



**2015-2018**

# **Comprehensive Institutional Plan**

Submitted to  
Alberta Innovation and  
Advanced Education

June 1, 2015



*Comprehensive Institutional Plan 2015-2018*



**CONCORDIA**  
**UNIVERSITY OF EDMONTON**

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*Comprehensive Institutional Plan 2015-2018*

# 1. EXECUTIVE SUMMARY

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Concordia University of Edmonton's (Concordia's) CIP goals continue to assist the institution to meet the niche criteria of the Roles and Mandates Policy Framework (2007) and Section 2 of the Post-Secondary Learning Act (2008) in which it was incorporated. They align with the Goals, Priority Initiatives, Expected Outcomes, and Performance Measures articulated in the 2014-2017 Alberta Innovation and Advanced Education (AIAE) Business Plan, and the AIAE Outcomes Framework for Post-Secondary Education. In doing so Concordia contributes to an advanced education system that is resilient, effective and collaborative. Concordia's overall goals, articulated as directional statements in the Institutional Academic Plan are:

- 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.

As a means to accomplishing the intent of these directional statements, the following areas of focus for 2015-2016 are outlined in this CIP:

- Concordia has adopted a new **Mission, Vision, and Values** framework that honours the Lutheran Heritage of the institution while at the same time providing an inclusive and open student environment.
- Initiatives regarding **student retention**. Data demonstrates that retention is



improving at Concordia, and can be expected to continue as initiatives are implemented and programs are reviewed and streamlined, making it easier for students to progress through to degree completion.

- **Internationalization initiatives** including a focus on strengthening existing partnerships. An increase in international student enrolment and exchange is being sought.
- The continued implementation of the **Strategic Research Plan** to capitalize on collaborative research efforts, including with international partners. Research clusters will continue to be supported and encouraged. Our new Tier 2 Canada Research Chair commences his appointment, acting as a research catalyst in the area of philosophy and religious studies. Faculty in Psychology commence work on our first CIHR grant.
- **Collaborations** with MacEwan will continue in the area of faculty development.
- Concordia's focus on **access** and **quality** will continue, with an emphasis on streamlining programs in order to turn our limited resources towards enhancing the quality of our core programming. Through Student Life and Learning initiatives Concordia will continue to offer first-class support students with disabilities and other needs.
- **Governance and administrative structures** are being enhanced with the appointments of Deans of Science and Arts, with the incumbents in those positions being converted to ongoing from 'acting'. A new committee structure, now consistent with the PSLA and with accepted practice in other institutions, has been implemented and in the coming year will continue to be refined.
- **Fiscal responsibility** remains a high priority as Concordia continues to live within her means, operating within a balanced budget and taking the necessary steps to ensure that this remains the case moving forward with consideration to the announced cuts of -2% for 2015-2016 and -1.7% for 2016-2017. Concordia continues to offer excellent value for money both for students and the Government of Alberta.

Concordia has a number of goals, priorities, and strategies, each of which are discussed in this CIP. Figure 1 outlines the key relationships between these goals, priorities, and



strategies and will be referenced throughout this report. While the current financial context is most challenging, Concordia moves forward with optimism and a strong commitment to students, teaching, research, and service. Concordia is a leader in the independent sector, offering alternatives for those looking for education in a smaller, more personal university context.



# CONCORDIA'S GOALS, PRIORITIES, AND STRATEGIES

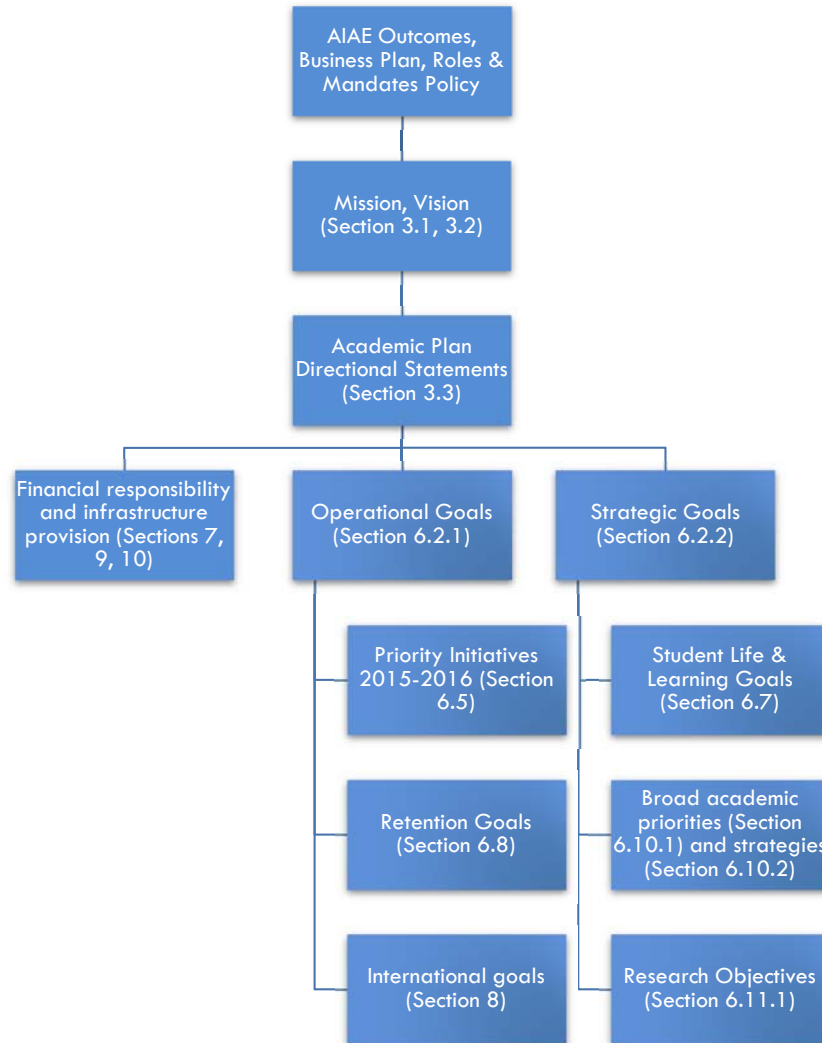


Figure 1 : Organizational framework of relationships of Concordia's goals, priorities, and strategies referenced in the CIP

## 2. ACCOUNTABILITY STATEMENT

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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.

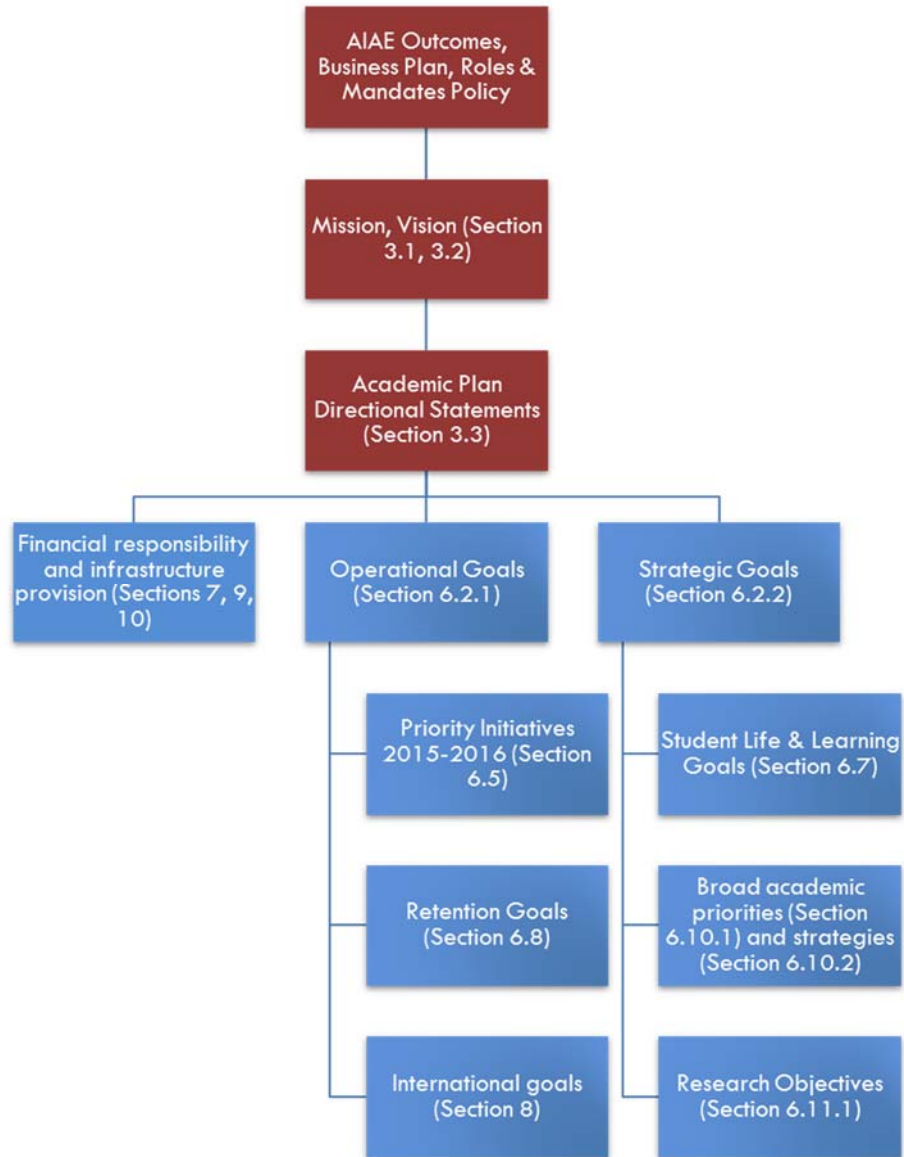
Respectfully submitted on behalf of the Board of Governors of Concordia University of Edmonton,



Reg Milley  
Acting-Chair, Board of Governors  
Concordia University of Edmonton  
June 1, 2015



# AIAE OUTCOMES, MISSION, VISION AND ACADEMIC PLAN





## 3. INSTITUTIONAL CONTEXT

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### 3.1 AIAE OUTCOMES, BUSINESS PLAN, ROLES & MANDATES POLICY

Concordia University of Edmonton continues to evolve as a dynamic and forward thinking post-secondary institution within Campus Alberta. Its 94 year history makes it one of the oldest post-secondary institutions in the province, with a rich tradition and excellent reputation. Concordia's development continues to be governed by the goals and strategies that make her an important Albertan smaller liberal-arts and professional academic university. Concordia remains an innovative, responsive, and creative institution seeking a superior provincial, national, and international reputation.

