by seeking equitable support from historical provincial funding sources as well as entrepreneurial initiatives already operative in our Professional and Continuing Education department, which operates on a cost-recovery basis.

Furthermore, the funding of new (unsupported) programs already approved by the Campus Alberta Quality Council and the Minister will require the careful reallocation of resources from existing programs, the seeking of stakeholder support, and creating efficiencies in content delivery through distributed learning models.

Concordia can in no way compromise its commitment to the maintenance of the highest program quality in order to attract and retain students, as we continue to place priority on the overall student experience, engagement, retention, and completion rates. New initiatives this fall will seek to establish the foundation for student mentoring, as well as emphasizing curricular and co-curricular activities.

Concordia has begun to invest significant resources in order **to recruit students internationally**, and to provide opportunities for our domestic students' international experiences. Concordia does not have the budget to expend

### Internationalization at Concordia at a Glance

Universität Hamburg (Germany)  
 Carl von Ossietzky Universität (Germany)  
 International Hochschule Liebenzell (Germany)  
 Jerusalem University College (Israel)  
 Centro Universitário UNIVATES, in Lajeado, RS  
 Universidade de Santa Cruz do Sul (UNISC), in Santa Cruz do Sul, RS  
 Centro Universitário UNILASALLE, in Canoas, RS  
 Universidade Luterana do Brasil (ULBRA), in Canoas, RS  
 Pontifícia Universidade Católica do Rio Grande do Sul (PUCRS), in Porto Alegre, RS  
 Universidade Estadual do Rio Grande do Sul (UERGS), in Porto Alegre, RS  
 Member of Steering Committee for the Alberta-Saxony Internship Abroad Initiative

resources in the pursuit of international students, or the means of supporting international students with services that are needed and expected by international students once on campus. Nevertheless, 6% of Concordia's student body are visa students, most in our graduate programs. We hope to increase this to 30% in the coming ten years. Beside long standing articulation agreements with the University of Hamburg and Carl von Ossietzky Universität in Oldenburg have seen German students study at Concordia, including during the 2011-12 academic year. Concordia remains a member of the Steering Committee of the Alberta-Saxony Internship Abroad initiative. Students from Germany continue to complete internships at Concordia, and conversely Concordia students have had excellent experiences in Germany. A further MOU has been signed with the Internationale Hochschule Liebenzell (IHL). At least 7 students are expected in the fall of 2013 on the basis of

this partnership. After initial contact with the DFAIT (Department of Foreign Affairs and International Trade Canada office, Concordia's VP International visited eight universities and one High School in South Brazil. In consequence, six universities have signed formal partnerships with Concordia (MOUs and Exchange Agreements):

- Centro Universitário UNIVATES, in Lajeado, RS
- Universidade de Santa Cruz do Sul (UNISC), in Santa Cruz do Sul, RS
- Centro Universitário UNILASALLE, in Canoas, RS
- Universidade Luterana do Brasil (ULBRA), in Canoas, RS



- Pontifícia Universidade Católica do Rio Grande do Sul (PUCRS), in Porto Alegre, RS
- Universidade Estadual do Rio Grande do Sul (UERGS), in Porto Alegre, RS

Beyond the articulation agreements, the immediate fruits of this initiative are the following: Concordia will be receiving seven (7) new students from Brazil in the Fall of 2012, five of them from the Science Without Borders program in conjunction with the Brazilian government. Concordia has been commended by the CBIE/CAPE/CNPQ (Canadian and Brazilian agencies for higher and International Education) for its flexibility, readiness and quality work in dealing with new situations arising from this program, providing access to as many as five students to attend Concordia in the Fall.

Furthermore, we are attempting to **increase access and engagement of under-represented groups**, particularly First Nations, Métis, and rural students. We believe Concordia can facilitate their integration into a post-secondary environment most effectively. This access begins with Concordia's very successful 27-year old University and College Entrance Program (UCEP) and continues with academic and career counselling. Concordia's Director of the UCEP is the IAI representative on the Campus Alberta Administration subcommittee on Aboriginal Education.

## 1.5 TUITION PROJECTIONS

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Whereas tuition at Concordia has increased by an average of 1.89%, Concordia has established a number of new bursaries and scholarships that will serve to decrease the overall burden on students by directing these restricted funds to assist the students for whom they have been designated. Concordia's tuition remains at a premium relative to the fully publicly funded institutions, yet fails to adequately bridge the gap between required operational revenue and necessary expenditures. Concordia continues to expend considerable energy in balancing accessibility with overall cost. Concordia predicts a decline in tuition revenue despite the rise in rates as less expensive university education is available at MacEwan and the University of Alberta. Preliminary enrolment data supports this forecast.

## 2. STATEMENT OF ACCOUNTABILITY

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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, and fiscal implications of which the Board is aware.

Respectfully submitted on behalf of the Board of Governors of Concordia University College of Alberta,



John J. McDonald III

Chair, Board of Governors

Concordia University College of Alberta

August 13, 2012

## 3. INSTITUTIONAL CONTEXT

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### 3.1 MISSION

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Concordia University College of Alberta is a community of learning grounded in scholarship, freedom, and the Christian faith, preparing students to be independent thinkers, ethical leaders, reflective servants in their occupations, and citizens for the common good.

### 3.2 VISION

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Concordia University College of Alberta will be recognized nationally and internationally for its graduates' knowledge, skill, integrity, and wisdom.

### 3.3 OPERATIONAL GOALS

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In seeking to achieve its mission and vision, Concordia continues to pursue the operational goals which incorporate the planning priorities of AEAE:

- Concordia is seeking an institutional reputation and profile both locally and nationally as an excellent smaller Christian university true to its mission and vision, and a good choice for all students seeking to enrol in its programs.
- Concordia is seeking to be an equal yet distinctive partner in Campus Alberta with practical inclusion in public academic decision-making forums and with equitable funding to reflect this status.
- Concordia's new round of strategic planning coincides with the Government of Alberta's efforts to develop a provincial planning framework for program development and research priorities.
- Concordia maintains its mission as a Christian university serving the public.
- Concordia is seeking to respond effectively to the expanding expectations of a diverse population of students, faculty, and staff with various worldviews and experiences, varied generational attitudes, various accommodation requirements, and with a growing sense of the necessity of equal treatment in Canada's pluralistic society.
- Concordia seeks exemplary faculty who support Concordia's mission.
- Concordia seeks to provide an appropriate support infrastructure for its students and employees, which is of similar range and quality to those of public competitor institutions.



- Concordia seeks to recruit, retain, and train administrators and staff who contribute to its mission and also to put in place appropriate human resource planning to support Concordia's ongoing mission in spite of the constant challenges of competition for scarce human resources.
- Concordia seeks to grow and sustain the enrolments necessary for viable programs in the face of varied demographic, economic, and competitive factors beyond our direct control.
- As Concordia selects and develops new programs it seeks to build on its strengths and expertise with an eye to provincial priorities, to the scale and type of program, and the impact this will have on resources.
- Concordia will seek collaborative opportunities with community partners and other educational institutions which make sense and allow it to enhance its mission without placing undue hardships on our institution brought about by such arrangements.
- Concordia seeks to strengthen its communication with all constituencies through effective marketing which reflects what Concordia has to offer and connects with contemporary audiences.

### 3.4 STRATEGIC GOALS

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In the midst of setting some concrete directions, Concordia continues to hold fast to the strategic goals that are echoed in the various articulations of Concordia's self-understanding and purpose already articulated. Reiterated below is the direction that Concordia has charted:

➤ **Foster a dynamic intellectual environment...**

...marked by students engaged in learning both inside and outside the classroom, by faculty dedicated to excellence in teaching, mentoring, and professional achievement, and by a rich blend of rigorous undergraduate programs complemented by select graduate and professional programs.

➤ **Deliver a distinctive education...**

...that integrates fields of study, connects theory to practice, combines liberal with professional education, and promotes interaction between campus life and classroom learning in order to form men and women who will flourish in an increasingly diverse and interconnected world.



➤ **Provide an enriching student experience...**

...with programs and facilities that enhance students' capacity to lead socially, culturally, and physically satisfying lives, and that develops leaders, promotes service, and builds community.

➤ **Model the best in an education that embraces dialogue between faith and secular thought...**

... by continually discovering new ways to connect faith and reason in the lives of students, thereby enabling them to become ethical and responsible citizens, and by continuing to lead the conversation in our independent sector in terms of the value it brings to post-secondary offerings of Campus Alberta.

➤ **Pursue Concordia's historic commitment to the public good through enhanced visibility and accessibility in education for all segments of society....**

. . . by enhancing strategies to recruit and retain a diverse student body, especially students from northern, rural, minority, aboriginal, and under-represented communities (such as the handicapped), that is both multicultural and international, so as to ensure that Concordia is proactive in meeting the educational needs of a changing Canadian society.

➤ **Configure campus spaces thoughtfully and aesthetically...**

...so as to enhance learning, build community, and radiate hospitality.

## **4. PLAN DEVELOPMENT**

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### **4.1 INTERNAL CONSULTATION**

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The development of the current CIP builds on the work of previous years and was produced by a much reduced complement of administrators and staff due to retirements and transitions. Yet it remains a well-informed document. The management of Concordia is inherently consultative and relatively flat in structure, and the current CIP is the product of this process. All major initiatives on the academic front are developed in consultation with the whole faculty,

which begins with standing faculty committees to which faculty administrators belong on an *ex officio* basis and ends with the engagement and approval of the Faculty Council. Institutional policies (including Faculty Agreements) have their genesis throughout the institution. New policies and policy revisions are discussed at the departmental and divisional level, in the monthly Deans and Directors Meeting, as well as the President's Administrative Council, and approved and implemented with the approval of the Faculty Council. Concordia's culture is highly consultative and consensual, and the production of this CIP is no exception.

#### 4.2 EXTERNAL CONSULTATION

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Concordia's primary external stakeholders are represented on its Board of Governors, several Advisory Councils, the Independent Academic Institutions Council, the Dean's Councils (Education and Graduate), and various informal relationships established by virtue of being a member of Campus Alberta.

Consultations that relate to program development specific to this CIP have invariably been vetted by external experts (e.g., the development of the Master of Information Systems Assurance Management in the coming year, and the commensurate review of the existing Master of Information Systems Security Management that is due with the Quality Council this year). Collaborations are being pursued with other institutions in the IAI sector, as are some collaborative initiatives with the University of Lethbridge; this CIP reflects the consultations and benefits of cooperation with these post-secondary institutions. In the process, both Presidents and VPs Academic of other institutions have been engaged in dialogue with Concordia regarding its role within Campus Alberta. A number of consulting services have been extensively engaged in order to ensure best practices at all levels; for example, Leading -By-Design, Canada's "leading" university consultants have been engaged at Concordia for over a year. This consultation has been supplemented by the engagement of Noel/Levitz in the area of student recruitment and retention. Recommendations made by these consultants are foundational to our "Concordia Tomorrow" initiative and are woven throughout this CIP. The engagement of the President on the civic, provincial and federal level, including active participation in the AUCC, has ensured a well-informed perspective on various matters that are raised in the CIP. In summary, Concordia extends its internal consultative culture to the



external community, producing a CIP that is open, transparent, and consistent with the goals of internal and external stakeholder interests.

## 5. ENVIRONMENTAL SCAN

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### ENVIRONMENTAL SCAN (SWOT)

#### Internal Conditions

*Experienced and stable staff.*

*Enhancements to faculty.*

*Need to alter internal processes to more effectively utilize new information technology.*

*Need for more diverse sources of revenue.*

#### External Conditions

*Increasing number of student seats resulting from expansion of MacEwan, increased number of University of Alberta undergraduate spaces, NAIT's offering of Applied Degrees.*

*Demographic trend that diminishes population age 18 to 25.*

*Increased demand of professional upgrading and lifelong learning.*

*Trends toward on-line learning and distance education.*

*Financial constraints imposed by reduction in provincial government funding.*

*Effect of funding due to Government priorities.*

*Limited credit markets.*

Concordia has operated for 91 years as an educational institution in Edmonton. During those years, Concordia has evolved from being a parochial institution with the single purpose of preparing young men for ministry in the Lutheran church to becoming a full and proud post-secondary member in Campus Alberta. Offering 12 majors, 14 areas of concentration, a number of cohort-based after degrees, as well as two masters' programs, Concordia continues to expand its offerings that retain a focus on the essence of a university education in order to be a full partner in the building of the knowledge-based society that the Ministry is striving to create.

Concordia's place in the post-secondary educational system of Alberta is affected by both internal and external conditions which together shape the future of this, the largest independent university college in Alberta.

### 5.1 INTERNAL CONDITIONS

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Since its accreditation in 1987, and in keeping with the vision articulated in its mission statement, Concordia has been steadily adding new areas of concentration so that as many of its students as possible can complete their

educational objectives here. This has in turn allowed for greater flexibility in meeting the needs of students seeking to transfer into or out of Concordia from other post-secondary institutions in Alberta.

A grave concern for Concordia is that a nearly decade long trend of excellent student retention and transfers into the institution that had served to off-set lower first year enrolments has been reversed. A further concern is a consistently smaller cohort of graduating high-school students from which to draw. The net result is that all efforts to increase participation at Concordia have merely had the result of stabilizing enrolments within a very narrow corridor. However, Concordia has put measures into place to increase access and first year enrolments and to improve retention with the engagement of Noel-Levitz. *Between new marketing initiatives, improved front-line student services, and the implementation of a concerted internationalization strategy, Concordia anticipates improvement of the overall student participation rate within the next three years.*

Concordia's enrolments have in fact stabilized according to LERS actual counts after several years of decline. But it is only stabilization. Concordia has been compelled to lower its expectations for the future, and has budgeted for relatively flat tuition revenue for the 2012-2013 academic year; we are budgeting lower tuition revenue for all the years spanning the current CIP to 2015.

Concordia's professional programs continue to provide stability and strength to the enrolment picture. The Bachelor of Environmental Health (After Degree) has been highly successful in meeting the public health needs of Alberta and the other western provinces. In fact, a third of all Public Health Inspectors in Alberta are now Concordia graduates. Student demand has led us to project an enrolment of 58 in this program after four years. The Master in Information Systems Security Management program has been building on the foundation of our science programs, while serving the needs of Albertans in a technological area that is vital to the province's future economic development. The conversion of that program from a diploma program has proven to be a more attractive option for students preparing for a career in that area of specialization. At least 25 MISSM graduates now work in government security-related positions. The implementation of the new Master of Information Systems Assurance Management program in the coming academic year will

address a further need within the IT management sector and be of benefit to enrolments at Concordia.

Concordia's B.Ed. (After Degree) graduates continue to have success in gaining teaching positions. Concordia's Bachelor of Education (After Degree) graduates have also continued to receive a proportionately higher share of nominations for first-year teaching awards. Also encouraging is the news that close to 100% of our graduates in Applied Psychology and Environmental Health are currently gaining employment in their fields or are entering graduate programs.

Province-wide Graduate Outcome Surveys continue to indicate that more than 95% of Concordia's graduates are highly satisfied with the overall quality of their educational experience. In the most recent Canadian Universities Survey Consortium (CUSC) survey, Concordia again ranked among the top four of the fifty-five universities surveyed in the nation in terms of student satisfaction with their choice of university, while the results of the Globe and Mail survey of smaller universities ranked Concordia near the top in terms of its teaching excellence, satisfaction with the overall educational experience, student and faculty relationships, and the quality of our library services.

## 5.2 EXTERNAL COMPETITION AND STUDENT DEMOGRAPHICS

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Concordia's success in meeting its goals in the future is largely contingent upon the positioning of the other key post-secondary institutions in Edmonton—institutions which have been competing with Concordia and with each other for the same students.

The kind of competition that Concordia faces can be shown in its duplicate application rate. Historically, Concordia has had the highest rate of duplicate applications in the province. By far the highest number of those duplicate applications has been with the University of Alberta and MacEwan University. The total number of duplicate applications reached its highest level—53.7%—in 1996 and lowest level—40.69%—in 2000. During the subsequent years it has remained consistently around the 46.5% level.

On the one hand, the high duplication rate has its advantages, as it shows clearly that Concordia remains one of the top three choices for applicants in the Edmonton region. On the other hand, the fact that the other two institutions are able to offer equivalent educational opportunities at a lower tuition rate

(due to higher government support) adds to the challenge. Nevertheless, we are becoming increasingly successful in convincing applicants to consider Concordia their institution of choice. An entrance scholarship program introduced five years ago, and recently expanded to allow for the renewal of these scholarships, has done much to enhance our recruitment initiatives.

A further consideration is the declining numbers of matriculation graduates from secondary schools throughout Alberta. As a result, enrolment from this demographic group is expected to decline incrementally for the foreseeable future. Data from Alberta Learning forecasts a significant decline in student numbers in the secondary system for the next 10 years according to the *Alberta Access Planning Framework: A Context for Access and Demand* (June 2009), 14-15. See data by Alberta Learning:

<http://education.alberta.ca/apps/statistics/studpop/viewall.asp>

Concordia has decided to take a proactive stance in dealing with these external factors. For example, we extended block transfer agreements with MacEwan and NAIT (which are of limited utility after these institutions were granted the ability to grant their own degrees) to include Grande Prairie Regional College, Keyano College, and Red Deer College, allowing more students to ladder from business certificate and diploma programs to our degree program in Management. Now that the University of Lethbridge is offering its Edmonton Campus programs through Concordia's facilities, we believe that true mutual benefit, efficiencies, and a superior outcome for all our students is possible.

We continue to be very concerned about MacEwan's expansion of degree programs. A more direct and excellent recruitment and retention strategy, along with our strong academic programs, may just have Concordia regain its market share so that we can fulfill our mission effectively in the future.

The nomenclature issue continues to gall many of Concordia's faculty, staff, stakeholders, and Board members. MacEwan is now called a university, though it has no graduate programming, nor can it under the government's (current) Roles and Mandates Framework. Though Concordia does research and is the recipient of Tri-Council funding, and has been mandated to grant three Masters' degrees, it continues to be blocked from calling itself a university. The prospect of offering doctoral degrees is also within the government's Framework, while the nomenclature of "university college" militates against the ready validation

of these degrees. Our “university college” designation continues to confuse the public about the nature of our programming. For the majority of the public the proper noun “college” remains misunderstood as long as “university” is merely a qualifier and not the proper noun. This inversion militates against the value of the credential awarded and masks the fact that Concordia offers full university undergraduate and graduate degrees, where our graduate students experience difficulty with their applications to PhD programs outside of the province of Alberta. It also continues to have a significant negative impact on Concordia’s ability to recruit locally and internationally.

Given the common understanding of the term “university,” and the fact that Concordia has long offered undergraduate, and now graduate, university degrees, “university” actually applies more accurately to Concordia than to MacEwan. Yet since MacEwan has been permitted to take the title “university,” Concordia’s capacity to raise its profile remains greatly diminished locally, provincially, nationally, and internationally. *It goes without saying that part of Concordia’s strategy in the current CIP plan is to remediate this misapplication of nomenclature and continue to press to have Concordia renamed “Concordia University Edmonton” in due course.*

### 5.3 MARKET DEVELOPMENTS

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During the next three years Concordia will need to monitor carefully the impact of its marketing strategies. For example, it will need to increase its efforts to recruit students in the Edmonton area who are attracted to Concordia because of the educational opportunities that it offers. Increasingly, targeted strategies will need to be employed to market programs that are new or not yet filled.

Extending Concordia’s capacity on the marketing front, we have re-tasked one of our directors to the role of Executive Director of Marketing and Communications. The resources saved here were re-allocated to an in-house graphic designer, whose cost again reduced overall expenditures in this area while at the same time giving Concordia in-house control over its designs and marketing images, leading to greater consistency in identity and message.

A significant impact on the public perception of Concordia has been Concordia’s full integration into Apply Alberta. Concordia and the other independent accredited university colleges appreciate the intervention of the previous Minister that has ensured that our institutions have representation in the



planning process that is responsible for the development of the Alberta post-secondary application process. Participation in APAS has become crucial to Concordia's recruitment and retention efforts. The APAS Society accepted Concordia's membership at its November 5, 2009 meeting, and has since released the \$300,000 allocated to Concordia. *AEAE has fulfilled its promise, whereby Concordia is now fully integrated into Apply Alberta in all of its advertising as a destination for post-secondary students, which has made it possible for prospective Concordia students to apply through Apply Alberta as of January 2011.*

In keeping with all these goals, during the next three years Concordia will further refine its marketing efforts, though we are steering away from the expense of television and general awareness media. The goal of advertising as part of overall marketing in previous years was to increase awareness that Concordia is a degree-granting institution and no longer to be considered one of the city's "best-kept secrets." Future marketing resources will focus on targeted recruitment. To ensure success in its recruitment strategies, Concordia is employing the services of Noel-Levitz during the next academic year.

#### 5.4 FINANCIAL CONSIDERATIONS

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The freeze in funding for three successive years, withdrawal of envelop funding, and curtailing of the Access to the Future (Renaissance) Fund all have placed severe financial pressure on Concordia. With little room left to manoeuvre, Concordia implemented a 6-day unpaid furlough for all faculty and staff for the full year from July 1, 2011 to June 30, 2012, has negotiated several early retirements, and has terminated positions that were crucial for administration but were sacrificed in order to free resources to be made available directly for service of students. In the upcoming three years, in order to keep tuition fees affordable to students while retaining solvency for the institution, short-term restructuring, further hiring freezes, and targeted dismissals and retirements will have to be imposed. As a result, Concordia projects tuition increases for the next three years to remain at an average rate of 1.92% per year. Again, it is the sacrifice of our faculty and staff via furloughs that is making it possible for Concordia to cap tuitions in order to maintain the level of accessibility that AEAE has outlined in various documents, including the 2012-15 Business Plan. In order to survive, Concordia will have to advocate ever more strongly for an equitable



### **Concordia at a Glance**

#### **Concordia in the present year is:**

Serving 1498 (1,242 FLE) Students (including UCEP)

Offering 26 Undergraduate Degree Programs in

The Arts (5 four year; 10 three year)

The Sciences (4 four year; 4 three year)

Management (four year)

Education (After Degree)

Environmental Health (After Degree)

Offering 3 Graduate Degrees

Master of Information Systems Security Management

Master of Information Systems Assurance Management

Master of Arts in Biblical and Christian Studies

Employing 193 Full-Time Faculty and Staff

(Issuing 458 T4s for 2011)

Retaining membership in:

Association of Universities and Colleges in Canada

Association of Commonwealth Universities

Canadian Association for Graduate Studies

Western Canadian Deans of Graduate Studies

funding model for all post-secondary institutions promised in the Roles and Mandates Policy Framework, whereby equal access and affordability will be provided for all Alberta learners, no matter which post-secondary institution they choose.

The full responsibility for the funding of capital projects remains within the institutions in the Independent Academic Sector. Concordia's last capital campaign involved increased fund-raising efforts in the community and within Concordia's natural constituency to produce the funds to finance the new academic building. Given the fact that none of the funding for such a building came directly from government sources, Concordia maintains that it continues to be an exceptional post-secondary educational value and superior educational choice for the people of Alberta.

## Key Challenges and Opportunities

Challenge	Opportunity
<b>Economic Uncertainty</b> <ul style="list-style-type: none"> <li>Aging baby boomers cause stress to social services</li> <li>Rate of recovery from global recession is uncertain</li> </ul>	<b>Collaboration</b> <ul style="list-style-type: none"> <li>Coordinated system planning</li> <li>Economic downturn is typically associated with enrollment growth</li> </ul>
<b>Access</b> <ul style="list-style-type: none"> <li>Marginalized groups have difficulty accessing system <ul style="list-style-type: none"> <li>Rural Albertans</li> <li>First Nations</li> <li>Disabled</li> <li>Lower social economic status</li> </ul> </li> </ul>	<b>Leveraging Investment</b> <ul style="list-style-type: none"> <li>Maximize use of available resources through synergies among post-secondary providers and government</li> <li>Create efficiencies in the system</li> <li>Develop Access Plan (see Appendix <i>Aboriginal Learning Strategy</i>).</li> </ul>
<b>Declining Youth Population</b> <ul style="list-style-type: none"> <li>Median population age will increase</li> <li>FLE increase for all post-secondary in Edmonton is expected to be 4,780 (Alberta 14,445) over next ten years. This increase is not linear.</li> <li>U of A forecasts increase of 4,030, and NAIT increase of 225 FLE over the ten years</li> <li>No need for increased capacity</li> </ul>	<b>Student Mobility – Increasing Alberta’s Strengths</b> <ul style="list-style-type: none"> <li>Improve pathways between different learner providers and programs</li> <li>Improve pathway between labour market and learning</li> <li>Increased international migration to Edmonton</li> <li>Inter-provincial migration to Edmonton</li> <li>Intra-provincial migration to cities continues</li> <li>First Nations population is fastest growing population segment</li> <li>Increase adult learning and improve participation rates</li> </ul>
<b>Increase enrollment in Graduate and Professional Programs</b> <ul style="list-style-type: none"> <li>Encourage Albertans to pursue higher levels of education attainment within the Province.</li> <li>Create a vibrant and intellectual culture to draw top talent to the province</li> </ul>	<b>Increase post-secondary participation</b> <ul style="list-style-type: none"> <li>Increase Albertan participation in advanced learning</li> <li>Increase educational attainment levels of populations that are traditionally under-represented</li> </ul>

## 6. GOALS, PRIORITY INITIATIVES, EXPECTED OUTCOMES AND PERFORMANCE MEASURES

Concordia's CIP for 2012-2015 incorporates the major goals which are particularly relevant to the Strategic Priorities outlined in Alberta Advanced Education and Technology's 2012-2015 Business Plan as it relates to Campus Alberta. Concordia's unique goals, which meet the niche criteria of the Roles and Mandates Policy Framework, as well as align with the *Goals, Priority Initiatives, Expected Outcomes and Performance Measures* articulated in the 2012-15 Business Plan, are presented below.

### CUCA Alignment with AEAE Goals and Priorities

Concordia is:

- fully engaged in aligning learners with labour market demand in such fields as business management, education, environmental health, and information technology;
- strategically placed to address the shortage of health inspectors in the province and nationally;
- developing programs in areas such as healthcare management, applied psychology, and IT Security Management;
- committed to maintaining and enhancing academically rich programs in Arts and Science;
- increasing its research-intensive focus, thereby enhancing the research skills and experience of all students;
- committed to offering affordable and accessible post-secondary education, including to under-represented populations.

Alberta's post-secondary system is composed of diverse institutions that all play a critical role in support of the ongoing learning needs of Albertans. These needs are often conditioned by current economic conditions and attendant forecasts. A broad vision and long-term planning are required to sustain and enhance Alberta's post-secondary system. The Alberta government recognizes the need to coordinate and match post-secondary education output with current market demands as well as long-term, lifelong learning strategies. The solution that Alberta has provided is a multi-faceted six-sector model that provides diverse educational opportunities in which Concordia plays a crucial role. An examination of Concordia's current and proposed program offerings reveals that Concordia continues to be fully engaged in aligning learners with labour market demand in such fields as business management, education, environmental health, and information technology, and is strategically placed to address the shortage of health inspectors in the province and

nationally. Currently under external review is Concordia's proposal for an on-line **Master in Public Health**. A **Master's in Information Systems Assurance Management** has been approved by the Minister and will be phased in during the 2012-13 academic year. As a university, Concordia is also committed to maintaining and enhancing academically rich programs in Arts and Science for students who are intellectually gifted and who will be in the forefront of a knowledge-based society. Only such graduates will be equipped with the breadth of knowledge, skills, and attributes necessary for fast-changing professions and careers in an equally fast-paced economy. Concordia will therefore increase its research-intensive focus, as already demonstrated by the several hundred-thousand dollars in research grants received this year by virtue of initiatives of Concordia's faculty. This success is partially based upon Concordia's ability to grant masters' degrees. A particular focus will be enhancing the research skills and experience of all students.

Concordia will therefore serve qualified students in Arts and Science, maintain consistent cohort-based enrolment in programs like Education and Environmental Health that are currently at their maximum capacity, continue to expand access to its Bachelor of Management program, continue to expand its new Master of Information Systems Security Management program with the addition of a complementary Master of Information Systems Assurance Management (MISAM), and increase enrolment, retention, and success among aboriginal students. Building on the success of its block transfer agreements in Management with MacEwan, NAIT, Grande Prairie Regional College, Keyano College, and Red Deer College, Concordia will continue to articulate agreements with post-secondary partners to increase accessibility and learner choice. Further collaborations are envisioned, especially with Athabasca University, which will facilitate Concordia's ability to build into its programs enhanced distance delivery and distributed learning methods to provide opportunity for students who are not able to obtain their education on site. Course offerings during weekend, evening, and spring and summer session will be reviewed to provide opportunity for those who are unable to attend weekday sessions. Concordia has increased space to accommodate a significant number of additional students by the building of the Hole Academic Centre. During the next three years, Concordia will also manage its financial resources efficiently to maintain the affordability of its education to all students.