To achieve its long-term goals, Concordia's governance bylaws have changed to align with best practices and the Post-Secondary Learning Act (PSLA). Over seven years, Concordia's Board transformed from a parochial national board to an Alberta Board that mirrors the membership structure of the PSLA. Public members are now exclusively Alberta taxpayers who are conscious of their accountability to the people of the Province of Alberta. His Honour, Chancellor Allan Wachowich QC, who was installed by His Honour, the Lieutenant Governor Donald Ethel as Concordia's first Chancellor in 2013, has been diligent in advancing Concordia's reputation and visibility since taking office.

### 3.2 MISSION

Concordia University of Edmonton 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.

### 3.3 VISION

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



### 3.4 ACADEMIC PLAN DIRECTIONAL STATEMENTS

The various goals, operational strategies, expected outcomes and performance measures identified in this CIP are geared to achieve the realization of the seven directional statements of Concordia's Academic Plan:

- 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 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 operational and strategic goals, derived from the seven directional statements in the Academic Plan, align with the goals articulated in Alberta Innovation and Advanced Education's Outcomes Framework as demonstrated in **Table 1**.



Table 1 Concordia's alignment with the AIAE Outcomes Framework

<i>AIAE system-level outcomes</i>	<i>Alignment of Concordia's 7 directional statements</i>
<p><b>A Learner-Enabling System</b> – Alberta's advanced learning system enables and empowers the learner and where the learning choices and aspirations of individual learners are understood, respected, and addressed. The system removes and diminishes barriers to accessing higher education. As such, the system is able to effectively facilitate opportunities for all individuals that are willing to learn</p>	<ul style="list-style-type: none"> <li>- Concordia will continue to be student-centred.</li> <li>- Concordia will distinguish itself through the development and implementation of superior program designs and program delivery.</li> </ul>
<p><b>Advancing Knowledge</b> – Alberta's publicly funded post-secondary system plays an important role in advancing the knowledge economy and intellectual fabric of Alberta. This role expands beyond the system's formal instructional mandate and recognizes the important role that institutions have in advancing societal and economic objectives.</p>	<ul style="list-style-type: none"> <li>- Concordia will seek out and initiate collaborations in areas where clear mutual benefit can be demonstrated.</li> <li>- Concordia will encourage and support research by all faculty and academic staff as well as by individual and groups of students when appropriate.</li> </ul>
<p><b>Value for Investment</b> – Alberta's advanced learning system maximizes benefits with the resources invested, recognizing that there is a price associated with maintaining high quality education and research.</p>	<ul style="list-style-type: none"> <li>- Concordia will be of sufficient size to prosper and be able to weather major demographic variables.</li> <li>- Concordia will seek out and initiate collaborations in areas where clear mutual benefit can be demonstrated.</li> <li>- 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.</li> </ul>



## 4. PLAN DEVELOPMENT

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A collaborative approach was adopted in developing this CIP. The overall writing and editing of the plan was coordinated by the Associate Vice President Academic and Dean of Research and Faculty Development who sought contributions from the Faculty Deans of Arts, Science, Management, and Education, the Dean of Graduate Studies and Program Development, the Vice-President Finance and Operations, the Vice-President International, the Executive Director of University Relations, the Office of the Registrar, the Admissions Office, the University Secretariat, the Information Technology Department, and the Dean of Students. All contributors used institutional data, the Concordia Academic Plan, the Strategic Research Plan, and prior CIP documents as their points of reference. A draft version of this CIP was presented to the President who contributed additional information and edited the final document prior to presenting it to the Board of Governors for approval.

## 5. ENVIRONMENTAL SCAN

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Concordia has been operating in the Capital Region for 94 years. During those years, Concordia has evolved from being a parochial institution to a full-fledged university offering undergraduate, graduate, and professional programming to a diverse student population. Concordia contributes to Campus Alberta as both a sending and receiving institution. In the Faculty of Arts Concordia offers eight majors including a General Studies degree, and 10 areas of concentration. At the undergraduate level, the Faculty of Science offers four majors and replicates this in four areas of concentration. In addition, the coming marks the 20<sup>th</sup> year in which Concordia will have offered its highly successful After Degree in Environmental Health. The Faculty of Management has recently completed a major revision of its B.Mgt degree and the Faculty of Education continues with its highly regarded cohort-based After Degree. To complement the majors offered, students at Concordia can select from a total of 27 Minors. Outside of the Faculty of Education, each Faculty has a graduate presence in the form of graduate



diplomas and certificates plus three Master's programs. Internally, Concordia has recognized the success of its niche-programming and continues to plan to expand its offerings in this area. Focusing on underserved niche educational markets both plays to a strength at Concordia and serves the Ministry needs. As the largest independent institution Concordia occupies a unique place in the postsecondary educational system. Concordia is considerably smaller in size than the many public institutions but offers a range of programming at the undergraduate, after degree, and graduate level that sets it apart from the smaller undergraduate-only institutions. All institutions are subject to internal and external conditions, although the effects of these conditions to Concordia are expected to be different from those at much larger, and much smaller, institutions.

## 5.1 ENVIRONMENTAL SCAN (SWOT)

- Re-organization and implementation of Academic Structure
- Re-organization and implementation of internal policies and procedures
- Experienced and stable staff (academic, non-academic, and administrative)
- Utilization and integration of new information technology

### 5.1.1 EXTERNAL CONDITIONS

- Demographic trends in student population.
- Increased demand of professional upgrading and lifelong learning.
- Trends toward on-line learning and distance education.
- Financial constraints

### 5.1.2 INTERNAL CONDITIONS

Concordia continues to implement its academic re-structuring. The new structure was designed to mimic models used across the province with modifications suitable to Concordia. The academic units at Concordia are separated into four distinct Faculties (Arts, Education, Management, and Science) and further organized into Departments. Each Faculty is headed by a Dean, and two additional Deans (Dean of Research and Faculty Development, Dean of Graduate Studies and Program Development) are in place. Depending on the type of programming, Departments are led by Chairs and/or Directors. Professional and graduate programs are placed into the appropriate Department and Faculty. The new structure gives generated clear lines of responsibility



and reporting and has increased the administrative efficiency at Concordia. In addition, the undergraduate, after-degree, and graduate programming can now be more closely aligned. Also, as each Faculty now has a clear leadership this has been increased communication between academic units. The new structure is not intended to be static and will be reviewed and updated on a regular basis and gives Concordia the ability to respond in an effective manner to both internal and external conditions.

Concomitant with the changes to the academic a new internal committee structure was implemented. A General Faculties Council (GFC), modelled after the PSLA and consisting of broad-based representative campus membership, was designed to replace the Faculty Council. Significant changes were also made to the internal Standing Committee structure, again modelled after the PSLA. In these changes a distinct effort was made to promote communication between Faculties and the various types of programming (undergraduate, after-degree, graduate) while also ensuring that all stakeholders were represented. The changes were implemented in January 2015. Concordia now has clear routes for consultative and effective internal decision making. Individual Faculties are now implementing a Faculty Council structure as well as reviewing the roles, authority, and responsibilities of each Faculty. Again, these changes use the PSLA as a model.

Concordia recognizes the need for continual review and revision of its internal policies and procedures. To carry out this task Concordia has implemented a clear mechanism for developing new policies and procedures as well as modifying existing policies. In addition, Concordia has implemented a mechanism to ensure each policy and procedure undergoes a regular review. This will help ensure that best practices are being followed.

In summary, Concordia has committed significant effort to its organizational changes. This effort has had a positive effect in the areas of improved communication and cooperation among the various units at Concordia. Alongside the changes in structure many of the various academic units at Concordia are undertaking a cyclical review. These reviews are intended to ensure both currency and efficiency in our programming. The changes in both academic and committee structure has helped greatly in this area.

Based on Winter 2014 to Winter 2015 Census Day statistics, increase in Science was 9%, in Arts 6% and in Management 11%. The recent changes in the BMgt program were only implemented in January 2015 and expected growth in this area will be monitored.



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 is steady and the program is running at capacity. Of note, this cohort-based program has a near 100% retention rate. The B.Ed. (After Degree) program shares many similarities with the BEH(AD) program in that it annually runs at full capacity with excellent retention rates. 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. Concordia has looked at both of these programs as models towards effective program delivery.

The Graduate Studies programs have grown to now represent approximately 8% of the student population at Concordia. From Winter 2014 to Winter 2015 there was a growth of 11 FLE. The majority of students are enrolled in the Master in Information Systems Security Management (MISSM) and Master of Information Systems Assurance Manage (MISAM) programs. In these areas the number of students enrolled in the Master's program far exceeds those pursuing a Graduate Diploma and indicates the growing need for IT professionals with an expertise in security. Graduate Diplomas and Certificates in Public Health Practice and in Psychological Assessment were only recently offered and further time is required for these programs to develop and enrolments to stabilize. The programs are in line with Concordia's effort to focus on niche programming with an applied/practical emphasis. Enrolments in the MA (BCS) are steady but small; this program is currently being reviewed with a focus on increasing enrolment.