## 6.1 ACCESS

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### CUCA as a Learner Centered Accessible Institution

*Concordia is engaged in a full structural and program review called “Concordia Tomorrow,” the goal of which is to meet the following priorities, whereby the Concordia of tomorrow will:*

- Be student-centred
- Be of sufficient size to maximize efficiencies
- Have superior program designs and program delivery
- Seek out and initiate collaborations
- Encourage and support research
- Provide a foundation of faith and intellectual integrity
- Establish, maintain, and review administrative and policy structures to ensure best practices and alignment with Campus Alberta

Advanced education is critical to the maintenance of a civil society. This goal of AEAE recognizes the importance of encouraging a greater percentage of students to attend university for the love of learning, and the opportunity to mature and develop in a rich and supportive environment. Alberta also encourages an increasing number of adult learners to receive foundational learning that will equip them for further specialized training for the fast-changing professions and careers in a diversifying economy. Concordia will address all of these needs, even as it recognizes the foundational importance of a well-balanced liberal arts education to meaningful lifelong learning. In keeping with its mission, Concordia will therefore continue to prepare highly satisfied graduates who will serve society as dedicated leaders, responsible citizens, and competent professionals. In order to fulfill this mission, Concordia’s educational objectives in Arts and Science will continue to include the goal of providing students with courses that challenge and develop their ability to read and listen critically, to write persuasively, and to speak with a confidence born of knowledge. Graduates in Management will continue to gain the edge in filling strategic positions

in the management profession with integrity and a solid ethical foundation. Graduates in Education will continue to demonstrate the highest possible level of commitment to the teaching profession and plant within their pupils that love of learning that will carry them through life. Environmental Health graduates will continue to meet the public health needs of communities across the Prairies. Graduates of the Master of Information Systems Security Management program will leave their mark on the computer security field. Distance learning opportunities will be provided in strategic areas for students in under-represented regions.

## 6.1.1 THE MINISTRY'S STRATEGIC PRIORITIES

### Quality of Programs

Concordia maintains or exceeds its 95%+ ratings on Graduate Outcomes surveys when it comes to measuring the overall quality of their educational experience.

### Access to Programs

Concordia will seek to be fully integrated in Campus Alberta and improve its affordability and accessibility to all its students, especially those from aboriginal and disadvantaged immigrant communities.

### Support for Programs

Concordia students currently receive over \$1,000,000 in scholarships and bursaries funded by the donations of key stakeholders and from within the operational resources of the institution.

### Review of Programs

Concordia will continue to engage in curriculum renewal to ensure programs meet learner needs, implement recommendations of program reviews, reflect upon learning outcomes, and align student services to ensure student success.

Concordia has consistently sought to align itself with the Ministry's strategic priorities. Already discussed above were the internationalization initiatives that address the first goal stated in the 2012-15 Business Plan, for Campus Alberta, and its institutions to realize *"a globally recognized, quality advanced learning system that meets the needs of Alberta"*. Also in evidence is the research that, while not altogether commercializable, nevertheless serves the interest of Alberta in providing a solid research foundation in niche areas. Concordia believes it does fulfill the goal of *"excellence in research, innovation and commercialization drives Alberta's future success."*

Finally, Concordia believes it is especially well-positioned to fulfill its role within a Campus Alberta because it contributes significantly to *"... a learner-centered, affordable advanced learning system accessible to Albertans."* Concordia plays a vital role in helping develop this culture for all learners who study here, and we will endeavour to strengthen this goal in all undergraduate programs and the professional and graduate programs that contribute to it.

### 6.1.1.1 EXPECTED OUTCOMES AND MEASURES

An increasing number of students will look to Concordia to meet their educational goals, particularly in areas that are recognized for being unique and high in quality. Teaching excellence will be enhanced as Concordia maintains or exceeds its 95%+ ratings on Graduate Outcomes surveys when it comes to measuring the overall quality of their educational experience. The same will be true of ratings in the annual Globe and Mail University Report Card survey in which Concordia, along with one other BC institution, was evaluated as having the best university instructors that students had come to experience among fifty-five Canadian universities. With membership in the AUCC and the Association of Commonwealth Universities, Concordia's graduates can be



assured that their degrees are recognized by other premier Canadian universities and given due consideration in their application to graduate and professional programs. Through our alumni department, we will track students as they engage in graduate studies or pursue professional programs upon graduation.

In 2012-2013 Concordia will also continue its program review policy, which calls for the evaluation and review of all academic programs on a five- to seven-year rotating basis. A new policy will be implemented to enhance quality in the development of distance learning courses.

#### 6.1.1.2 ALIGNMENT WITH AEAE AFFORDABILITY FRAMEWORK

Concordia students currently receive over one million dollars in scholarships and bursaries that are funded by the donations of key stakeholders and from within the operational resources of the institution. Entrance scholarships, enhanced by Rutherford Scholarships, serve to draw students who can demonstrate academic excellence and who will increase the overall quality of Concordia's student body; in-course scholarships have aided greatly in retention and serve as an encouragement for students to do their best. For students in need, bursaries and scholarships have been specifically designated to eliminate financial barriers. The allocation of matching resources to such scholarships and bursaries by the Alberta government through the Renaissance Fund has done much to contribute to the affordability of university education at Concordia, as have the various components of the Affordability Package outlined in the Affordability Framework. Yet the assumptions in this CIP have changed in light of the abrogation of envelope funding and the Renaissance (Access to the Future) fund, despite the provision of student loan opportunities. Concordia nevertheless hopes to maintain that level of access which AEAE envisions. Concordia itself will therefore continue to expand current scholarships and bursaries, establish foundation-based funding mechanisms, and seek to increase donor gifts even in the absence of matched Government resources. Such designated resources, directed to students specifically, will continue to open doors of post-secondary education to students for whom the cost of such an education would otherwise prove prohibitive. Concordia will engage its development department to increase donations for the purpose of ensuring accessibility and affordability.



**Concordia will also voluntarily remain close to the government tuition caps that are mandated for the fully funded public institutions to maintain an affordable education for students in need of a smaller and more personally accessible university education. Concordia will also seek to align its individual access plan with the provincial priorities outlined in the Alberta Access plan. The goal of such an alignment is to fully comply with Alberta Advanced Education and Technology's desire to achieve specific outcomes in key areas or need, and conversely to attain that funding which allows Concordia to fulfill the Ministry's aspirations while retaining its own mission and vision.**

The newly announced funding models, which have eliminated envelope funding, will put serious stress upon Concordia in its attempt to be innovative in the implementation of new programs. While this approach greatly simplifies budgeting and eliminates convoluted formulas for reporting and assessment, it nevertheless has reduced Concordia's overall resourcing significantly. Some programs will be under stress, while others will not be supported sufficiently to attain self-sustainability. This will clearly have implications for access to programs at Concordia that might have made Concordia a more desirable destination. Concordia is nevertheless determined to achieve the goals that AEAE has set through restructuring and flexible planning.

Finally, the Honourable Doug Horner, while Minister of AET, provided the fiscal means and ministerial impetus whereby Concordia and the other members of the Independent Sector are now fully included in the work of the APAS society, and have already made great strides to be fully integrated into Apply Alberta. The expeditious full inclusion of Concordia was crucial in order for us to provide our students with government-supported student loans and financial aid, as this gateway provides the only means by which such resources will be available to Alberta learners seeking to study at Concordia.

#### 6.1.1.3 RELATIONSHIP TO THE MINISTRY'S AFFORDABILITY FRAMEWORK

The Ministry's focus on affordability has a commensurate effect upon accessibility. Concordia understands that only "*. . . an affordable advanced learning system*" will be open to all capable and eligible students, and it is a key focus of Concordia's strategic plan to facilitate access by making post-secondary education more affordable. Therefore, this component remains a key part of Concordia's CIP.

#### 6.1.1.4 EXPECTED OUTCOMES AND MEASURES

Any increase in resources other than those derived directly from student tuition ultimately makes post-secondary education more affordable and increases accessibility to students. The removal of a barrier such as unaffordable tuition should lead to a greater participation in post-secondary education, with a commensurate increase in enrolment at Concordia. It is not unreasonable to assume that a 1% or 2% increase in overall enrolment, including greater participation by aboriginal and immigrant learners, would be realized with equitable operational funding, since this would permit Concordia to reduce tuition without compromising institutional financial viability.

Concordia is also committed to providing those services that facilitate the greatest possible access to all Alberta learners. Concordia has amended its policy that deals with the accommodation of students with disabilities. The revised policy provides a comprehensive approach for the accommodation of students in this category. Concordia has also become a partner with the Alberta Association for Community Living in the delivery of their Inclusive Post-Secondary Education program. This is a program which allows adults with developmental disabilities to choose a program of study which will lead to a future career path. Concordia has asked to provide next year a share of the funds being made available to public institutions for the purpose of assisting students with disabilities. Some funds have been made available in the past; it is our understanding that such resourcing is currently under review, and we hope that such funding will be made available to help students achieve their full potential with the resources that can make their success possible.

A career counsellor is now available on a full-time basis to provide guidance to students who are planning their career futures. The Hole Academic Centre has a newly integrated Student Life and Learning Centre that provides easy access on a walk-in basis for students requiring special needs accommodation, career counselling and help in other areas like study skills and time management. A consolidation of services in the area of psychological counselling has resulted in more time available for students requiring such assistance.

Concordia has also been strengthening its support services for aboriginal students. The Hole Academic Centre includes a counselling centre for aboriginal students. Building on its extensive experience with aboriginal upgrading

programs, Concordia in the future will be able to focus even more intentionally on the needs of aboriginal university students.

Below is a summary of initiatives that are geared to facilitate student access in the areas of need identified by the GOA, AEAE, and Concordia in its Concordia Tomorrow strategy.

#### 6.1.1.5 SPECIAL NEEDS STUDENTS

➤ *Goal: To expand technical and human support for students with disabilities*

##### STRATEGY

##### PERFORMANCE INDICATOR

Under the direction of the new Director, and Administrative Coordinator, of Student Life and Learning, expand the learning supports that are available to these students.

Positions established and filled, and services expanded.

Seek funding for enhanced services.

Funding secured.

➤ *Goal: To provide suitable personnel, space, and infrastructure to meet expanding number and accommodation expectations of students*

##### STRATEGY

##### PERFORMANCE INDICATOR

Restructure, expand, and provide adequate office space for Learning Accommodations department.

Department restructured, expanded, and office space built.

Seek an appropriate level of funding from AEAE which reflects all the costs of this expectation.

Funding requested and cost-recovery process initiated.

#### 6.1.1.6 STUDENTS IDENTIFIED BY ACADEMIC REQUIREMENTS

- *Goal: To provide enhanced programming for academically at-risk students*

##### STRATEGY

Expand Concordia's program for identifying and supporting at-risk students to include incoming students with low high school averages.  
Seek funding to provide this additional help for at-risk students.

##### PERFORMANCE INDICATOR

Expanded program established in 2011 and will be further expanded in 2012-13.  
Funding requested and cost-recovery process initiated.

- *Goal: To provide enhanced counseling and other support services for aboriginal students attending Concordia*

##### STRATEGY

Hire a full-time aboriginal counselor and equip counseling office.

##### PERFORMANCE INDICATOR

Counselor secured and office equipped.

Furnish and equip a suitable lounge space for aboriginal students on campus.

Lounge space established and furnished.

Develop Learning Strategies for Aboriginal students.

Plan developed, awaiting Faculty Council and Board approval for implementation.

#### 6.1.1.7 EXPANDED RESOURCES FOR GRADUATE STUDENTS AND INTERNATIONAL STUDENTS

- *Goal: Provide suitable space and supports for growing graduate student population*

##### STRATEGY

Set aside bookable space for graduate student study and for carrying out their Teaching Assistant and Research Assistant responsibilities.

##### PERFORMANCE INDICATOR

Space established.

Establish and equip an office for the Graduate Students' Association.

Office established and equipped.

Provide suitable exclusive lounge space for group identity formation among graduate students.

Lounge space established.

- *Goal: Expand on and nurture the international learning experiences for academic credit such as Students for Development and Washington Centre*

#### STRATEGY

#### PERFORMANCE INDICATOR

Identify faculty with international interests in research and curriculum who can spearhead programs.

Faculty identified and engaged.

Engage a full time senior administrative position to spearhead international partnerships, recruitment, student and faculty exchanges, and learning abroad opportunities.

VP International appointed.

Develop Internationalization Strategy.

Strategy drafted as appended to CIP.  
Broadening of bi-directional student study opportunities.

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#### 6.1.1.8 SERVICES FOR ALL STUDENTS

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- *Goal: To provide the best possible services to all students*

#### STRATEGY

#### PERFORMANCE INDICATOR

Improve Student Services under the direction of the new Directors of Enrolment Services and Student Life and Learning.

New Directors secured and engaged in these initiatives.

Specific initiatives include:

- Improve and expand study and lounge spaces available for students.
- Streamline registration processes for students, including online registration.
- Improve communications with students through email, student portal, and digital displays.

Improved spaces established and furnished. New Student Welcome Centre to be opened in Fall 2012.  
Improved registration processes implemented, both on-line and in-person.

Improved communications initiatives implemented.



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|---|---|
| <ul style="list-style-type: none"> <li>• Improve public means of transportation available to students through enhanced bus service, shuttle service, and perhaps UPass implementation.</li> </ul> | Improved public transit options implemented.  |
| <ul style="list-style-type: none"> <li>• Create a safer environment through implementation of a Behavioural Support and Intervention, and on-campus Crisis Communication, programs.</li> </ul>    | Programs established.   |
| <ul style="list-style-type: none"> <li>• Expand recreational opportunities for all Concordia students and employees who wish to use them.</li> </ul>  | Recreational opportunities expanded with doubling of exercise room space during Summer of 2012. |
| <ul style="list-style-type: none"> <li>• Expand services of career placement for all students.</li> </ul>   | Career planning and placement services expanded.  |

### 6.1.1.9 ACCESSIBILITY SUMMARY

This above goals and the discussion that precedes it contributes to the Ministry's strategic priority to align all post-secondary education "... [to have *Campus Alberta*] become a learner-centred, affordable advanced learning system accessible to Albertans" (February 2, 2011). Concordia is filling needs in business and management, and makes significant contribution to the health sector with its preventative focus and the training of Health Inspectors in the Bachelor of Environmental Health (After Degree) program. Concordia has also made significant contributions through its graduates in the fields of IT security with its flagship Master of Information Systems Security Management degree. Furthermore, in the field of mental health, Concordia will continue to enhance its Applied Psychology program, which already boasts a proportionately large cohort of graduates annually. With upgrading programs on the Concordia campus, Concordia will encourage aboriginal and immigrant learners to transfer more readily into university programs in a campus community with which they have become familiar. Finally, on the professional level, **Concordia's Bachelor of Education (After Degree) celebrates a consistent superior reputation for program design, delivery, and consequently the quality of graduates placed throughout Alberta and British Columbia.**

During the next four years Concordia will need to capture a larger “market share” of a declining student demographic (as determined by data from Alberta Learning) in order to maintain stable FLE numbers in an increasingly competitive post-secondary educational environment by rigorous recruiting. Concordia has revised enrolment projections in its Bachelor of Management degree program in light of our inability to meet the challenge of the competition mounted by MacEwan and NAIT, who were able to spend a combined total of close a million dollars to market their Business degree programs alone. Concordia’s entire institutional marketing/advertising budget is less than \$200,000 (i.e., for general institutional awareness and all individual programs) and we are simply unable to expend the kind of multi-million dollar resources available for advertising to the fully funded public institutions.

In fact, the President of Concordia has expressed his great dismay that operational dollars, which ought to be utilized to enhance the student experience, quality of learning, and greater access is being diverted to advertising agencies. He believes that the actual competitive model imposed upon the post-secondary sector by virtue of duplication of programs and unfilled seats, despite all talk of collaboration, is counter-productive and is in need of re-evaluation so as to preclude the unnecessary expenditure of taxpayer dollars for a public good such as post-secondary education. In the Canadian context it would be deemed an abomination for hospitals to advertise and compete for patients. Concordia’s president holds that this also applies to post-secondary institutions with respect to solicitation of students. The post-secondary system ought to be geared toward systemic integration that obviates the need for advertising beyond program awareness and general information. Furthermore, the competition within Alberta’s post-secondary sectors is counter-productive to the Ministry’s strategy to be competitive on a global scale, as energy and resources are being expended in the pursuit of students for duplicate programs within the same geographic area (a clear failure of the System Review process). It is Concordia’s sincere desire that the collaboration sought by the Ministry can actually be realized and that the conditions that foster the expensive and damaging institutional competition be remediated.

The drop in enrolments in the Management program that began last year is anticipated to continue into the near future, with the result that Concordia has revised its FLE numbers downward to a maximum of 138 FLE by the 2013-2014 academic year. In the meantime, it appears that a new interest in the Arts and

Sciences will see some rise in FLE numbers in those areas, compensating for the drop in Management numbers and maintaining constant enrolment overall.

At the same time, increasing linkages are being planned to provide services to aboriginal students enrolled in Concordia's UCEP and degree programs, with the goal of increasing the academic performance and completion rate of aboriginal students. Increased information will be made available to potential students identifying the spectrum of educational opportunities available at Concordia. Tuition increases will remain responsive to market demand and ministry directives. This year's tuition increase was approximately 1.89% on average for all programs. Yet it is anticipated that some tuition reductions may be achievable if government operational grants rebound in a manner that will address inflationary and additional program costs adequately in the coming years. Through designated scholarships and bursaries, financial aid will be increased for students showing financial need. Budgets will be managed in a cost-effective manner. Administrative expenditures, as a percentage of total expenditures less ancillary expenditures, will be reduced as efficiencies are gained by consolidations and restructuring. For example, Concordia will operate with only 2 Deans: one Dean of Undergraduate Studies, one Dean of Graduate Studies. The role of the Dean of Education has been assumed by the VP Academic, in conjunction with two part-time (one course release) Associate Deans. As to senior administration, Concordia employs a VP Academic as CAO and VP Finance as COO, along with the President as CEO. The VP International, while nominally part of the senior administration, functions as an International Liaison Officer.

## 6.2 ENROLMENT PLANS

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### 6.2.1 INSTITUTIONAL ENROLMENT PLAN

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Concordia is endeavouring to develop a realistic enrolment strategy in view of the considerations explored above, and will do so in consultation with Noel-Levitz. Included in these considerations is a more aggressive local and international strategy, which includes engaging in the initiatives that are sponsored by the Association of Universities and Colleges in Canada (AUCC). While fiscal constraints precluded Concordia's participation in the Brazil mission that it had sponsored, Concordia pursued its own course, and at a cost of under \$3000 capitalized on the experience and relationships of its VP International to



secure a number of memoranda and exchanges already described above. It is clear to Concordia's administration that the establishment of duplicate programs at various post-secondary institutions in the capital region leaves many seats unfilled, including those at Concordia. To fill those spaces, other markets need be explored, and Concordia is compelled to expend its resources to pursue those markets. The enrolment projections in Table 1 are the conservative estimates predicated on a shrinking domestic demographic, variable economic conditions, and unrealized international participation. Subsequent CIPs are expected to present a more optimistic picture, as strategies of the "Concordia Tomorrow" initiative are effectively implemented.

**TABLE 1 ENROLMENT PROJECTIONS**

	LERS Actual	LERS Actual	Preliminary LERS Actual			
	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Arts & Science	748	768	745	849	866	883
Education	135	138	134	140	140	140
Management	165	128	119	135	138	140
Environmental Health	58	46	51	43	43	44
Information Systems						
Security Management	32	41	36	27	28	28
MISAM			6	15	30	41
MA	5	10	8	10	15	20
Open Studies	88	76	75	75	75	75
UCEP	106	95	74	78	80	81
Total	1,337	1,302	1,242	1,372	1,415	1453
<b>Actual (Estimated)</b>						
<b>Graduates</b>	401	350	296	(340)	(346)	(353)

In the meantime, Concordia continues to reassess enrolments in view of a number of key factors, many of which are out of the institution's control. Concordia's capacity to maintain itself in the post-secondary environment is clearly under severe stress.

Furthermore, Concordia's enrolments continue to be challenged by Alberta's economy. Though still in slow recovery, the draw of potential learners into the



workforce for immediately lucrative jobs remains strong. This situation is exacerbated by lower numbers of high school graduates, increased seats in available undergraduate degree programs at institutions such as MacEwan University, which, due to their much higher public funding models and profile, are able to offer significantly lower tuition than Concordia.

A case in point, already highlighted above, is Concordia's Management degree program. It has receded to levels that correspond to initial expectations, rather than the explosive growth it experienced during its first four years. 119 FLE students were enrolled in the Management program this past fall and winter terms. We continue to hope for a recovery in the Bachelor of Management program in view of a significant re-evaluation of its current position within the Edmonton post-secondary market. Concordia intends not only to recover, but return to a 200+ FLE enrolment in the Management program within this decade.

The demand for seats in our professional programs continues to increase. The B.Ed. (After Degree) program, for example, currently has 120 applications for its 70 first-year seats. The program ran at close to full capacity during this past year and we expect this to continue well into the future.

We have been expanding the capacity of our Bachelor of Environmental Health (After Degree) program. This program has already returned to 50 FLE in past year, though the market for the program seems to be softening.

The Master of Information Systems Security Management program receives well over 100 inquiries per year, mostly from international students. Interest is constant. Nevertheless, it is accurate to say that this program has also been under some stress; but with the addition of the MISSAM in the coming academic year, a full FLE recovery is projected for both programs by the end of the current CIP. A concerted effort is also underway to attract and include within the student body a larger number of Alberta and Canadian students.

In summary, **Concordia is still able to accommodate more seats in its undergraduate programs and is taking aggressive steps to fill those seats while pursuing the goal of becoming even more accessible to Alberta learners.** We continue to be at our current full capacity in our after-degree professional program in Elementary Education, but are seeking to expand our capacity in our other after-degree and graduate programs. Furthermore, as Concordia continues to have excess space and capacity in its physical plant, a site use agreement with the University of Lethbridge, which is now administering and

offering its Management Programs on the Concordia campus, is making better use of Concordia's (unfunded!) capital resources on an at-cost basis. Concordia's entrance scholarship program also continues to assist in attracting an increasing number of academically gifted students, while at the same time retaining its goal of being fully accessible to all Alberta learners.

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### 6.2.2 PROGRAM ACCESS PLAN

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Concordia's degree streams are well designed as excellent university programs in the liberal arts, sciences, and professional and applied realms. Consistent monitoring of individual degree programs by departments was implemented at Concordia after the institution's last comprehensive self-evaluation. Such reviews reflect upon program strengths and weaknesses and provide the opportunity for adjustment of course offerings to meet market demands while maintaining program requirements. New programs in carefully targeted areas that align ministry objectives with institutional mandates are planned; e.g., a Master of Public Health has been finalized and is under external review.

Having received final approval from the Campus Alberta Quality Council and the Minister, Concordia's Master of Arts in Biblical and Christian Studies has graduated its first two graduates. The unique characteristics of this program lead Concordia to anticipate relatively high demand from across Western Canada, though recruiting efforts have been hampered by unexpected staffing reductions.

Concordia has received Ministerial approval for its Master of Information Systems Assurance Management (MISAM). It is a course-based professional master's program. The program integrates some course work from the current MISSM program and also new information systems audit and governance courses which form the core of this new master's program.

This new program, which will be implemented in the 2012-13 academic year, will help satisfy obvious market needs as well as the government's stated priorities.

During the next three years, Concordia is also reviewing its four-year B.A. degree programs with the intent of adding majors in Sociology, History, and

Interdisciplinary Studies. These will not be included in our enrolment and fiscal projections until they have moved beyond the planning stage.

<b><i>Program Expansion (changes to existing programs)</i></b>	<b><i>Rationale (brief overview only)</i></b>	<b><i>Funding Source</i></b>
Through program improvement, and strategic marketing and recruitment, increase enrolments in:		
4-year Bachelor of Arts, Bachelor of Science, and Bachelor of Management programs	Program capacities exceed current enrolments.	Funding in place with addition of fees from additional students.
Master of Arts, Biblical and Christian Studies	Program capacity exceeds current enrolment.	Funding in place with addition of fees from additional students.
<b><i>Program Contraction/ Termination</i></b>	<b><i>Rationale</i></b>	<b><i>Funding Implications</i></b>
BA Sociology 3-year	Enrolment will drop as proposed new BA Sociology 4-year is implemented.	Funding for these 3-year programs will be transferred to assist with proposed 4-year programs.
BA Psychology 3-year	Enrolment will drop as proposed new BA Psychology General 4-year is implemented.	
BA general 3-year	Enrolment will drop as proposed new BA Combined Concentrations 4-year is implemented.	
BA Political Economy 3-year	Program will be phased out as proposed 4-year Political Economy BA, and 3-year Political Science concentration, are phased in.	Funding will be transferred to the proposed new 3-year Political Science concentration.

<b><i>New Program Development</i></b>	<b><i>Rationale</i></b>	<b><i>Projected Funding Source</i></b>	<b><i>Planned Implementation Year</i></b>
Master of Information Systems Assurance Management	Program approved by AEAE to satisfy student demand and capitalize on institutional capacity.	Student fees and reallocation of existing resources in MISSIM.	2012
Master of Public Health	Proposal to meet student demand and capitalize on institutional capacity.	Student fees and industry sponsorship	2012
BA Sociology 4-year	Program will build on the existing 3-year concentration and provide students with a stronger foundation in a high-demand discipline.	Resources transferred from gearing down of 3-year program; AEAE funds, student fees.	2013
BA Combined Concentrations 4-year	Program will enable students who desire a general 4-year BA to combine 2 existing 3-year concentrations.	Existing funds, used more efficiently.	2012
BA Psychology General 4-year	Program will complement existing Psychology (Applied Emphasis) 4-year BA and build on the existing 3-year concentration, giving students a stronger foundation in a high-demand discipline.	Resources transferred from gearing down of 3-year program; AEAE funds, student fees.	2012
BA Political Economy 4-year	Program will give students a good grounding in public policy, an area in high demand as governments replace retiring staff.	Resources transferred from phased-out 3-year program; AEAE funds, student fees.	2013

BA 3-year Political Science concentration	Program will provide students with the opportunity to take a 3-year program focusing in a high-demand discipline.	Rolled in with 4-year BA in Political Economy above.	2013
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## 6.3 RESEARCH

Despite financial constraints, Concordia continues to provide support for faculty research through leaves, reductions in teaching for research purposes, and funding for conference attendance and other research purposes.

With the introduction of new graduate programs, Concordia's Dean of Research and Graduate Studies has made great advances that have served to enhance Concordia's research culture. As a result, Concordia now has full membership in Canadian Association for Graduate Studies and full membership in the Western Canadian Deans of Graduate Studies. In keeping with this status, Concordia has developed a new Strategic Research Plan and approved a Revised Policy on Integrity in Research as well as a Policy on Research Involving Human Subjects. Furthermore, a comprehensive plan has been developed and submitted to AEAE. As a further benefit, this plan will attract more funds for graduate student research support. Recruitment efforts are underway to attract high-performing candidates for admission to graduate programs. Faculty members with a demonstrated record of accomplishment in scholarship and research are the preferred candidates for teaching in the graduate faculty. As noted above, a priority in Concordia's Strategic Research Plan is the fostering of research skills in undergraduate, professional, and graduate students.

### 6.3.1 IRP SUMMARY

The guidelines for the CIP state that in the current year a comprehensive submission of a new research plan is not required. Concordia, can, however, highlight that a centre of excellence has been established through resources granted by SSHRC. The Centre for the Study of Scholarship and the Christian Faith has received a \$90,000 Aid-to-Small-Universities (ASU) grant for a three-year pilot project, and exists under the auspices of Concordia's School of Graduate Studies and the Religious Studies Division.

A second major development has been the establishment of the Canadian Centre for Inclusive Education Research. The Centre is to be based at University of Western Ontario with regional hubs in each province. A number of universities across the country are involved. And Concordia has been chosen to represent Alberta. Recently the partner universities in this project have received a \$20,000 grant to finance the development of a proposal for a major partnership grant from SSHRC. Through its involvement in this venture, Concordia will continue to develop as a significant contributor on the international scene to inclusive education research

The IRP that was submitted in October summarized Concordia's other research endeavours that relate more closely to AET's overall goals as follows:

As the Government of Alberta's document Strategic Research and Innovation Priorities indicates, "ICT is the pervasive engine of innovation across many diverse areas." This is true at Concordia, where ICT has been essential to the development of programs and research in many disciplines and in particular in the following three areas of research strength:

- Information Systems Security
- Computational and Applied Mathematics
- Public Health
- Inclusive Education

#### 6.3.1.1 **GOAL 1 ESTABLISH A FOCUSED INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT) CENTRE**

Concordia has developed niche graduate programs in the first two areas above: the Master of Information Systems Security Management (MISSM), launched in January 2006; the Master of Information Systems Assurance Management, to be implemented in September 2012; and the Master of Public Health, proposed to be implemented in 2012. Both the Information Systems Security Department and the Environmental Health Department have generated applied research in their respective areas. The Mathematics Department does not have a graduate program, but the main researcher in that area is actively involved in a collaborative project with researchers at the University of Saskatchewan and the University of Alberta. This research is supported by MITACS, NSERC, and a Concordia research grant.