Based on the trends in undergraduate, after-degree, and graduate programming Concordia budgeted for relatively flat tuition revenue for the 2015-2016 academic year; we are in fact budgeting only modest tuition revenue increases for all the years spanning the current CIP to 2017.

## 5.2 EXTERNAL COMPETITION AND STUDENT DEMOGRAPHICS

Concordia continues to work to establish a unique market in the Capital Region. At the undergraduate level, Concordia does compete with other institutions for the same



students. In fact, current undergraduate demographic at Concordia is representative of Edmonton as whole. 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 typically ranges from 40-50%. In order to compete effectively with other institutions able to offer equivalent educational opportunities at a lower tuition rate, Concordia is beginning to promote employment outcomes and skills development. We are becoming increasingly successful in convincing applicants to consider Concordia their institution of choice. 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 at a Glance

Serving 1579 (1307 FLE) Students

### Offering Undergraduate Degree Programs in

- The Arts (8 four year; 10 three year)
- The Sciences (4 four year; 4 three year)
- Management (four year)
- Education (After Degree)
- Environmental Health (After Degree)

### Offering Minors from Faculties of Arts, Management, Education, and Science (27 in total)

- Offering 3 Graduate Degrees
  - Master of Information Systems Security Management
  - Master of Information Systems Assurance Management
  - Master of Arts in Biblical and Christian Studies

### Offering 4 Graduate Certificates

- Public Health Leadership
- Public Health Strategic Communication
- Public Health Vulnerable Populations
- Psychological Assessment

### Offering 4 Graduate Diplomas

- Environmental Public Health Practice
- Psychological Assessment
- Information Security
- Information Assurance

### Retaining membership in:

- Universities Canada (formerly AUCC)
- Association of Commonwealth Universities
- Canadian Association for Graduate Studies

For the After-Degree programs the focus on niche markets with clear employment paths (BEH) and B.Ed) has allowed Concordia to not only compete effectively but become a leader in these areas. The MISSM and MISAM programs attract a significant number of international students.

Concordia has decided to take a proactive stance in dealing with these external factors. In order to compete effectively with other institutions able to offer equivalent educational opportunities at a lower tuition rate, Concordia is beginning to promote employment outcomes and skills development. We are becoming increasingly successful in convincing applicants to consider Concordia their institution of choice. Learning from successes in the BEH(AD), BEd(AD), MISSM, and MISAM programs, new programming will be focused on niche areas with a clear market need. As an example, the Faculty of Education has recently developed a Minor in Early Childhood Education. This Minor is available to undergraduate students and was



developed after consultation with stakeholders and based upon a clear need in the marketplace.

### **5.3 MARKET DEVELOPMENTS**

During the next 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, particularly opportunities not offered elsewhere. Increasingly, targeted strategies will need to be employed to market programs that are new or not yet filled. At the undergraduate level promotion of new (early Childhood Education) or revised (BMgt) programs can be undertaken. At the After-Degree and Graduate level Concordia can continue market to mature students focusing on a directed career or undertaking training with an applied or practical focus. The renaming to Concordia University of Edmonton is expected to have a positive impact both in undergraduate and graduate recruitment.

### **5.4 FINANCIAL CONSIDERATIONS**

Concordia has experienced similar budget cuts to other institutions in Alberta. Moving forward Concordia is committed to improving efficiencies in program delivery and increasing enrolments. Both of these objectives can be achieved continuing to incorporate employment outcomes into existing programs and focusing new development (or revision of existing programs) on niche areas with a clearly defined market.



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

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Concordia's CIP goals continue to assist her to meet the niche criteria of the Roles and Mandates Policy Framework (2007), as well as align with the Goals, Priority Initiatives, Expected Outcomes and Performance Measures articulated in the 2014-2017 AIAE Business Plan, and the AIAE Outcomes Framework for post-secondary education. 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.

### 6.1 WHAT'S NEW IN THE 2015-2018 CIP?

#### 6.1.1 GOVERNANCE

Consistent with the principles of bicameral governance, Concordia has implemented a re-structuring of the academic committee system to bring it into alignment with the Post-Secondary Learning Act (PSLA). Academic Standing Committees have been revised to the following:

- General Faculties Council
- GFC Executive Committee
- Academic Standards Committee
- Research and Faculty Development Committee
- Scholarship and Awards Committee
- Academic Student Discipline Committee
- Research Ethics Board
- Advancement in Rank Committee



In addition to these each Faculty has implemented a Faculty Council and sends elected representatives to a General Faculties Council (with an executive) that is the highest authority on Academic governance matters, reporting directly to the Board of Governors. The composition of these committees is outlined in Appendix 1.

Administrative policies and procedures are approved through the appropriate Vice-President, President, or Board of Governors. The following figure outlines the academic Faculty committee structure at Concordia. The overall governance structure with respect to administration is presented in Appendix 2 at the end of this document.

**Figure 2 Concordia's Academic Structure**



## 6.1.2 STUDENT FOCUSED INITIATIVES

### 6.1.2.1 STUDENT HOUSING

While Concordia's physical infrastructure is kept in appropriate repair, new student residences are deemed essential for Concordia's sustainability and capacity to draw students from rural areas and internationally. The Board is committing itself to advancing a strategy that will resource the institution to meet this need in the next three years. The Board, administration, and staff at Concordia have come to recognize



that providing student housing is proving mission-critical to the future of Concordia. In order to move forward in a cost-effective way, new student residences will likely not be built. Instead, alternative arrangements such as long-term lease arrangement of residences in the local community and/or partnerships with local businesses are being explored.

#### **6.1.2.2 STUDENT RECRUITMENT AND RETENTION**

Concordia is continuing to implement the student recruitment, retention, and success strategy that was developed through consultation with consulting firm Noel-Levitz. In addition to this, steps have been taken to improve the student learning experience in other ways. For example, all degree programs are under examination to ensure that they are relevant to the needs of students, along with being flexible enough to allow students to successfully navigate through programs in such a way as to be able to complete them within expected time limits. Objectives are being established for all programs through a curriculum mapping process and all offered courses are being examined for their consistency with these stated objectives.

#### **6.1.3 INTERNATIONALIZATION**

Concordia continues to build upon an excellent foundation in the international educational marketplace. In keeping with a Board approved initiative, Concordia's VP International and Research, Dr. Manfred Zeuch, has continued to secure significant memoranda, more than doubled international enrolment, and raised Concordia's profile nationally and internationally. The details of this initiative are found in Section 8 of this document.

#### **6.1.4 COLLABORATIVE OPPORTUNITIES**

Concordia has just completed a successful pilot collaboration with MacEwan University for shared faculty development. This involved a shared faculty development day at MacEwan in August of 2014 and ongoing attendance by Concordia faculty at the wide selection of events for faculty offered by MacEwan. The arrangement is reciprocal, and MacEwan faculty may access faculty development events at Concordia. The success of this pilot project has resulted in the signing of a contract for the coming year with respect to shared faculty development.



### 6.1.5 OPERATIONAL RESTRUCTURING

While Concordia has a very lean operational structure, our need to remain financially sustainable has resulted in the implementation of an austerity budget for the 2015-2016 academic year. Once again, a significant reorganization to gain even greater efficiencies and enhance services to students and stakeholders has taken place. While further middle management (staff) positions have been eliminated (and will remain unfilled in the near future), we have endeavored to fulfill the requirements of our institutional Academic Plan for university academic operations. We have recently hired a Director of Public Health, a Director of Human Resources, and we have full- and part-time deans in the following areas: Research and Faculty Development, Graduate Studies and Program Development, Arts, Science, Management, and Education. Concordia's Dean of Research and Faculty Development this year assumed the role of Associate Vice President Academic pro-tem in addition to his duties as Dean.

### 6.1.6 KEY PRIORITY INITIATIVES

#### 6.1.6.1 KEY INITIATIVES IN PUBLIC HEALTH

Concordia is poised to expand its expertise in the delivery of cost-effective, innovative, and dynamic professional programs in the health care disciplines. Key among these are the proposals for a Master of Public Health Practice (MPHP), and a Doctorate in Clinical Psychology (PsyD). The CAQC is currently in the midst of evaluating these programs and the institution's potential in delivery of graduate programs through a comprehensive review.

#### 6.1.6.2 KEY INITIATIVES IN SOCIAL, CULTURAL AND RELIGIOUS STUDIES

One result of our austerity budget has been that the initiative designed to build upon the strength of our liberal arts tradition in Religion, History, Sociology and Philosophy, the creation of a School of Theology, has been put on hold. Instead, an Institute within the Department of Philosophy and Religious Studies is being planned in order to address some of the goals of the School. In addition to this, two research clusters have been established that directly relate to Concordia's strength in this area. These are the Interdisciplinary Research Group on Travel that includes research work on pilgrimages, and the Philosophy and Religion Research Cluster, currently under development.