All three of the research areas listed above are heavily dependent on ICT. Concordia proposes to advance research in these areas by purchasing a bank of computer servers dedicated to supporting research in the areas listed above. These servers would be housed on campus and would be accessible to authorized researchers on-line.

Concordia is also seeking to expand its research in the ICT area to include an international research component. Accordingly, Concordia is working on an international project via a three phase implementation. Firstly, the MISSM/MISAM will be offered as a joint program with a Brazilian institution (classes held in both campuses), where Concordia initially grants the degree, followed by the granting of joint degrees, leading to the development of an international research based PhD program in Information Security at the two host universities; all the above is contingent upon Brazilian and AEAE (CAQC) approval.

#### 6.3.1.2 GOAL 2 DEVELOP CONCORDIA'S STRENGTH IN PUBLIC HEALTH

Concordia presently offers a Bachelor of Environmental Health (After Degree). It is now proposing a new Master of Public Health program. In 2010 Concordia hired a new faculty member with research strength in issues relating to physical trauma and pain. This researcher will be applying for CIHR funding to support her research. Concordia will be seeking CIHR eligibility in order to be able to support this and future research in the public health area.

Concordia will also be encouraging the Psychology Department's plan to develop after-degree courses in clinical psychology, to be made available to working psychologists seeking professional development. New graduate diploma and certificate programs in Psychological Assessment and a graduate certificate program in Animal Assisted Therapy have been developed and approved. The Animal Assisted Therapy program will be launched in the spring of 2013. The Psychological Assessment programs will be launched in the fall of 2013. Concordia is also exploring the possibility of developing a collaborative PsyD degree and is in discussions with the Psychologist's Association of Alberta to develop protocols.

#### 6.3.1.3 GOAL 3 DEVELOP CONCORDIA'S STRENGTH IN ELEMENTARY EDUCATION

Concordia has been informed by Jacqui Specht (UWO) that a consortium of university researchers, including Dr. Tim Loreman at Concordia, have been



successful in obtaining an initial \$20,000 grant from SSHRC to write a comprehensive proposal for the creation of a *National Centre for Inclusive Education* that will be located at the University of Western Ontario . The intent of this small grant is to allow us to write up a full proposal for the Centre, and it is an important step because without these initial grants this consortium is not permitted to apply for more money on a partnership grant. Nevertheless, this notification flags Concordia as important, places us in a smaller applicant pool, and greatly improves our chances of getting more substantial resources. In this full proposal we will be asking for several hundred thousand dollars from SSHRC, some of which will be allocated to Concordia. This initial \$20,000 grant belongs to all partner institutions but will be managed at UWO. It will be mostly spent on enabling members of the group to convene over the next few months in order to develop the full proposal for funding.

The Centre's research focus is summarized in the following abstract:

*More needs to be done to equip and empower the education community with the competence and confidence required to teach students with exceptionalities in the classroom. Inclusion is generally defined as students with exceptionalities attending their neighbourhood school with the general education teacher taking responsibility for their learning. This definition implies that ALL students belong and are valued members of their classroom and school communities. A large scale review of the Statistics Canada 2001 Children's Participation and Activity Limitation Survey data, revealed that children who are educated in high inclusive settings are in better health, enjoy going to school, progress well in school, and interact positively with peers compared to students educated in low inclusive settings. Additionally, a recent systematic review of the literature shows no adverse effects or difference in the achievement of typically developing peers when students with exceptionalities are included in the regular classroom. In spite of research that indicates that inclusion is beneficial for all students, a large percentage of students with exceptionalities continue to be excluded from the regular classroom. Access to equitable education in Canada is a human right; one that is ignored for many of our students with exceptionalities. The reasons behind the exclusion relate to professional development, classroom management, and inadequate supports and resources. A beneficial framework for optimal inclusion is Universal Design for Learning (UDL). The term is borrowed from the world of architecture in which Universal Design is a concept of designing all products and the built environment to be usable to the greatest*



*extent possible by everyone, regardless of their age, ability, or status in life. Applied to learning, we are interested in designing curriculum that allows equitable access to the finest possible education.*

*The proposed Partnership Grant will unite the national researchers within the Centre for Inclusive Education at the University of Western Ontario for the purposes of building and sharing knowledge relative to inclusive education on a national level. While many Canadian scholars are involved in research that is directly related to inclusion, there is no national voice for inclusion research. This Centre will be a conduit for engagement, exchange, and dissemination relative to research-based knowledge of inclusion in Canada for educators, administrators, researchers and families. It will bring together 25 investigators students from 17 postsecondary institutions across Canada. They will work with graduate students, community partners, school boards, and ministries of education to develop research projects related to UDL in the areas of social and emotional well-being, policy, instructional practice, and professional education.*

*Funded and unfunded training opportunities will be provided to offer research experience consistent with the degree requirements for students in undergraduate and graduate programs. Postdoctoral fellowships will be held by recent doctoral graduates at other universities affiliated with the Centre.*

*Mobilization and accessibility of social sciences research will be facilitated by the use of different communication methods and formats. Our established web site will share results from the research projects as well as facilitate on-line conferences and lecture series. Conference presentations, research articles, and current research to practice “tip” briefs will inform researchers, educators, policy makers, community organizations and families about various aspects of research findings.*

*In summary, the proposed work of the Centre will facilitate researchers from coast to coast to form collaborative partnerships with local schools and community groups in order to develop a Canadian understanding of inclusion. This collective Canadian perspective is vitally important in a country in which education policies and practices are established and enacted provincially and locally within school districts. By researching and disseminating research nationally and internationally, we aim to empower the education community with what it needs to be effective with and for students, especially those with exceptional needs.*

## 6.4 SUSTAINABILITY

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### 6.4.1 REVENUE PROJECTIONS

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The operational grants from the province for post-secondary programs are expected to continue to fall short of operational needs for the foreseeable future, despite concurrent moderate increases in the cost of living. Government grants account for some 45% of all revenue coming into Concordia; while operational costs will continue to increase, funding that does not will demand efficiencies in overall operations that can only be sustained in the short term. Since no operational grant increase for university programs is predicted for at least another fiscal year, and since Concordia has had its funding reduced by 7% over the past two years, it is not possible to anticipate completely what consequences reduced funding will have for the years of this CIP. Consequently, Concordia is engaged in some very extensive restructuring and re-evaluation of every aspect of its operations, expending resources on consulting expertise that has already paid significant dividends.

#### 6.4.1.1 REVENUE-GENERATING ACTIVITIES

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To realize its goals within the milieu of economic restraint and restricted government funding, Concordia must optimize opportunities for revenue generation. Three streams of revenue can be partly directed by internal strategies: revenue from tuition, auxiliary activities, and donations. An integrated planning process, which currently is in progress, will help to identify specific revenue-generating initiatives.

With respect to tuition, Concordia endeavors to increase student enrolment and increase tuition rates that at maximum equal cost-of-living increases. Increase from tuition revenue must come from enrollment increase. Notably this will require targeted and effective marketing to improve public awareness of Concordia's academic options, selective increasing of program options that capture unmet needs for continuing education and professional development, improvement of public transportation access to the Concordia site, and enhancing the undergraduate student experience on campus. Specific initiatives are also being taken to improve self-service opportunities and the quality-of-service standards for student admission and registration processes, along with marketing

initiatives that will raise the profile of Concordia in Alberta. Initiatives are in place through the Concordia Tomorrow project to address these needs.

Auxiliary revenue will be enhanced by expanding conference and other rental of the Concordia facility. To this end, a full-time facility director has been engaged; preliminary indications are that this was a long overdue strategy. In addition, as funding is available, residence space will be expanded to accommodate larger student and public audiences for conference residence spaces. Renovations of several spaces at Concordia that are anticipated to improve facility marketability (such as a multi-use Board Room/Reception Centre) is also under discussion and should be realized within the 2012-13 academic year.

Finally, efforts are needed to increase donation income for capital projects, student bursaries, new equipment, and recruitment initiatives. Most notable is the (second) annual Lobster Fest that attracted close to 400 individuals to Concordia's campus and familiarizes existing and prospective donors with Concordia's campus.

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#### 6.4.2 COST EXPECTATIONS

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A number of issues present continuing risk to Concordia's sustainability. The most important issues are:

- Rapid increases in the cost of pension and group benefit costs
- Volatile energy costs
- Major costs associated with upgrades to IT services
- The pending effect on debt servicing costs resulting from rising interest rates
- Increases to compensation costs that may result from job reclassification
- Limited resources for the accommodation of special needs students

Recent increases in employee benefit costs continue to be a cause for concern. This applies to both pension and group insurance benefits. Concordia provides a defined benefit plan through the Worker Benefit Plans sponsored by Lutheran Church-Canada. The pension plan is having some difficulty meeting required valuation and solvency requirements. To augment funding deficiencies, costs have increased by 4% increase in July 2010 bringing the employer contribution cost up from 11% to 15% of salary. A further increase followed in 2011-12, where Concordia now faces a 18.4% employer contribution requirement.

Going forward, pension costs will depend upon investment market returns and changing actuarial determinants. Furthermore, the measures that have been taken to mitigate the risk to the pension plan (e.g., the phase out of a 100% employer paid Defined Benefit plan in favour of a 4% employee supplemented contributory Defined Contribution plan that begins for all employees January 1, 2013). However, even this measure will in the short while impose yet higher employer (4%) contribution cost upon Concordia. The effect of these variables is still somewhat unknown, and it appears probable that there may be significant further increases in the next four years.

Group insurance costs, especially health and dental benefit costs, continue to increase at a much more rapid rate than are salaries generally.

Fluctuating energy costs also impose some risk. Long-term energy contracts in the past facilitated some budget stability. The natural gas contract was renewed in 2010, with a \$5 a Gigajoule rate locked in for 5 years. An electricity contract was entered into on January 2011, with fixed hourly block charges, locked in until December 31, 2013. Natural gas and energy rates are at historic lows, with likely reductions in costs on the short-term horizon. Long-term forecasts are more uncertain and subject to considerable volatility.

Rapidly changing technology requires continual renewal of IT equipment and software. The need for a robust and integrated ERP system has been identified and discussed above. Much institutional energy has been expended in addressing the need to replace existing student information and business office systems. Even if shared with a consortium of colleges, as is planned, costs of such conversion will be very substantial.

Another concern for Concordia will be the effect of rising interest rates on the cost of borrowing. Concordia currently carries in excess of \$9 million in medium to long-term debt. Interest costs at current rates are in excess of \$500,000 per year. Although a large part of the debt is locked in at a fixed rate, an increase of even one or two percentage points at the time of renewal could significantly affect interest costs. Interest rates appear to remain stable in the foreseeable future.

Sensitivity to salaries in the external labour market is needed to ensure that Concordia retains or attracts quality faculty and staff. Pressure to increase salaries is partly alleviated as a result of the recent slow-down of the North

American economy, but the need for a compensation review of all staff and faculty has been identified. A job classification review for administrative personnel is currently in progress with advice from the Hay Group, and this will likely lead to salary revisions and modified pay grids. The immediate effect may be an upward adjustment of some salaries, which may place some financial stress on Concordia over the four-year horizon. Longer term, this action will stabilize compensation and ensure that Concordia's pay scales are consistent with the external market place.

## 6.5 COMMUNITY

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### 6.5.1 COLLABORATION: ALBERTA-BASED

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This plan assumes the continuation of Concordia's collaborative arrangements reflected in the library's memberships in NEOS and COPPUL. Concordia's Library Director, Mr. Dan Mirau, is serving as the chair of the NEOS consortium. This illustrates not only Concordia's commitment to this initiative, but it also highlights the acknowledgment by NEOS of the expertise of Concordia's Library Director. Our library also has membership in the Canadian Research Knowledge Network, a national consortium of academic libraries committed to equitable and affordable access to online research collections.

Concordia expanded its block transfer agreements with MacEwan and NAIT to include Grande Prairie Regional College, Keyano College, and Red Deer College, as well as the potential for enhanced collaboration with the University of Lethbridge for students wishing to complete degree requirements in our Bachelor of Management program. These agreements enable more students to ladder from certificate and diploma to degree credentials.

During the next four years, Concordia plans to strengthen the following other areas of collaboration that are essential to the delivery of its programs:

B.Ed. (After Degree)	<p>More than 100 schools in over 30 public and separate school districts across the province, in addition to a number of accredited independent Christian schools, have been providing student practicum opportunities for our students.</p> <p>Many school teachers from area public and separate jurisdictions, as well as senior graduate students and professors from Alberta's universities, participate as instructors in our program or provide instructional support for practicums.</p>
Bachelor of Environmental Health (After Degree)	Each year at least 20 practica are normally administered through the Capital Health Authority, other health authorities in Alberta, and three authorities outside Alberta.
4-Year B.A. in Applied Psychology	More than 60 sites are available for field experience opportunities.
4-Year B.Sc. in Chemistry	Collaborative discussions and agreements have been occurring with companies like Sherritt, Celanese, and DeGussa.
Bachelor of Management	Collaboration and support is being provided from 12 members of the business community through their participation in the program's advisory committee. Special lectures given in classes by members of the business community.
Master in Information Systems Security Management	24 persons from 17 firms and agencies have provided advice on the design, development, and delivery of the program.
Aboriginal Programs	Collaboration and support are being provided by the Edmonton aboriginal Education Council, Northern Alberta Development Council, and the aboriginal Educational Counselors' Conference.
Career Development Diploma Program	Two firms have collaborated on program delivery. Other companies and individuals have consulted on program development and delivery.

Nor are these the only opportunities that Concordia is pursuing. In general terms, Concordia has the goal of entering into collaborative agreements with other institutions for the purposes of

- increasing the educational opportunities available to Concordia's students, and
- making more effective use of already engaged institutional resources.

#### STRATEGY

#### PERFORMANCE INDICATOR

Explore opportunities for strategic cooperation with other institutions.

Plan produced.

Engage in discussions with other institutions, especially the University of Lethbridge.

Discussions and negotiations engaged in.

Secure collaborative agreements achieving the following goals:

Agreements secured.

Expand the educational opportunities available to our students.

Expanded opportunities made available.

Minimize the number of undersubscribed senior-level sections by course delivery collaborations with other institutions.

Undersubscribed senior sections reduced.

### 6.5.2 COLLABORATION: GLOBAL NETWORKING

Concordia has signed student and faculty exchange agreements with the University of Oldenburg and the University of Hamburg. Five students from Hamburg have attended Concordia over the last four academic years. Concordia's Master of Information Systems Security Management program has been enrolling numerous students from India, China, Nigeria, Pakistan, Chile, Saudi Arabia, and the United Arab Emirates.

We have a partnership with Deutsche Telekom which involves the placement of two to six interns at Concordia for periods of six weeks at a time. This partnership has been flourishing to the point that our German partner is discussing the possibility of further increasing the number of interns.