### 6.1.6.3 KEY INITIATIVE IN MODERN LANGUAGES

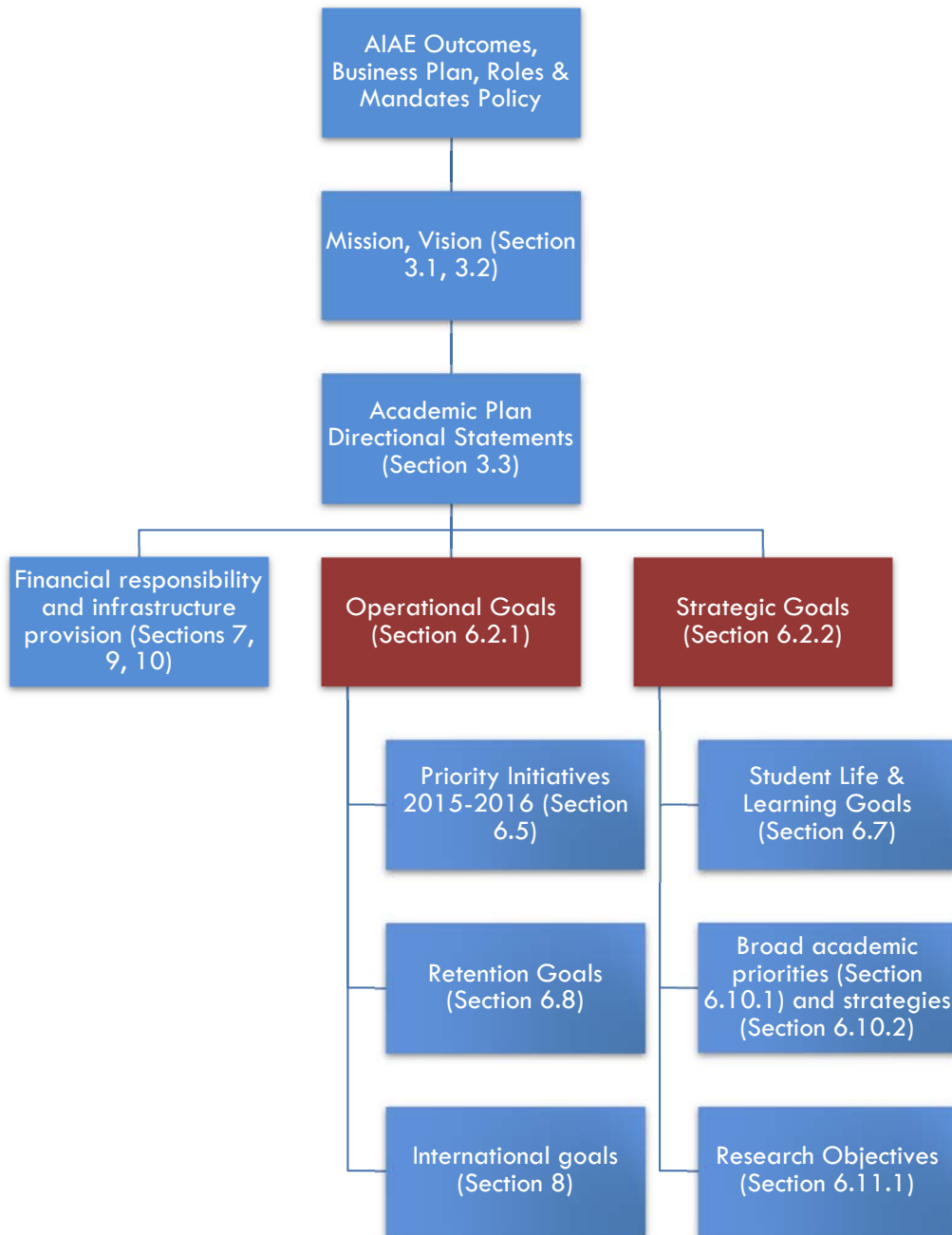
The Faculty of Arts is planning long-term changes to its Modern Languages programs. These changes are necessitated largely by the retirement of all full-time Modern Languages faculty members, the removal of the language requirement for 4-year Arts degrees, and the suspension of the French concentration. Concordia is hiring a Modern Languages program coordinator on a contract basis beginning July 1 in order to begin planning for and implementing these changes over the next several years. Early initiatives will be threefold. First, in cooperation with the Faculty of Education, the Faculty of Arts will be redesigning and developing several French Language courses in order to provide students planning to enter the BEd after-degree with a French minor that will give them a strong foundation as Languages Other than English teachers at the elementary level. Second, Concordia plans to develop complementary versions of our introductory English courses, ENG 111 and ENG 112, that will be designed for students whose first language is not English and taught by faculty qualified in ESL instruction or the equivalent. Third, Concordia will be working with the office of the Vice-President International to explore potential connections with language programs abroad. All of these efforts will be in accord with Concordia's long-range planning and involve close consultation with the Dean of Program Development.

### 6.1.6.4 KEY INITIATIVE IN OPTOMETRY

Concordia was approached in 2009 by the College of Optometrists regarding the need for a Western School of Optometry. The process to investigate and develop a proposal took several years and ultimately has been placed on hold as a result of a number of issues, including a lack of support for the idea from Alberta Health Services. Alternative partnerships with respect to optometry are now being investigated.



# GOALS





## 6.2 GOALS

### 6.2.1 OPERATIONAL GOALS

In seeking to achieve its mission and vision, Concordia continues to pursue operational goals derived from the Mission and Vision statements, and the seven directional statements in the institutional Academic Plan. These incorporate the planning priorities of AIAE:

Concordia is seeking an institutional reputation and profile both locally and nationally as an excellent smaller university true to its mission and vision, and a good choice for all students seeking to enroll 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 sustainable funding to reflect this status.

Concordia maintains its mission as a university that serves 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.

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 continue to 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.

### 6.2.2 STRATEGIC GOALS

Concordia holds fast to strategic goals that are echoed in the seven directional statements of the Academic Plan and the Mission and Vision statements. These strategic goals are articulated below.

- 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 meaningful dialogue on differing approaches to faith, reason, and meaning 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 underrepresented 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.

### 6.3 QUALITY

Concordia's enrolments have steadily increased since a low in 2013. By meeting our goal of a 3% increase in headcount per year, Concordia should, within the 2015-18 reporting cycle, better the 1800+ headcount (1536 FLE) of the past maximum 2004/2005 academic year. Concordia continues in the aim to reach its target (and ultimate maximum) enrollment of 3000 FLE students, although we recognize that in the current context this is aspirational rather than immediately attainable. Strategies currently in the planning, quality management, and implementation cycles will serve to expand our enrolments in order to maximize efficiencies in space and operations, which we believe the aspirational 3000 FLE target represents.

Concordia has sought collaborations with partner institutions and organizations to explore the possibilities of innovative programming, shared resources on planning and project management, increased operational system efficiencies, and leveraged economies of scale. The Alberta branch of the **Alternative Dispute Resolution Institute** retains its office on our campus. This business partnership not only brings lease revenue to Concordia but also enhances our programming via Royal Roads University with which it is connected and will this year engage our undergraduate students in opportunities that ultimately support their business career paths. Concordia continues its partnership with the UBC subsidiary, **Paragon Testing Centres**, which tests for CELPIP (Citizenship) and LIP (Language Proficiency).



Niche graduate and professional programs continue to be priority areas for Concordia's growth in the future. In the 2014/15 year, graduate studies (124 HC) and the professional after-degrees (183 HC) accounted for 19.5% of the student body. The implementation and support of any new programs will require the careful reallocation of resources from existing programs, the seeking of stakeholder support, and the creation of efficiencies in content delivery both on campus and in distributed learning modes. Concordia will in no way compromise its commitment to the maintenance of program quality in order to attract and retain students, as we continue to place priority on enhancing the overall student experience, engagement, retention, and completion rates.

Concordia continues to invest significant resources to recruit students internationally, to provide opportunities for our domestic students' international experiences, and to promote faculty research collaboration with our partner institutions overseas. These recruitment activities have become successful and Concordia has invested funds and implemented programs to properly support international students once on campus. The 2013/14 year included approximately 7.2 % of Concordia's student body as visa students which decreased to 6.1% in 2014/15, because of the 11% increase in the overall student population. Most of our international students continue to attend for the graduate programming. We intend to limit the growth in international to 10-15% in the coming years. This is because, while international participation has many advantages, it also creates volatility in enrolments and stresses on supports that need to be measured. Nevertheless, new applications are coming from across the world, especially through our partner universities. A more fully articulated international plan is provided in this CIP. Concordia is:

- engaged in developing career stream options for arts and science undergraduates that support their transition from academics into desired fields;
- maintaining programs in careers with labour market demand such as business management, education, environmental health, and information technology;
- developing professional graduate programs in allied health care arenas including applied psychology and public health;



- increasing its focus on faculty research, thereby enhancing the research skills of our faculty, and developing quality experiences for students;
- committed to offering affordable and accessible post-secondary education.

## 6.4 ACCESS

Accessibility to post-secondary learning opportunities for Alberta students has been a key priority for the Government of Alberta. Alberta encourages enhancement of alternative learner pathways to support those not part of the traditional post-secondary stream. Concordia supports adult learners by equipping them for further specialized graduate-level training for fast-changing professions and careers such as public health and clinical psychology, education and information technology. Distance learning opportunities are being provided in strategic areas for students who wish to maintain their professional work while engaging in advanced education. Our efforts in improving opportunities for international education have increased our student numbers while also growing campus diversity.

### 6.4.1 ADDRESSING THE MINISTRY'S STRATEGIC PRIORITIES

The Alberta Innovation and Advanced Education business plan of 2014-2017 focuses on optimizing human potential and building an innovative, competitive province. Concordia has developed its academic plan with these key goals as motivation. More specifically, Concordia is designing programs to have multiple entry and exit opportunities for students to enhance the flexibility of the learning pathways such that students can participate in learning from the widest variety of life circumstances. Our international strategy has both increased diversity on campus and opportunities for Albertan students who desire an overseas experience. Concordia is working within ACAT to ensure our agreements are current and available for students. Through our board-approved quality assurance processes, we will advance the quality of the courses and programs to facilitate learning transfer within Campus Alberta.

Our research approach focusing on local Edmonton region issues is proving to be an effective way of increasing our community engagement as well as our research output. Across the institution, faculty members are launching initiatives on a scale that is doable and effective.