Concordia also regularly places students in the Student for Development Program in Africa, sponsored by CIDA, and students in internships at the Washington Centre. This latter initiative is assisted by AEAE.

Concordia continues to work closely with the International Office of AEAE, along with a consortium that includes the Universities of Alberta, Calgary, Lethbridge, as well as SAIT and MacEwan, to engage in a student internship initiative with several universities in Saxony, Germany. This has been put into effect, and the project is underway bearing the title: [Internship Abroad: Alberta Saxony Program](http://www.international.ualberta.ca/goabroad/InternshipsAlberta-Saxony.cfm) (<http://www.international.ualberta.ca/goabroad/InternshipsAlberta-Saxony.cfm>).

The greater scope of internationalization has already been discussed elsewhere in this document, to which may be added the planned AEAE trip to India in which Concordia is participating.

Finally, while Concordia has been working on the development of mutually beneficial exchange agreements with institutions in other countries, it has also been strengthening support services for international students who enrol at Concordia. For example, special arrangements for health insurance coverage are being made through Concordia's Office of Student Life and Learning.

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### 6.5.3 COMMUNITY ENGAGEMENT

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Concordia has for 90 years been part of the Edmonton community, and actively engaged in its cultural, social and artistic development. Below is an outline that summarizes this engagement. Concordia has as one of its goals the provision of meaningful educational, cultural, and social activities for the community as an extension of Concordia's mission.

#### STRATEGY

Host presentations and forums on issues of community concern.

Concordia site used as an emergency response location.

#### PERFORMANCE INDICATOR

Events hosted.

Concordia proved to be significant in response to the Slave Lake fires as a processing centre for affected individuals and families.



Continue to provide performances and opportunities for community involvement through Concordia's School of Music community ensembles:

- Concordia Community Chorus
- Concordia Symphony Orchestra
- Festival City Winds
- Singspiration summer camps.

Community Chorus engagement continued.  
Orchestra involvement continued.  
Band activities continued.  
Singspiration camps continued.

Expand opportunities for children in the realm of athletics and team sports by establishing new summer sports and recreation programs.

Number of athletics camps greatly increased.

To expand opportunities for children in academic areas of interest in summer programs.

Summer academic camps established.

- Science Camps

Inaugural camp held in August 2012

To provide the appropriate F.T.E. level of support for coordinating these activities.

Necessary support secured.

## 6.6 COMPETITIVENESS

### 6.6.1 INNOVATIVE CURRICULUM DEVELOPMENT

In the area of innovative curriculum development, Concordia has continued to deliver various courses throughout Canada by way of distance delivery, as well as through “distributed” and “pod-cast” learning initiatives. Furthermore, talks have begun with Athabasca University to engage in mutually cooperative learning models, whereby resources of both institutions could be mutually accessible. To this end, Concordia is operating under a new Distributed Learning Policy.

Concordia has again offered three 600-level courses in Public Health this past academic year. The courses drew 70 registrations from most provinces across Canada. These courses were used to measure demand for a proposed new Master of Public Health program.

Furthermore, six courses continue to be available for transfer credit to Concordia in the area of Religious Studies for professional church workers. The

courses are delivered via the Internet by a consortium of Lutheran universities in the United States and are virtually equivalent to courses available at Concordia. Three more distance-delivery courses have been developed by Concordia itself for the benefit of professional church workers in the field.

The development of a distance-delivery facility, as a result of grant funding, is providing other opportunities to deliver programs of study in new alternative methods, in Education and Environmental Health particularly. We are aggressively exploring these opportunities, facilitated by grants obtained by a number of faculty.

Concordia will also continue to offer its Diploma Program in Career Development through a number of alternate delivery paths, including correspondence courses, extension programs, and other off-campus delivery modes.

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## 6.6.2 TECHNOLOGY INTEGRATION

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Integration of technology continues to be a priority at Concordia. As a smaller university college, financial resources limit the capacity to meet the expectations of faculty, staff and students. Collaboration and cooperation with education providers will be essential if information technology priorities of Concordia are to be met.

The highest priority will be to integrate IT technology to create a structure for IT governance within Concordia that clarifies an IT strategy, ensures selection of the most cost-effective technology options, establishes effective guidance for implementation and training associated with new systems, and ensures line management responsibility in alignment with institutional policies.

Concordia is committed to participate with the PSI Collaborative ERP consortium with the intent of creating a **cooperative enterprise resource planning (ERP) technology solution**. The PSI Consortium consists of a partnership with Portage College, Lakeland College, Keyano College, and Alberta College of Art and Design that has recently submitted its proposal to AEAE for a standardized externally hosted integrated software solution to support provision of business office, admission, registration, and development functions.



Concordia will also support and cooperate with other provincial initiatives to promote greater sharing of data, software, and networks with the intention of working to common standards and processes.

#### **6.6.2.1 INFORMATION TECHNOLOGY**

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Concordia will continue to make appropriate use of technology to improve the learning environment, enhance services to students, and effect internal operational effectiveness. Main priorities are as follows:

- Website redesign completed with further development planned
- Enhancement and optimization of learning technologies in the lecture room
- Integration of Student Information Services to improve admission and registration processes and provide better interface with business office and education technologies
- Create a central student portal to provide a centralized electronic location for student information. This will include on-line course selection, student friendly degree audits, on-line payment (completed), etc.
- Upgrade telephone systems to embrace digital and PBX technology

## **7. FINANCIAL AND BUDGET INFORMATION**

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### **7.1 STATEMENT OF EXPECTED REVENUE AND EXPENSES**

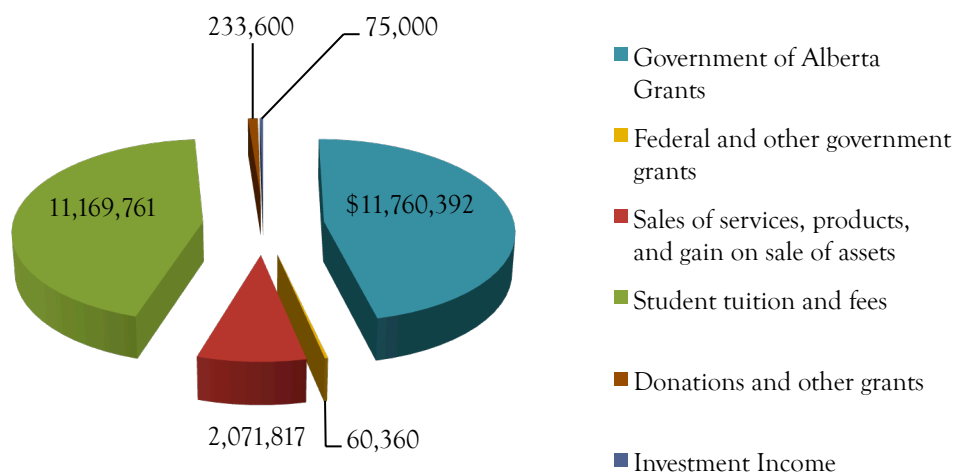
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Forecast of revenue and expense until the end of fiscal year 2014/2015 are shown in Table 2. The forecast reflects operating expenses and revenue on an accrual basis that includes amortization and recognition of deferred revenue and expense. Capital expenditures are excluded from this forecast (see Part 8 Capital Plan). For fiscal years 2013/14 and 2014/15, operating deficits are forecast, assuming moderate enrolment growth and government funding increases at 2%.

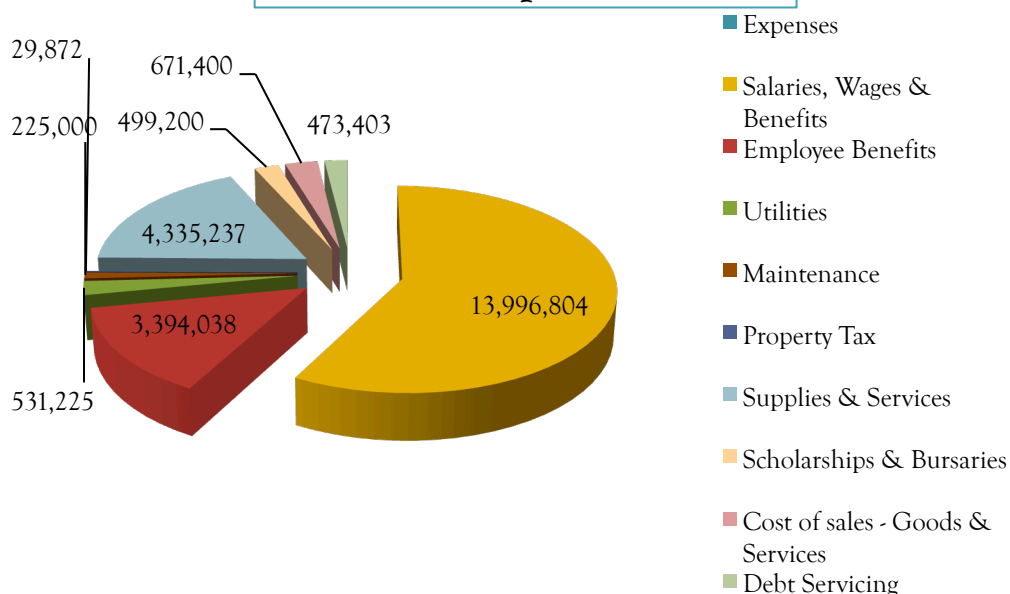
**Table 2: Forecast Revenue and Expenses (excluding capital outlay)**

	Actual 9 months 2011/12	Budget 2012/13	Forecast 2013/14	Forecast 2014/15
<b>Revenue</b>				
Government of Alberta Grants	\$8,755,083	\$11,760,392	\$11,995,600	\$12,235,512
Federal and other government grants	-	60,360	60,000	60,000
Sales of services, products, and gain on sale of assets	2,325,607	2,071,817	2,022,820	2,061,224
Student tuition and fees	8,795,994	11,169,761	11,377,024	11,722,212
Donations and other grants	359,903	233,600	231,940	250,954
Investment Income	5,182	75,000	76,500	78,030
Amortization of deferred capital contributions	172,669	230,225	0	0
	20,414,438	25,601,156	25,763,884	26,407,932
<b>Expenses</b>				
Salaries, Wages & Benefits	10,472,082	13,996,804	14,570,134	14,786,565
Employee Benefits	2,400,009	3,394,038	3,529,679	3,600,273
Utilities	543,310	531,225	651,129	664,152
Maintenance	168,044	225,000	273,482	278,952
Property Tax	3,651	29,872	5,100	5,202
Supplies & Services	3,930,036	4,335,237	4,687,741	4,606,285
Scholarships & Bursaries	458,000	499,200	570,818	582,234
Cost of sales - Goods & Services	651,000	671,400	587,826	599,583
Debt Servicing	486,500	473,403	496,230	506,155
	24,175,516	24,156,179	25,372,140	25,629,399
<b>Net Operating Excess/(Deficiency)</b>	\$1,219,312	\$1,444,977	\$391,744	\$778,533
<b>Less: Amortization of Goods and Services</b>	1,292,135	1,430,225	1,224,824	1,248,480
<b>Excess/(Deficiency) of revenue over Expense</b>	<b>-\$72,823</b>	<b>\$14,752</b>	<b>-\$833,080</b>	<b>-\$469,947</b>

## Estimated Revenue 2012-13



## Estimated Expense 2012-13



Cash flow forecasts for the current and following fiscal years are reflected in Table 3. Due to the change in our year end resulting in 2011/12 being a nine-

month period, the cash flow shows an actual surplus as at March 31 of \$2,515,880. Keep in mind that the nine-month period ending on March 31 includes the more profitable months. This cash balance is typical at March 31 and is normally depleted during the months of April through June. Typically, Concordia has to access its line of credit during the summer months.

**TABLE 3: CASH FLOW FORECAST 2011/12, 2012/13**

	Year ending Jun 30/11	9-month period ending Mar 31/12	Forecast 2012-2013
Net inflow (outflow) of cash related to the following activities:			
<b>Operating</b>			
Excess of revenue over expenses	124,257	1,533,026	14,752
<b>Items not involving cash:</b>			-
Amortization of capital assets	1,346,132	1,061,733	1,430,000.00
Loss (gain) on disposal of capital assets	1,162	-545,117	-
Amortization of deferred capital contributions	-177,493	-172,669	-230,225.33
Donation of investments	-68,110	-	-
Realized loss on investments	1,989	38,594	-
Unrealized gain in value of investments	-138,183	-30,229	-75,000.00
	1,089,754	1,885,338	1,139,527
<b>Change in non-cash working capital:</b>			
Increase in accounts receivable	-51,919	-139,099	
Decrease (increase) in bookstore inventory	-38,091	118,142	
Increase in prepaid expenses	-43,214	-31,276	
Increase (decrease) in accounts payable and accrued liabilities	-85,219	63,202	
Increase in deferred revenue	288,234	982,136	150,000
Increase (decrease) specially designated funds	-1,190	63,454	
	1,158,355	2,941,897	1,289,527
<b>Investing</b>			
Proceeds from sale of investments	9,363	-	-
Investments purchased	-51,864	-782,177	-
Capital assets purchased	-1,573,729	-460,246	-754,000
Proceeds from sale of capital assets	10,086	755,082	-
	-1,606,144	-487,341	-754,000
<b>Financing</b>			
Increase in deferred capital contributions	1,083,796	22,256	25,000
Endowment contributions	53,535	13,780	25,000
Proceeds from demand facility loan	250,000	-	-
Repayment of demand revolving loan	-150,000	-112,500	-150,000
Repayment of demand facility loan	-335,062	-33,796	-45,061
Repayment of capital leases	-76,771	-43,551	-6,245
Repayment capital loan	-4,344	-3,256	-4,343
Repayment of term loan	-228,419	-177,889	-252,271
	592,735	-334,956	-407,920
<b>Increase in cash and cash equivalents</b>	144,946	2,119,600	127,607
<b>Cash and cash equivalents, beginning of period</b>	251,334	396,280	2,515,880
<b>Cash and cash equivalents, end of period</b>	396,280	2,515,880	2,643,487

## 7.2 BUDGET ASSUMPTIONS

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The budget for 2012/13 forecasts an operating excess of \$14,752. This includes net amortization expense of \$1,430,225 and revenue recognition from deferred capital contributions of \$230,225. This provides sufficient cash reserve to cover loan repayment obligations of approximately \$451,675 and capital expenditures of \$754,000.

Capital acquisitions include equipment and furnishings, purchases in excess of \$5,000, renovations and upgrades to facilities, capital leases, and library book expenditures. These items are cash outlays in the coming fiscal year, but capitalized at year end.

Tuition rates will increase 1.89% for undergraduate programs and 2.0% for graduate programs. International fees will increase 7%. Internal efforts geared at improving recruitment and retention of students are expected to result in modest enrolment increases in 2013/14 and 2014/15.

Government revenue is increased marginally to \$11,804,310.

We are once again anticipating donation revenue of \$100,000 to support the hockey program. Initiatives to increase facilities and events rentals were begun in 2012/13. In particular, Concordia has collaborated with the University of Lethbridge and welcomed their Edmonton campus of the Faculty of Management to Concordia on July 1, 2012.

Expenses are expected to decrease marginally by \$19,337 from the 12-month budget set for 2011/12. Salary cost of living increase is 1% plus normal step increment, resulting in an average increase per employee of approximately 2%. We did not extend unpaid furlough days into 2012/13. New employment contracts are effective July 1 of each year, so salary increases will not take effect until that date, although our new fiscal year began on April 1. Concordia faculty have chosen to unionize and collective bargaining has just begun. As a result, employment contracts with faculty have not taken effect. It is unknown at this time from what date the new contracts will be effective or the financial implications as a result of unionization.

Sessional salaries increase by 2.5%; however, the number of sessional instructors was reduced this year and overall anticipated savings will be approximately \$17,000.

One new assistant professor will be hired for our MISAM program. We have also retained a Vice President – International on a two-year contract basis. No other new hires are forecast for 2012/13.



Employee benefit costs are expected to increase by 6%. Concordia has no control over these increases, and they present a challenge considering existing constraint on government funding and revenue from student sources.

The total compensation increase is anticipated to be approximately \$380,000 in 2012/13 (comparing 12-month periods).

A number of significant temporary measures have been taken to reduce expenditures to match anticipated revenue in fiscal 2012/13. Significant deficits are forecast for fiscal years 2013/14 and 2014/15. Unless a way is found to enhance revenue, further reductions in expenses are needed over these fiscal years.

### 7.3 DEFICITS

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A marginal operating surplus of \$14,752 in 2012/13 is predicted, as well as a positive cash flow of \$127,607. Going forward, operating deficits of \$833,080 and \$469,947 are forecast respectively in 2013/14 and 2014/15.

This level of deficit is considered to be sustainable for two fiscal years, but is not viable over a longer term. The larger deficits result largely from the realization of expenses that have been deferred in recent years. These include increased cost of employee benefits, normal salary increase (2%), continued escalation of pension costs (based on actuarial projections), and elimination of the unpaid furlough program that was implemented as a cost reduction strategy in 2011/12 (completed on June 30, 2012).

Unless new sources of revenue can be found from ancillary operations, student fees, and/or government funding measures will be needed to reduce operating expenses to match revenue and expenses.

### 7.4 TUITION

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Tuition increases vary depending on the choice of program. Generally speaking Concordia's tuition and fee structure for a full time student are 20% higher than the cost of attending an equivalent program at the least costly public university. These higher fees reflect the fact that Concordia, an independent post-secondary institution receives provincial government funding at approximately 70% of the level of equivalent public institution programs.



Tuition and fee increase is \$225,000 from last fiscal year budget. Most of this is attributable to average tuition increases of 1.7% for undergraduate arts science and management programs. This is augmented by prospect of modest increase in of 13 FLE from current fall FLE enrollment for 2012-13, largely as a result of increase in foreign student recruitment.

Fall/Winter enrollment for 2012/13 academic year in graduate, undergraduate, and after-degree programs is estimated to be 1160 FLE. Fall/winter enrollment in 2011/12 academic year was 1147 FLE. Additional enrollment of 105 FLE is forecast for spring, summer, and special sessions. University College Entrance Program (UCEP) enrollment is expected to remain the same as in the current academic year.

Tuition will have to increase by 5.0% for graduate MA and MISSM programs. International student fees also increase 13.24% for new international students, which still retain a major competitive differential to other post-secondary institutions. At the same time, fee increases for existing international students will be grandfathered who will instead have same increase as domestic tuition rates.

On average, undergraduate arts, science, and management tuition and mandatory fees increased 1.92% in 2012/13 with the result that a full time student will pay annual tuition and fees of \$7,616. Increase in tuition and fees are expected be less than 2% per year for each the ensuing two years. Projected tuition trends are shown in Table 4.

**TABLE 4: PROJECTED UNDERGRADUATE TUITION AND FEES 2011-12 TO 2014-15**

<b>Tuition Fees</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>
Tuition/Credit Hour	\$ 270	\$ 275	\$ 281	\$ 286
Full time cap ( 30 Credit Hours)	\$6,750	\$6,880	\$7,018	\$7,158
Mandatory Fees	720	736	751	766
<b>Total Fees per FLE</b>	<b>\$7,470</b>	<b>\$7,616</b>	<b>\$7,768</b>	<b>\$7,924</b>

As a percentage of total revenue, tuition and fees represent approximately 44% of total revenue. If government funding does not keep up with inflation over the next three years, the proportion of revenue from tuition and fees will gradually increase. Sources of revenue in proportion to total revenue are shown in Table 5.

**TABLE 5: CONCORDIA UNIVERSITY COLLEGE OF ALBERTA SOURCES OF REVENUE**

Sources of Revenue	2012/13 Budget	%	9-months ended March 31, 2012	%	2010/11	%
Government of Alberta Grants	\$11,801,392	47%	\$8,755,083	44%	\$11,696,638	46%
Gifts, Grants, and Deferred Capital Grants	296,660	1%	532,572	3%	628,800	2%
Tuition & Fees	11,269,549	44%	8,795,994	44%	10,751,550	43%
Auxiliary Enterprise & Student Activities	1,928,330	8%	1,780,490	9%	1,984,151	8%
Investment Activities	75,000	0%	5,182	0%	117,714	0%
	\$25,370,931	100%	\$19,869,321	100%	\$25,178,853	100%

## 8. RESOURCE IMPLICATIONS

### 8.1 INFORMATION TECHNOLOGY

Concordia's information system infrastructure is in need of upgrading. The current infrastructure includes an aging Student Information System that was designed and programmed internally. The system lacks some needed functionality and integration with other business office functions. Additional functionality is needed to facilitate on line student and staff portal capability, and integration with other learning technologies. A number of business process issues, particularly with respect to student enrollment have been linked to inefficiencies in the information technology. Automation of a number of existing Human Resource functions is also needed.

A new ERP system that integrates business office, student information systems, and human resource functions is sought to alleviate IT infrastructure deficiencies. The cost of a new ERP system will cost between \$1 million and \$6 million. This cost is prohibitive if Concordia unilaterally pursues this kind of initiative.

### 8.2 CAPITAL PLAN

In addition to routine facility maintenance, furnishings and equipment replacement, minor renovations, and acquisition of library books, Concordia has purchased property as we move forward on plans to construct new student housing. This will be a major capital upgrade, costing approximately \$4 million. This building will be needed within the next two years.



Capital budget for the next three years is shown in Table 6.

**TABLE 6: CAPITAL BUDGETS 2012-13 TO 2014-15**

	<b>Buildings</b>	<b>Grounds</b>	<b>Furnishings</b>	<b>Equipment</b>	<b>Library Books</b>	<b>Total</b>
2012-13	171,500	107,500	28,000	348,000	99,000	\$754,000
2013-14	219,500	47,500	30,000	88,000	148,000	\$533,000
2014-15	245,200	24,600	33,800	96,400	100,000	\$500,000

## 9. SUMMARY STATEMENTS

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Concordia University College of Alberta will realize its vision through discerning, innovative, and flexible planning.

**Internally**, Concordia will develop well-grounded undergraduate, graduate, and professional programs that meet the needs of its students through flexible learning opportunities. It will maintain and increase opportunities for research and scholarship to enhance its academic reputation and with it the quality of instruction and potential for student satisfaction in all programs. Concordia will also design and align its governance, operational, administrative, and policy structures to create efficient and cost-effective processes that give students the best university services and experience. Innovative and flexible planning in these areas will increase Concordia's student population to 3000 FLE in ten years.

**Externally**, Concordia will collaborate with other academic institutions on judiciously selected scholarly and research initiatives, and similarly cooperate with relevant industries at local, national, and international levels. Concordia's reputation for providing superior education in top-quality programs will enhance its visibility and distinctiveness, as its graduates enter graduate studies and post-graduate programs within Campus Alberta, the AUCC, and the Association of Commonwealth Universities, and as they contribute professionally and economically within Alberta and Canada. Concordia will be identified as a university built on a solid foundation of academics and faith with an open door to higher learning, as well as a dynamic institution, which, by adopting best practices and recognizing future trends, moves forward with purpose and focus.





CONCORDIA

UNIVERSITY COLLEGE OF ALBERTA

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## APPENDICES

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## **APPENDIX A: INTERNATIONALIZATION STRATEGY 2012-2014**

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### **Introduction and Summary**

In its *Comprehensive Institutional Plan 2011-2014*, Concordia University College of Alberta acknowledges that its capacity to recruit internationally has been less than ideal, even by its own standards. In response to the challenge, Concordia has taken a proactive stand involving two important initiatives: the appointment of a Vice President International as well as the creation of an internationalization plan. As an active member of the AUCC, Concordia's commitment to internationalization is necessary, vital and must be deliberate if it is to transform how we teach and learn. In essence, it is an essential contribution to the quality of higher education in CVanada in the future (cf. AUCC).

As reflected in Concordia's Mission statement, promoting growth in global awareness and engagement aims at educating students who are committed to making the world a better place and to serving this world through their own vocation. It is the integration of an international and intercultural dimension to teaching, research and community service of an institution (cf. AUCC) in order to fully prepare this student profile. Internationalization means not only to recruit students from abroad or to send students abroad, but also to prepare more globally graduates who are internationally knowledgeable, and it becomes, thus, an aspect permeating the whole institution with the outlook to serving in a globalized community. It means developing responsible and engaged global citizens, by strengthening all students' international understanding, knowledge and perspectives on global issues, and developing students' international cultural awareness and skills. An "internationalized campus" will increase the attraction of partnerships and international students.

Concordia needs to create global awareness as well as recognize the importance of providing students within the university community with the international and intercultural skills to work in an increasingly global environment. Furthermore, Concordia needs to create and seek out opportunities to promote growth and interest in the administration, faculty, staff and students to engage in activities that will build capacity for international awareness (cf. AUCC). A growing focus





## Appendix A Internationalization Strategy

on the measures and policies at Concordia, in cooperation with government agencies, will help make internationalization viable.

Specific strategic measures that would need to be considered for integrating an international or intercultural dimension into Concordia's courses, as confirmed by several local postsecondary institutions, might include but would not be restricted to the following activities:

- involving international scholars and visiting experts on campus.
- fostering faculty mobility for creating teaching experiences abroad.
- encouraging students to have work/study/service learning experiences through projects with local cultural/ethnic community groups.
- using international or intercultural case studies and role plays.
- organizing and conducting international field work or study tours.
- organizing and conducting international awareness days.
- offering workshops to help faculty members internationalize the teaching/learning process and curriculum – and this includes the current strategic component of enhance learning processes and distance education offers to a global audience.

Concordia is considering its new internationalization process as a mainstream component of its strategy, and greater financial support will leverage it. But the lack of seed funds or support to help universities develop education for an overseas market has been identified as the top measure needed to enhance efforts in this sense, and a recent survey of our international students has brought to light this lack and the need to consider a change. A survey of member universities at AUCC has shown that overall 69 percent of responding institutions



## Appendix A Internationalization Strategy

offer scholarships targeted especially for international undergraduate students, an increase of 33 percent from 2000. For international graduate students, 62 percent of respondents indicated that they offered targeted scholarships, an increase of 24 percent. A plan to increase these *targeted* resources at Concordia, with government agencies and funding private sectors, has to be considered within the span of the next two to three years.

### Mission, Vision, Values

Building on the *Concordia Tomorrow* plan, and deriving from the institutional Mission, Vision, Values, Concordia's International outreach is driven by the following:

#### MISSION

To develop responsible and engaged global citizens, preparing national and international students to be independent thinkers, ethical leaders, reflective servants in their occupations, and citizens for the common good.

#### VISION

To be recognized nationally and internationally for its graduates' knowledge, skill, integrity, and wisdom, and for its openness to the global community, by which it will be strengthened and excel in teaching, research and community service.

#### VALUES

- Institutional reputation and profile recognized locally, nationally and internationally.
- Concordia's mission as a Christian university serving the public.
- Various worldviews, experiences, and generational attitudes.
- Various accommodation requirements.



## Appendix A Internationalization Strategy

- Equality of treatment and opportunities for all in Canada's pluralistic society.
- Awareness of difference and diversity.
- Faculty who support Concordia's mission.
- Administrators and staff who contribute to Concordia's mission.
- Appropriate human resource planning to support the ongoing mission in spite of the constant challenges of competition for scarce human resources.
- Collaborative opportunities with community partners and other educational institutions.
- Environmental sustainability.

### Key areas: People, Ideas, Places, Programs, Global Awareness.

<ul style="list-style-type: none"><li>• <b><i>People</i></b></li></ul>
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Concordia will recruit and attract undergraduate and graduate students and exchange fellows in service, research and teaching, creating greater diversity and enriching its campus life and learning. Concordia will aim to increase the geographical representation among international students and their numbers. To achieve this, we will:

- Develop an integrated recruitment and marketing plan. While working initially with selected and well reputed recruitment agencies coached by ICEF for degree seeking students, this strategy may be abandoned later once internationalization has been strengthened and the university is able to utilize its own staff and resources for recruitment abroad.
- Develop partnerships and articulation agreements with institutions abroad, to serve as feeder schools for undergraduate and graduate programs.



## Appendix A Internationalization Strategy

- Increase the number of international students to at least 10% of the student population by 2017.
- Explore the expansion of financial aid available to international students.
- Leverage exchange opportunities emerging from new contacts and partnerships abroad, providing Concordia students with opportunities to study abroad and enroll more foreign exchange students.
- Assess and enhance support and student services, advising and mentorships, integrating current services and creating new ones.
- Value multiple and positive experiences, cultural experiences and knowledge that new members bring to the university and nurture their potential.
- Create opportunities, with current and new international partners, for exchange of faculty for short teaching/research terms abroad.
- Explore new academic and administrative models that incorporate and foster international exchange.
- Create a Concordia International Alumni Network (CIAN) that cultivates life-long engagements with the university.

<ul style="list-style-type: none"><li>• <b>Ideas</b></li></ul>
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- Increase participation in global research in all teaching fields.
- Foster international research partnerships and joint publication projects.
- Strengthen international participation in excellence areas of Concordia's graduates schools.
- Create partnerships with governments, institutions, communities and industry at home and abroad in view of advancing academic, cultural and social development for a better world.
- Establish joint research activities with groups, strengthening existing centres as the *Canadian Centre for Scholarship and the Christian Faith* (CCSCF) and creating new lines of research.