#### 6.4.1.1 EXPECTED OUTCOMES AND MEASURES

An increasing number of students are looking to Concordia to meet their educational goals, particularly in those areas that are recognized for being unique and focused on career goals. Teaching quality will be enhanced as Concordia intends to maintain or exceed its 95%+ ratings on Graduate Outcomes surveys when it comes to measuring the overall quality of their educational experience. Our current partnership with MacEwan University for joint participation in faculty development activities is designed to support faculty in personal teaching success. Our ratings on the annual Globe and Mail University Report Card survey continue to demonstrate that Concordia's student experience is highly valued among the fifty-five Canadian universities. Our membership in Universities Canada, the Association of Commonwealth Universities, and the Western Canadian Deans Agreement assures Concordia's graduates 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 are tracking students as they engage in further graduate studies or pursue professional programs upon graduation.

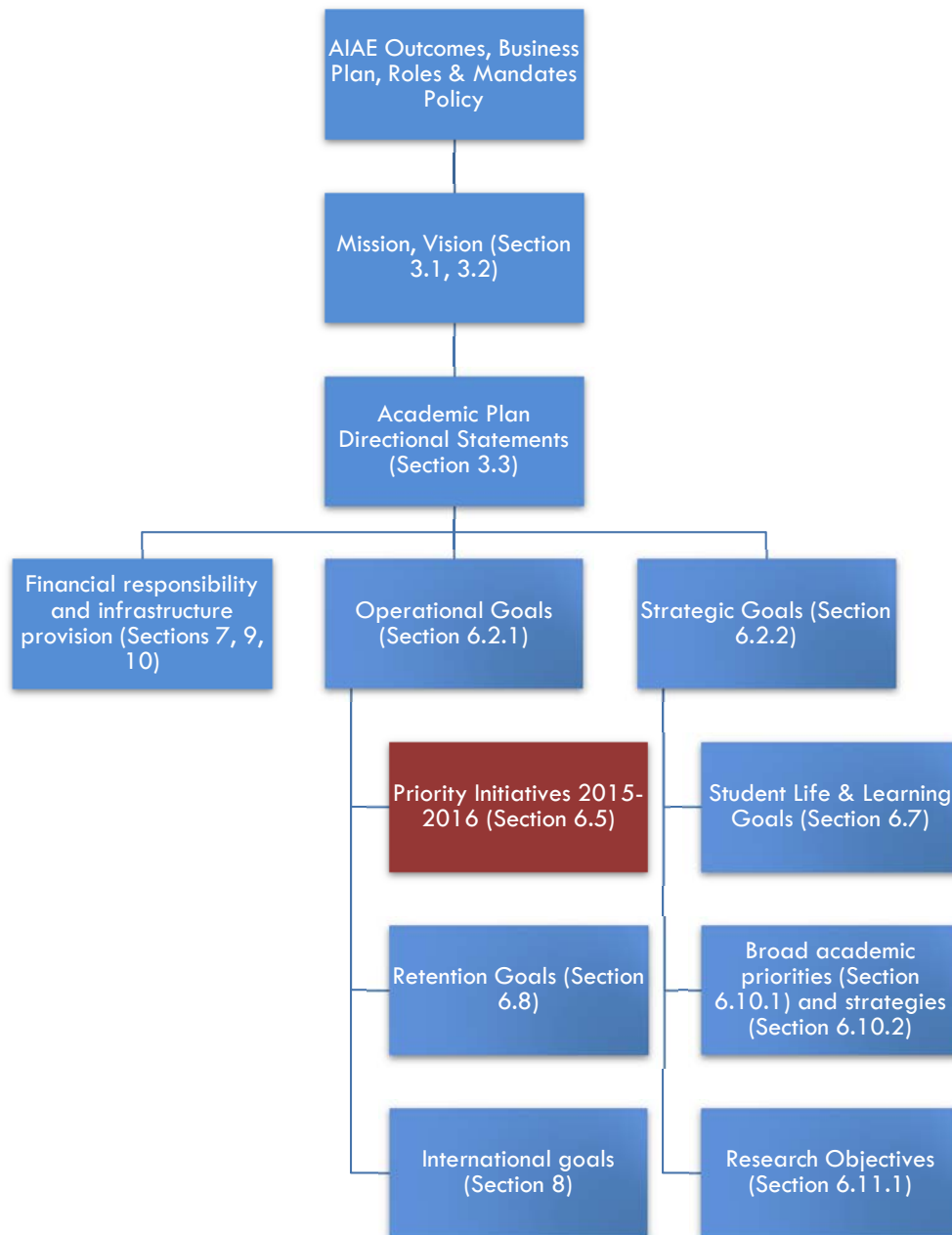
Concordia has implemented a policy and procedure for cyclical and annual program reviews. The annual review process is being supported by a centralized data input/access system that will create an effective means for information sharing and use by academic units. For the year 2014-15, three programs initiated their cyclical review process: the Master of Arts in Biblical and Christian Studies, the programs managed in the Department of Mathematics and Computing Science, and the BA degree program in French. For the coming year, three further reviews will be undertaken including our fine arts programs, social sciences and the physical sciences. Over the period 2015-2018, Concordia will execute the cyclical program review policy approved in 2014. By doing so, all academic programs (majors, concentrations, minors, diplomas and certificates) will be evaluated internally as well as externally by discipline experts from other universities. The intention is to update and enhance our existing programs with curriculum mapping and effectiveness evaluation to streamline the offerings and focus our program offerings. In addition, our policy on the development of distributed learning courses will be evaluated with the goal on enhancing their effectiveness in delivery.



The intention of these quality assurance practices is to ensure that programs meet learner needs, that recommendations of program reviews including external evaluation are enacted, that learning outcomes are current and achieved, and that programs are aligned with strategic enrolment to ensure student success and enhance our student numbers.



# PRIORITY INITIATIVES





## 6.5 PRIORITY INITIATIVES

### 6.5.1 PRIORITY INITIATIVE: INSTITUTIONAL ORGANIZATIONAL REVIEW

Concordia has been offering graduate degrees since 2005. At present we offer three master's degrees as well as graduate diplomas and certificates in niche professional areas. In the process of System Coordination Review for the proposed Doctor in Psychology, a program that would be at a level of degree new to the institution, the Campus Alberta Quality Council has requested an organizational evaluation that includes a self-study to emphasize analysis and critical self-assessment of current and future capacity to deliver graduate level programming. This initiative is a key focus of the 2015-16 year. In addition to providing CAQC with necessary evaluation material, this project will support Concordia's goal to grow in niche graduate professional programs by providing an opportunity for alignment of Faculty of Graduate Studies policies and procedures as well as enhancing practices at the departmental level. The delivery is anticipated for mid-2016.

### 6.5.2 PRIORITY INITIATIVE: PROGRAMMING IN OPTOMETRY

Concordia's administration, in collaboration with members of the Board of Governors has, over the past two years, been investigating the viability of a School of Optometry on our campus. While at this point it has been determined that the establishment of a comprehensive School offering a Doctor of Optometry degree faces some barriers in the immediate future, other short term options such as partnering with institutions in the US are being investigated. This has involved a visit by a Board member to NOVA in Florida as well as follow-up phone conferences with administration at that institution. Possibilities for collaboration with Concordia's Faculty of Science are currently under consideration.

### 6.5.3 PRIORITY INITIATIVE: MASTER IN PUBLIC HEALTH PRACTICE (MPHP)

Concordia's proposal for an on-line Master in Public Health Practice (MPHP) underwent a successful external evaluation in October 2014. A recently hired director of public health will work concurrently to redevelop the program in light of that review. The organizational review for graduate program delivery is required prior to the submission of a restructured proposal. Therefore, it is anticipated that this will be delivered late in 2016.



#### 6.5.4 PRIORITY INITIATIVE: DOCTORATE IN PSYCHOLOGY (PSYD)

The proposal for the Doctor of Psychology (PsyD) has been the result of Concordia's response to a specific request from the **Psychologists' Association of Alberta**. Extensive consultations locally, nationally and internationally have followed. The proposal was submitted for System Coordination Review in 2014 with a positive result. However, the requirement for a self-study will necessarily precede the next steps. Similar to the MPHP, the director of graduate programs in psychology will concurrently develop the next phase of the proposal for delivery in late 2016.

#### 6.5.5 PRIORITY INITIATIVE: PARTNERSHIP IN DISPUTE RESOLUTION

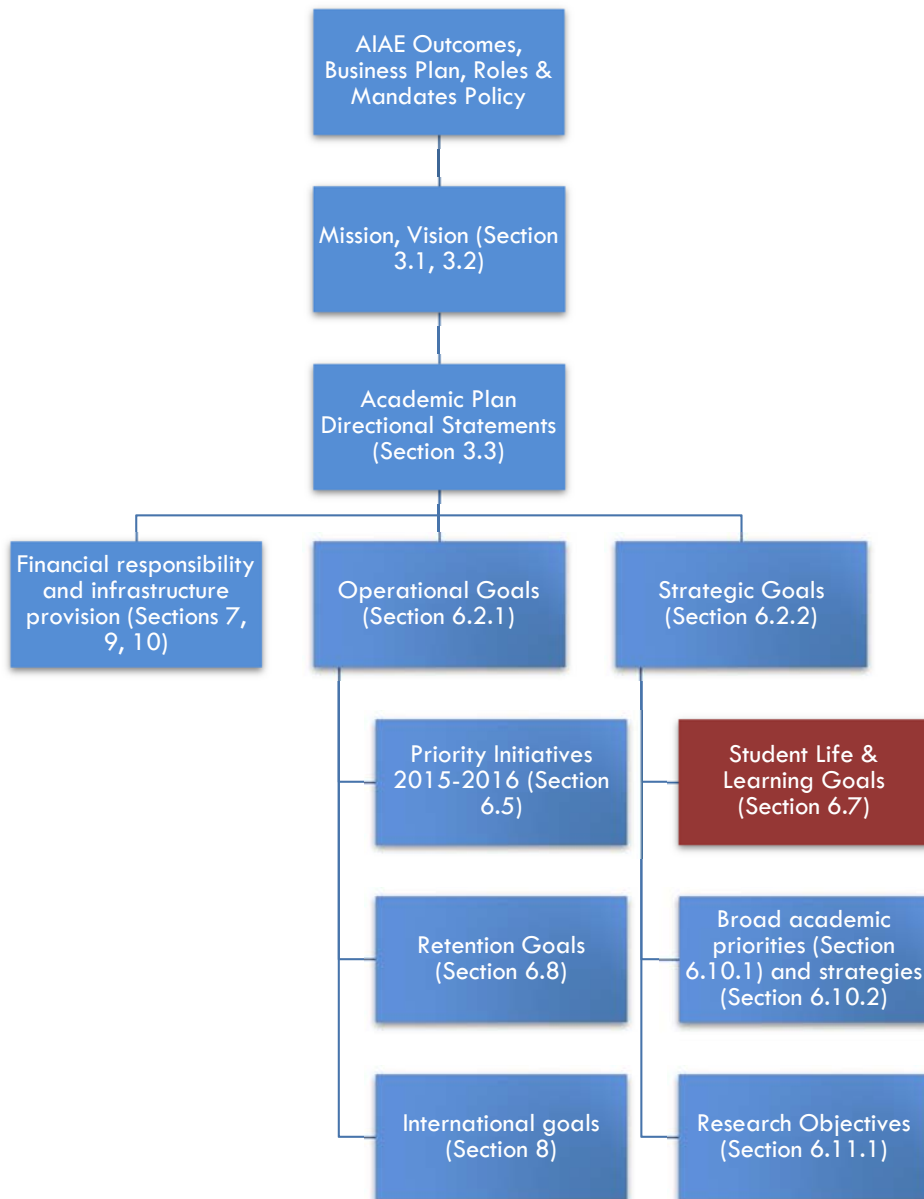
The Faculty of Management has initiated partnership with the **Alternative Dispute Resolution Institute** who are housed on this campus. A partnership will be created to meet a societal need that provides a career-enhancing option for our graduates. Initially, students will be able to include courses from the Institute within a certificate or minor. Further course development and program offerings will be considered in the near future. Through this partnership, we could sponsor conferences, workshops, host presentations and debates, and provide a place for scholarship in the area of dispute resolution.

#### 6.6 CONTINUED COMMITMENT TO UNDERGRADUATE EDUCATION

Concordia is committed to maintaining and enhancing academically rich programs in Arts and Science for students who are exploring knowledge as well as those who are focusing on their possibilities for future careers. Our goal is to develop graduates who 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, provide opportunity for students in Arts and Science, maintain consistent cohort-based enrolment in professional programs such as Education and Environmental Health, and expand student access to its Bachelor of Management program.



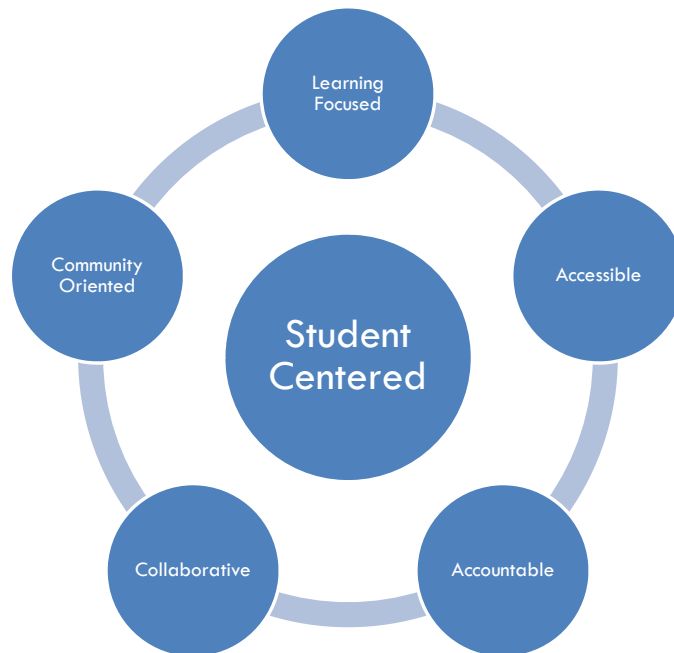
# STUDENT LIFE AND LEARNING



## 6.7 STUDENT LIFE AND LEARNING

Concordia is committed to providing students with the best possible university experience, helping students strengthen their abilities and overcome their disabilities, where present. Concordia's Dean of Students, in conjunction with the team within the Student Life and Learning (SLL) area, has developed a comprehensive approach to assist students in their academic career at Concordia. The mission of our SLL initiative is drawn from Concordia's overall mission and the directional statements that inform all areas of student life at this university.

SSL supports the academic success of all Concordia students, fosters their intellectual, personal, social and professional development in preparation for the entirety of their lives, and contributes to enhancing the quality of campus life, the educational environment, and their relationship with the broader Concordia community, including alumni. In keeping with the mission, the SSL area has adopted key accountability principles that are meant to guide discussions and decisions that are made in order to enhance and improve student learner outcomes.



The values identified in the diagram above provide a framework for student services providers to use in exploring supports and are the driving forces for student services



throughout Concordia. The principle at the centre of the model is “student centred.” The remaining principles further articulate the values delivered by student services providers - values that are found in all aspects of the Concordia experience.

### 6.7.1 STUDENT CENTRED

Services for students will be:

- relevant to student needs, both individually and collectively;
- targeted to specific interests and/or issues;
- provided to accommodate a range of student needs and tailored to the individual;
- designed utilizing applicable research and data;
- responsive to student needs by offering the assistance of the appropriate service(s) or resources as required; and
- user friendly through the combined deployment of facility, human and technical resources.

### 6.7.2 ACCOUNTABLE

Services for students will be:

- able to provide evidence of their efficacy through assessment methods that have clearly defined outcomes; and
- measureable through key performance indicators.

### 6.7.3 COMMUNITY ORIENTED

Services for students will provide:

- a social environment and physical infrastructure which develops a sense of community;
- encouragement for students to become active alumni;
- opportunities for students to consider and contribute to broader communities; and
- responsible citizenship is exhibited by students in all the communities in which they participate.



#### 6.7.4 COLLABORATIVE

Student Life and Learning staff regularly collaborated across all organizational units to best meet the needs and challenges of students. A significant component of this principle involved regular and relevant communication about services and supports available to students. Services for students will encourage:

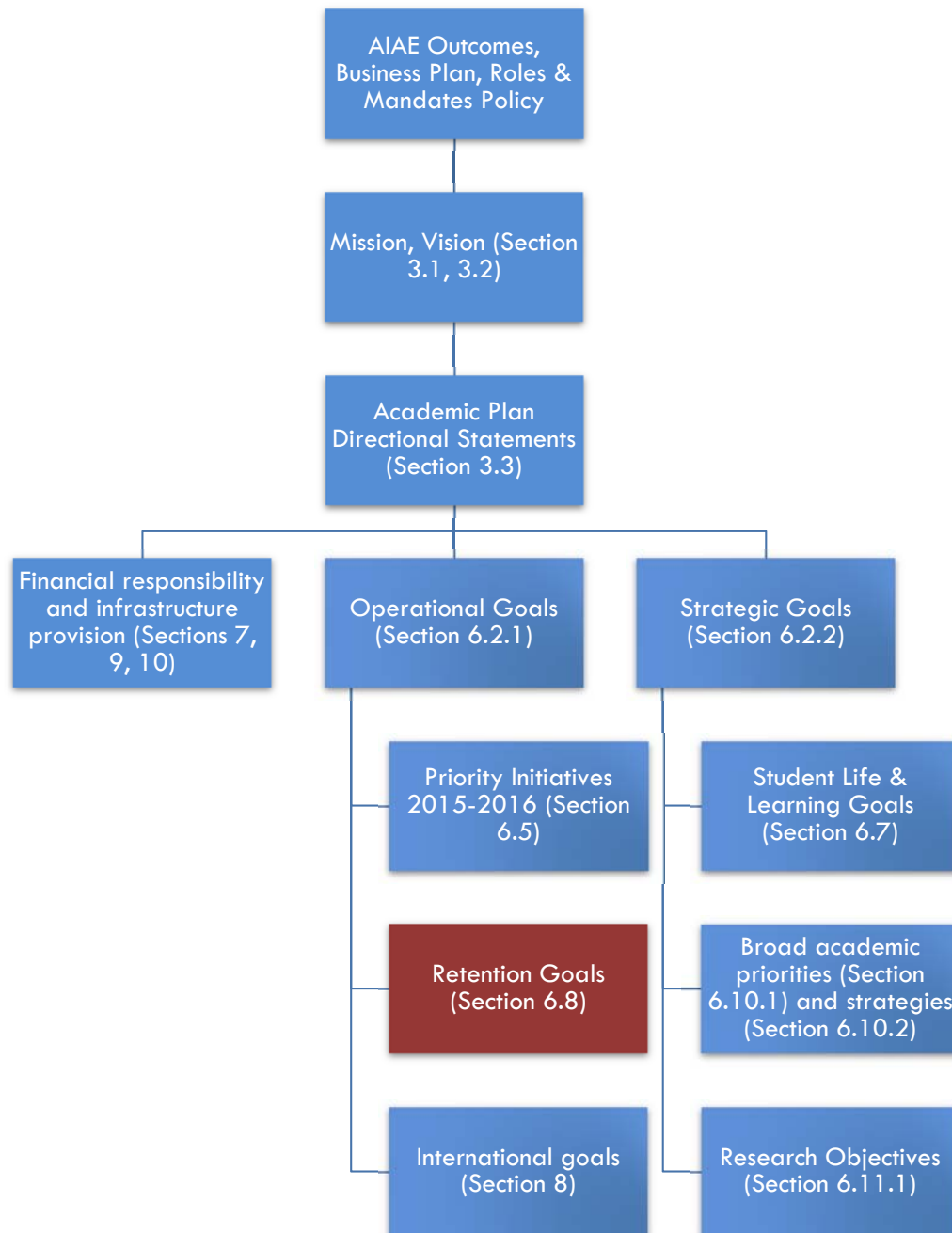
- sharing of knowledge and best practices;
- exploring possibilities to develop partnerships that will move learning from the theoretical to the practical, making it applicable to students' lives; and
- the integration of systems and delivery to seamlessly and readily address the needs of students.