## Appendix A Internationalization Strategy

- Fostering the creation – with an international outlook – of annual research fairs at Concordia whereby faculty, students and guest researchers showcase and present research activities and findings in all areas of the sciences and humanities and arts, engaging the local academic and cultural community.

<ul style="list-style-type: none"><li>• <b>Places</b></li></ul>
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- Prioritize in the moment the following areas in view of exchange and recruitment of degree seeking students: Brazil, China, India.
  - **Latin America:** Concordia is engaging in Brazil. A first mission trip happened in May 2012, visiting eight universities in South Brazil in view of establishing a network of cooperation and exchange of people and ideas. Four MOUs have been signed and a fifth one will be signed in July. Concordia is also habilitated, via CBIE and in the AUCC context, to participate in the *Science Without Border (SWB)* program of the Brazilian government (CAPES/CNPq), in view of receiving Brazilian students for undergraduate and graduate programs. In a second movement Concordia will recruit directly in other regions of Brazil. At the same time, Concordia will be exploring educational realities in the Mercosul and Andean Community areas. Concordia's participation at the NAFSA international conference, in Houston TX, last May, yielded valuable new contacts and interests: new, prestigious partnerships opportunities appear from Brazil and other countries as Argentina, Chile and Mexico, which we are currently exploring. A strategic presence and outreach would be to establish one partnership in each of these countries in this period: Argentina, Chile, Mexico. First contacts with Peru and Cuba have already started as well.
  - **Asia and Eurasia:** We have established an agreement with *Pan Pacific*, a recruitment agency based in Edmonton and Beijing in view of recruiting in the Asian – mainly Chinese - Market. A further step may be the agreement with this agency on a Pathway program - pre-admitting students of feeder schools in Canada



## Appendix A Internationalization Strategy

(Edmonton Catholic Schools and a transfer school in Vancouver) upon successful completion of the entrance requirements at Concordia. Further partnerships with recruitment agents have been established in June 2012, for the areas of India and East Africa. Concordia's participation at and coaching by ICEF, in December 2012, will open new recruitment opportunities in Asia, Africa, Europe, Latin America. There are currently three requests for institutional partnerships both in South China (Foshan) and India (Noida), and the exploration of other regions in both countries may request a visit to these places in the near future.

- **Europe:** Concordia has had exchanges and partnerships in Germany and France. We will review and, if applicable, re-establish dormant partnerships (Hamburg, Oldenburg, Bingen), strengthen the existing ones (Alberta-Saxony [TU Dresden]), Deutsche Telekom, and the recently signed with the Internationale Hochschule Liebenzell (IHL) in the Black Forest. New contacts have been established in France (Paris and Angers), the Netherlands and the UK.
- **Africa:** We will explore, as one of our priorities, African markets in East Africa, via a new recruitment partner with whom Concordia has signed an agreement in June 2012, and possible other agents determined in December 2012 (ICEF).
- The choice of good recruitment partners, as well as their orientation and the start of their work for Concordia is not a quick process. According to ICEF officials, it may well take two years for seeing the first results. But the other alternative would be Concordia sending staff to all parts of the world for doing direct recruitment, which is out of reach financially. So Concordia will align with a well-known and fruitful practice in international education by partnering with good recruitment agents. The performance and relation with the recruitment will be revised periodically and action be taken accordingly if necessary. ICEF coaches universities in this regard as well, with screening processes. By the end of 2012 we count on signing agreements with a number of recruitment agents from ICEF who may bring a variety of international students from Africa, India, China, South-East Asia, Pakistan, Arab states, Mexico, South America, Europe,



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and have the number of international students increased to at least 10% by 2017.

- Another, new recruitment strategy will be exploring the already mentioned, external *Pathway* programs. We are in conversation with *Pan Pacific* and also with ILSC

### • **Programs**

- Develop flexible programming (certificate and degree), inter- and trans-disciplinary collaborative initiatives and credit transfer agreements.
- Propose the creation of a Centre for English as a Second Language (CESL) in collaboration with UCEP, that includes initially the courses of “English 90 for International Students”, followed by “English 100” and the “Public speaking Course for International Students”, designed and offered by Concordia’s Drama Department, and the UCEP ESL courses (100, 101, 102), in view of, in the future, recruit international students with very low English standards for insertion in North American language and culture.
- Explore the adaptation of graduate certificate and programs to international markets (e.g. the Brazilian graduate “Specialization” Diplomas) and their offerings via distance education.
- Start and complete 2/3 of the MA program offered via distance education in the mentioned time frame. Continue the process with other undergraduate and graduate programs.
- Establish the first project of a campus off shore with a Brazilian partner university and the MISSM, culminating with the creation of a dual degree in graduate studies. The concept is currently been approved.

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### • **Global Awareness**

- Create and maintain an environment of open communication, care and mutual service that unite the international student community with faculty,



## Appendix A Internationalization Strategy

staff and the administration, and the sense of reciprocal acceptance and respect, under Concordia's ethical values.

- Offer work, study, service learning experiences of projects with local cultural, ethnic community groups or abroad, organize and conduct international field work or study tours and international awareness days on campus.
- Foster not only International but also Intercultural action and awareness, emphasizing a stronger plan for aboriginal education.
- Offer workshops to help faculty members internationalize the teaching/learning process and curriculum, with emphasis on programs offered via distance education (cf. previous section)
- Create partnerships with governments, post-secondary institutions, communities and industry at home and abroad in view of advancing academic, cultural, economic and social development for a better world.

In planning and carrying out activities stated in this plan, we are working in close communication with and under the directives of Alberta Enterprise and Advanced Education ministry's (AEAE) International Education Framework (November 2009) and Alberta's International Education Action Plan, as well as with DFAIT offices as the one in Porto Alegre, RS, Brazil and are starting contacts with DFAIT offices in other parts of the world like India.

### Structure of the International Office

- **Vice President International**

The Vice President International fills a new position at Concordia, according to the strategic direction of Concordia Tomorrow. The VP International will be responsible for

- Providing leadership to generate and sustain an academic and administrative vision of what Concordia should be that optimizes the development of the University, to ensure that university objectives are achieved and the institution's quality future assured (Board of governors contract).





## Appendix A Internationalization Strategy

- Determining and coordinating the strategy of internationalization at Concordia in consultation with the administrative team.
- Coordinating and ensuring the efficient work flow of the International Office and internal communication.
- Determining and coordinating new partnerships and cooperation in recruitment.
- Administering recruitment agencies' partnerships.
- Mediating and signing international institutional partnerships MOUs and agreements.
- Fostering faculty/staff mobility.
- Fostering global awareness on campus.
- Organizing academic, scientific and cultural events of a transnational and transcultural nature.
- Fostering flexible adaptation and expansion of programs and joint-diplomas/degrees for outreach.
- Leading the international recruitment of students.
- Representing the president and the university at home where desirable and abroad.
- Assuring effective cooperation and communication with government agencies at home and abroad.
- Serving as the principal liaison with University faculty – in consultation with the general Academic Administration – for expanding and strengthening the international outlook of the university community, and internationalizing the curricula and programs in the University's departments and schools.



## Appendix A Internationalization Strategy

### • International Working Web

The VP International will not have administrative or support staff, but will work in collaboration with the existing structures for the time frame. After the period and an evaluation, according to the growth in the internationalization process, the addition of new administrative support may be necessary and viable. The work relation to and communication with appropriate areas will be as follows:

- ➔ Reporting to the president and consulting with the administrative team (PAC), the VPI will have basic administrative support from the administrative assistants of the Academic Administration Area (HA 213). In this capacity, and respecting the appropriate supervisors of each department, being responsible for the overall international direction, policies and practices at Concordia, the VPI will:
- ➔ consult and cooperate with the Department of Marketing and Recruitment in an integrated plan.
- ➔ consult with and when necessary refer to the Enrollment Service Department, the Coordinator of Admissions (Visa, admissions, etc) and the Registration Advisor of the Faculty of Graduate Studies, who both have been working with international students at Concordia.
- ➔ consult with and when necessary refer to the Student Life Services (personal, psychological support of students, health insurance, special events and alumni liaison, as well as Career Advising, job placements and study abroad).
- ➔ consult with the office of the VP Finance & Operations for *housing* opportunities.
- ➔ consult with and refer to the office of the VPF&O for agreements with agencies, contracts and financial matters
- ➔ consult with the Advancement office, with the Library, and with the Chaplaincy.

## Activities / Timeline 2012-2014

### • Memberships and Events

Concordia has registered membership at AEIA, NAFSA and CBIE in 2012, and will be represented by the VPI at several webinars, events and seminars: In 2012



## **Appendix A Internationalization Strategy**

the NAFSA conference in Houston TX, an international CBIE seminar in Kelowna, BC, possibly an Alberta Government (AEAE) led recruitment mission to India in September, the CBIE Annual Conference on International Education in Montreal, November 4-7, 2012, and the international ICEF workshop in Miami, FL, December 2-4, 2012, with emphasis on world markets targeting study offers in the US and Canada. The AIEA annual conference in New Orleans, Feb. 17-20, 2013, the Nafsa conference in St. Louis, MO, in May 27-31, 2013. AUCC-ILO events to be confirmed later.

- **Visit to universities**

VPI represented Concordia in Brazil, visiting universities in the cities of São Leopoldo, Porto Alegre (capital), Canoas, Lajeado and Santa Cruz do Sul, all in the State of Rio Grande do Sul. In view of Concordia's priority for China and India, a travel to these countries still in 2012 may be necessary in order to discuss possible university partnerships in the Foshan/ Hong Kong area and in specific areas in India. In 2013 a visit to possible new partner institutions in Brazil may be appropriate, especially in view of specific projects currently being built (MISSM/Brazil). The areas would be Porto Alegre (PUCRS; DFAIT), São Paulo (USP) and Rio (UFRJ). A visit to European partners, old and possible new, should follow, in the time frame (UK, France and Germany).

- **Marketing**

VPI has ensured Concordia is enrolled in the Education in Canada project, and the marketing department has received authorization for using the "IMAGINE" brand logo as of June 2012. This logo and brand will be used in web and printed marketing products for Concordia. With the marketing department, we have



## **Appendix A Internationalization Strategy**

produced a general folder for “Concordia International” and a special info sheet in Portuguese for the Brazilian market. Further marketing strategies have to be worked out in the collaborative realm with the appropriate departments.

- **Budget**

All expenses of the international activity are being shared by the marketing department (for the prints) and the president’s office (travels, memberships etc.). The plans above have been partially discussed with and approved by the president. A specific budget for the International Office should be proposed for the next fiscal year.

Edmonton, April-June 2012

Dr. Manfred Zeuch, Vice President International



## APPENDIX B: ABORIGINAL\* LEARNING STRATEGY DRAFT DOCUMENT

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### Introduction and Summary

In August 2011, President Gerald Krispin released a visioning document called Concordia Tomorrow: Toward an Academic Plan. Concordia Tomorrow outlines twelve proposals for consideration including the need to make Aboriginal Education “an integral component of Concordia’s academic plan”.

In the fall of 2011, the Government of Alberta mandated Alberta Enterprise and Advance Education to expand recruitment of post-secondary students within Métis and First Nations communities.

With over fifty percent of our University and College Entrance Program students reporting Aboriginal heritage, and a growing Aboriginal population in the province, the need for a renewed and more broadly focused Aboriginal student learning strategy is imperative if Concordia hopes to recruit and retain Aboriginal students. In recognition of a growing Aboriginal student population, President Gerald Krispin and Vice-President Dwayne Harapnuik initiated the development of an Aboriginal Learning Strategy.

### Background

For over 27 years, Concordia has had a connection to and provided support for Aboriginal students from across the western provinces. Concordia’s University and College Entrance Program (UCEP) began in 1985 with the co-operation of the Department of Indian and Northern Affairs and three First Nations Bands from the Treaty Six region. The purpose of the program was to provide the opportunity for Aboriginal people to complete a program that would allow them to enter post-secondary studies within a one year period. The program was developed to address not only academics, but also to recognize the Aboriginal culture which is necessary for student success. While the program was expanded over the years to include all adults in need of academic upgrading, supporting Aboriginal students to post-secondary success has remained a key component of the UCEP program.

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*\*Within the Aboriginal community there is much discussion about the appropriate language to use when referring to the original people of North America. The word Aboriginal is acceptable in most contexts as it intends to reflect inclusiveness. The term First Nations, Métis and Inuit is more appropriate when referring to distinct groups and situations involving these population groups.*



## Appendix B Aboriginal Learning Strategy

The 2009-2013 Concordia Business Plan acknowledged the services being provided to Aboriginal students in the UCEP program and stated “a goal of increasing the academic performance and completion rate of Aboriginal students.”

UCEP program has supported the following Aboriginal student services and activities:

- Concordia Aboriginal Students’ Association (CASA)
- Sharing Circles
- Annual Aboriginal Culture Awareness Day
- Curriculum that includes Aboriginal content
- Staff that has included Aboriginal Academic advisors and counselors
- Participation in events sponsored by Aboriginal communities and organizations
- Liaison with Aboriginal Education funding counselors and agencies

While there have been attempts over the years to expand these services for all Aboriginal students, there has not been a dedicated initiative to address the needs of Aboriginal students in Concordia’s post-secondary programs.

### Aboriginal Learning Strategy

#### *Purpose*

Develop and implement initiatives with respect to learner support services for Aboriginal students in post-secondary programs at Concordia.

#### *Objectives*

- Create an Aboriginal student success advisory committee to include department chairs, representatives from SES and Aboriginal advisors from the community
- Examine practices and policies to ensure that recruitment and retention policies support the recruitment, development and success of Aboriginal students
- Set Aboriginal student enrollment targets



## **Appendix B Aboriginal Learning Strategy**

- Dedicate recruitment resources to enhance relationships with Aboriginal communities and funding agencies
- Include dedicated Aboriginal student services under the umbrella of Student Life and Learning
- Encourage and support Aboriginal student involvement in student clubs and associations
- Create professional development opportunities for all members of the university community to learn about Aboriginal peoples, cultures and perspectives
- Enhance opportunities for Aboriginal culture to be reflected within the infrastructure of the institution
- Include culturally appropriate curriculum content in post-secondary courses
- Encourage Aboriginal representation on institutional governing bodies
- Encourage partnerships between the university and Aboriginal communities and organizations

### **Recommendations:**

- That senior administrators promote consideration of the priorities and needs of Aboriginal students at Concordia.
- That all faculty and staff be encourage to participate in a coordinated Aboriginal student success strategy
- That the university confirm an overall Aboriginal student enrollment target for post-secondary programs
- That a reliable system for providing annual updates on Aboriginal student enrollment be developed