#### 6.7.5 LEARNING FOCUSED

Concordia has won several awards and significant recognition in the area of student accommodation, including recognition from AACL for our work with students with profound disabilities. Yet this is not without cost. Alberta Innovation and Advanced Education recognizes the extra cost in accommodation of students with special needs (Concordia serves over 90 such students): and these needs span learning issues such as ADHD to accommodation for deaf and/or blind students, to students with more severe handicaps that require special assistance. While a grant of \$46,000 has been allocated to meeting these needs tuition paid by the general student body necessarily supplements the services provided.



# RETENTION GOALS



## 6.8 RETENTION GOALS

The institutional vision of retention is articulated in the following statement:

*By fostering a supportive and nurturing environment that emphasizes the best practices in teaching effectiveness, student support, and use of educational resources, Concordia University of Edmonton strives to increase student achievement, higher levels of retention, persistence, and graduation.*

Implementation of a retention strategy as drafted by the 2012 Retention Taskforce is structured around a set of first-degree goals and objectives.

- **Goal 1:** To assist with the creation and maintenance of an organizational climate and educational environment conducive to student achievement and the cultivation and promotion of connective relationships, which foster retention persistence, and graduation rates for our students.
- **Goal 2:** To promote academic programming designed to assist students in their successful matriculation.
- **Goal 3:** To promote instructional support services designed to assist students in their successful matriculation.
- **Goal 4:** To recommend the provision of a range of curricular and extracurricular student services and activities that enhances and diversifies the quality and breadth of the undergraduate experience.
- **Goal 5:** To examine and make recommendations on a comprehensive approach that addresses the financial needs of students and the use of financial resources to support student persistence.

### 6.8.1 RETENTION PLAN TARGETS

Concordia's Retention Plan set the following targets for the 2013-14 Academic Year:

- First-year undergraduate retention rates improved by 3%.
- The four-year undergraduate graduation rates for full-time students increased by 2%.
- The five-year undergraduate graduation rate for full-time students increased by 2%.
- Student persistence rates will increase by 2%.





Concordia's Retention numbers from Fall 2013 to Fall 2014 and Persistence numbers from Fall 2014 to Winter 2015 are presented below. Retention numbers include students who attended Concordia in the Fall 2013 term and continued studies in the Fall 2014 term; persistence numbers include students who attended Concordia in the Fall 2014 term and continued studies in Winter 2015. The 2013-14 retention numbers show a 5% improvement in retention of arts students, a 10% improvement in retention of science students, and consistent retention of management students from the previous year. Fall 2014 to Winter 2015 persistence numbers remain positive and indicate most students progress from fall to winter studies.

Retention Fall 2013 – Fall 2014	Persistence Fall 2014 – Winter 2015
<ul style="list-style-type: none"> <li>• Bachelor of Arts 3 year: 75.00%</li> <li>• Bachelor of Arts 4 year: 73.58%</li> <li>• Bachelor of Management: 79.35%</li> <li>• Bachelor of Science 3 year: 67.65%</li> <li>• Bachelor of Science 4 year 70.00%</li> <li>• Open Studies (Undergraduate): 33.33%</li> </ul>	<ul style="list-style-type: none"> <li>• Bachelor of Arts 3 year: 94.23%</li> <li>• Bachelor of Arts 4 year: 93.96%</li> <li>• Bachelor of Management: 96.24%</li> <li>• Bachelor of Science 3 year: 82.29%</li> <li>• Bachelor of Science 4 year 94.51%</li> <li>• Open Studies (Undergraduate): 79.85%</li> </ul>

While the recruitment and enrollment of students was on a decline for the past five years, we are optimistic that the tide is turning as the numbers of incoming first-year students for the 2014-15 academic year were strong. Beginning in 2008, when Concordia experienced a decline in registration numbers, the institution also began to face a declining retention rate. Extensive consultations and restructuring informed the current Retention Task Force, which in turn initiated measures that we believe will result in progressively higher retention rates in the coming academic three years. Retention best practices suggest that initiatives may take up to five years to yield significantly improved retention rates.

Among the retention initiatives implemented was an Introduction to University course: University Foundations 199. This added to the already implemented successful on-boarding/orientation activities, first-year learning communities (referred to as Freshman Challenge), early alert supports, supplemental instruction programming, and student



feedback through focus groups and regular surveying.

The 2015-16 academic year will see the addition of a piloted Co-curricular Record, to recognize students' out-of-class experiences. The primary goal of the Retention Task Force for the 2015-16 academic year is the maintenance and on-going review of retention strategies.

## 6.9 ENROLMENT PLAN

Concordia still has considerable capacity in almost all areas of academic programming and is endeavouring to develop a realistic enrolment strategy in view of the considerations explored above. We are continuing to work in consultation with Noel-Levitz. A more aggressive local and international strategy, which has included engaging in initiatives sponsored by Universities Canada, resulted in a modest enrolment increase of 161 students in 2014/15. In the past two years the number of international students attending Concordia has increased significantly. Given Concordia's existing capacity, and reports that other institutions in Edmonton lack capacity, some system coordination with respect to ensuring that all capacity in the region is effectively utilized would be helpful.

The enrolment projections in Table 2 are conservative estimates predicated on a shrinking domestic demographic (Table 1), a downturn in economic conditions in Alberta, and still fully unrealized international participation.

Table 1 Demographic Trends

Population by Grade (2014/15)	Edmonton	Calgary	Alberta	Approx. Year Born	Typical University Entrance - September
<b>Grade 12</b>	8734	11190	66826	1998	2015
<b>Grade 11</b>	8682	11908	48091	1999	2016
<b>Grade 10</b>	8558	11135	48472	2000	2017
<b>Total</b>	32090	42148	162341		



Table 2 Enrolment Projections

*Programs with high International enrolment and demand	Census	Census	Census	Projected
	2012/13	2013/14	2014/15	2015/16
Arts	687	663	679	715
Management	131	114	132	140
Science	250	281	328	338
Education	127	127	136	130
Environmental Health	34	38	45	43
*Masters Information Sys. Assurance Mgt.	4	9	25	25
*Masters Information Sys. Security Mgt.	36	43	67	69
Grad. Cert. ISSM				6
Grad. Cert. ISAM				4
MA Biblical & Christian Studies	6	4	7	8
Grad Studies in Psych Assessment			9	10
Grad Studies in Public/Env. Health	23	22	16	20
Open Studies	114	115	133	122
<b>Total</b>				<b>1630</b>

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 remains under stress. The need for an austerity budget continues to be exacerbated by lower numbers of high school graduates and 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.

Concordia has taken some positive steps towards increasing enrolment. The appointment of our first fully dedicated Dean of Management has resulted in a reinvigoration of our Management programming and an approach to recruitment through industry partnerships that we hope will result in a return to a 200+ FLE enrolment in this program within the next five years, a figure that would see it almost double in size.



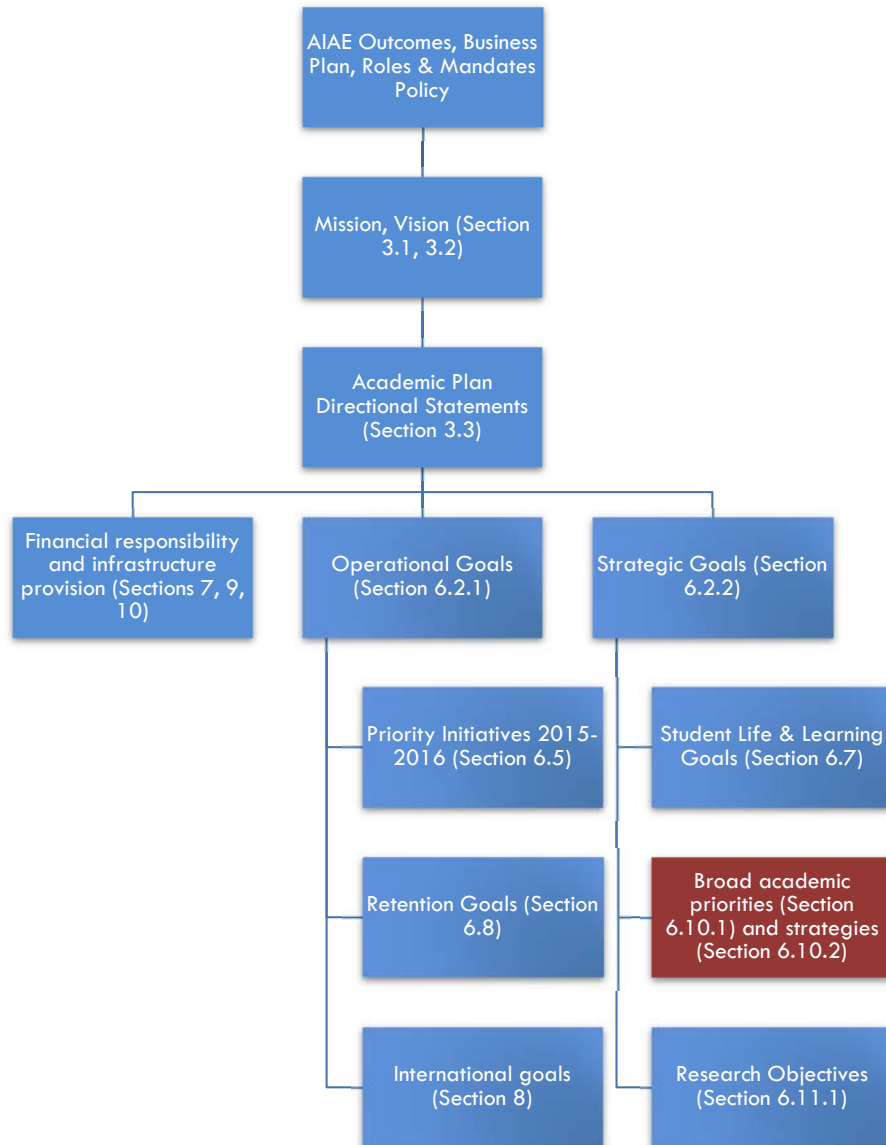
In addition to our hire in Management, we have also recently hired a new Director of Public Health in our Faculty of Science, with plans to hire an additional faculty member in that area. This, we anticipate, will lead to an increase in enrolment in our Public and Environmental Health programs, an area that up to the present time, appeared to be softening. The demand for seats in our B.Ed. (After Degree) program in Elementary Education continues to be consistent, with yearly intake at or close to the capacity of its 70 first-year seats. In each of our professional program areas retention is high.

The Master of Information Systems Security Management program continues to be in a growth phase, necessitating a new faculty hire in that area.

In summary, Concordia is still able to accommodate more seats in its undergraduate programs and is taking aggressive steps to fill those seats. We remain committed to 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.



# PRIORITIES FOR A FUTURE CONCORDIA



### 6.10.1 PRIORITIES FOR A FUTURE CONCORDIA

In order to achieve the institutional overarching goals and support the directional statements,

Concordia's faculty categorized its key academic goals into five broad priorities:

1. Creating a Distinctive Environment
2. Delivering Quality Academic Programs
3. Engaging Students
4. Attracting and Developing Faculty and Staff
5. Creating Societal Connections Through Scholarship

In the two years since the development of the Academic Plan Concordia has made significant progress towards the attainment of the five priorities, while recognizing that there is still a significant amount of work still to be done.

The emphasis on distinctiveness is a discrete priority as the institution has suffered due to a lack of awareness in the community of Edmonton. Not only is this a goal for the marketing department; this must be a goal for the academic programs and faculty in order to offer clients a distinct choice within this marketplace. With this in mind, Concordia has adopted what is known as the 'Concordia Core'; a suite of courses in identified thematic areas that all students must take to complete their undergraduate degrees. The Concordia Core emphasizes understandings in areas including communication, leadership, and foundational studies in the Humanities, Sciences, Social Sciences, Religion, and Ethics. This is connected to the second priority of delivering quality academic programs. In addition, Concordia has 'fast tracked' program reviews for all degree programs. This is combined with a high level administrative examination of programs with a view to streamlining our offerings with a focus on quality rather than quantity. This improvement in quality, we hope, will also assist in engaging our students and providing greater focus and intensity to the work they do.

The latter two priorities focus on developing and supporting the faculty and staff so that they can better serve our students. Concordia will strive to develop a rich academic



environment that enables students, professors and supporting staff to experience intellectual and professional growth. With respect to this, Concordia has engaged in two initiatives. First, our partnership for Faculty Development with MacEwan has been most advantageous. Aside from shared learning opportunities with MacEwan colleagues, this has also resulted in the availability of a wider array of faculty learning options. Second, scholarship, specifically that which relates to connecting with society, has been developed through the ongoing formation of cross-disciplinary research clusters in areas such as ‘travel’ and biological science. As these clusters develop they will reach out to the local community for collaborative research opportunities.

### 6.10.2 STRATEGIES TO ACHIEVE THE ACADEMIC PRIORITIES

With the five academic priorities clearly in mind, a consultation process was used to delve into ideas for achieving these priorities in the Academic Plan. Many proposed strategies cross over several of the priorities and so an emphasis is placed on those strategies that provide the greatest return while others are supported through long-term initiatives. Some strategies are institution-wide while requiring each faculty, department or program to apply the ideas in the most effective manner. Our ability to implement strategies necessarily depends upon available financial and personnel resources that, in the current circumstances, present a challenge. The following fifteen strategies, presented with brief summaries on progress to date, provide a set of directed initiatives that are congruent with the five academic priorities and the institution’s overall goals.

**Strategy #1:** Concordia will articulate the nature of its faith foundation in such a way that it is appealing to those who share, as well as those who do not share, that specific foundation.

*Progress to date:* Religion and ethics are included in the ‘Concordia Core’ suite of courses that all undergraduate students must take. In addition, this strategy is now being viewed in a more narrow way. Recent changes to the Mission, Vision, and Values Framework underscore Concordia’s Lutheran heritage while at the same time expunging other explicit references to faith.

**Strategy #2:** The faculty and administration will undertake to implement an effective academic structure such that students and programs are well supported



administratively and that provides clear pathways for departmental reporting and faculty development.

*Progress to date:* Concordia has implemented a re-structuring of the academic committee system to bring it in line with the PSLA, resulting in seven standing faculty committees who report to a General Faculties Council and ultimately the Board of Governors. Deans' Council and the President's Advisory Council report directly to the President.

Strategy #3: Faculty will identify an updated "Concordia Core" curriculum that fulfills the requirements of the Campus Alberta Quality Council approvals, demonstrates clear learning objectives, and provides all students with the basis of skills needed for any degree program they desire to pursue towards their career goal.

*Progress to date:* This has been completed. The Concordia Core requirements in communication, leadership, and foundational studies in the Humanities, Sciences, Social Sciences, Religion, and Ethics are published in the Academic Calendar 2015-16.

Strategy #4: The Academic Portfolio Task Force will continue to develop the five key abilities we desire for all our graduates and investigate mechanisms to insert these abilities into the learning objectives of the core and/or programs.

*Progress to date:* On reflection, the production of a mandatory Academic Portfolio for all students was impractical. The voluntary option to complete a portfolio is available to all students, and mandatory only for those in the Faculty of Education.

Strategy #5: The faculty departments will work to ensure that degree programs, minors, and courses are increased in flexibility to support student transitions and career goals as well as interdisciplinary studies.

*Progress to date:* This process is ongoing, commencing with a review of all programs in the Faculty of Science for implementation in the 2016-17 academic year. All other academic departments have been asked to begin the process of examining each of their programs in this regard.

Strategy #6: The faculty departments will articulate the learning outcomes for each program, provide mechanisms to achieve these outcomes in each course for the benefit





of students and instructors, and link these outcomes to potential career paths arising from the program.

*Progress to date:* A curriculum mapping process has been included in the requirements for program reviews that must occur on a 5-year cycle. This work is ongoing under the leadership of the Dean of Graduate Studies and Program Development.

Strategy #7: Faculty will demonstrate Concordia's career leadership by organizing existing offerings into effective career streams to support student choices for entering professional programs, professional careers, graduate schools, and other career plans.

*Progress to date:* This process is ongoing.

Strategy #8: Faculties will explore and implement methods that allow students to experience practical work in the fields whether as practicum work, student-faculty research initiatives, or other relevant activities.

*Progress to date:* Some programs, such as in Education, Public Health, and Psychology have extensive practical opportunities embedded in the curriculum. Practical opportunities in other discipline areas are being explored.

Strategy #9: Encourage Concordia's three-year degrees by ensuring programs support students in transitions to professional schools. Further consider the development of certificates and diplomas to provide alternative education choices to a wider variety of students.

*Progress to date:* Certificates in Public Health and Psychology have been implemented, and further certificates in Management and Information Technology are being explored. Diplomas in Public Health, Psychology, Information Assurance and Information Security have been implemented.

Strategy #10: Enhance academic advising and support of students from their first year through to graduation.

*Progress to date:* An academic advising steering committee comprised of representatives from all departments has been recently formed. This committee will provide both direct advice to students along with performing a liaison role between



students and relevant individual advisors.

Strategy #11: Support larger-scale cross-disciplinary research initiatives, especially those that support research needs in the local community creating societal connections for our faculty and students.

Strategy #12: Promote and share the scholarly activities of the university community with our students and community in a more conscious and deliberate matter.

*Progress to date (Strategies 11 & 12):* The formation of cross-disciplinary research clusters in areas such as 'travel' and biological science has been undertaken, with more to follow. As these clusters develop they will reach out to the local community for collaborative research opportunities.

Strategy #13: Integrate internationalization activities into the academic outcomes of the university including opportunities in the areas of teaching, research and collaboration, and service to global communities.

*Progress to date:* Our partnerships with international universities are now adequate in quantity and depth for an institution of our size. Research and program cooperation is our next focus. Concordia aims to deepen relationships with strategic partners in fostering various cooperative programs.

Strategy #14: Conscientiously develop opportunities for the mentoring and development of faculty and sessional instructors. Recognize the need for work-life balance in the academic community and provide mechanisms to support faculty and staff in creating balance.

*Progress to date:* Faculty workloads are under examination. In order to alleviate high workload levels closer scrutiny of external employment has been implemented. Additional internal work through course overloads is being reduced.

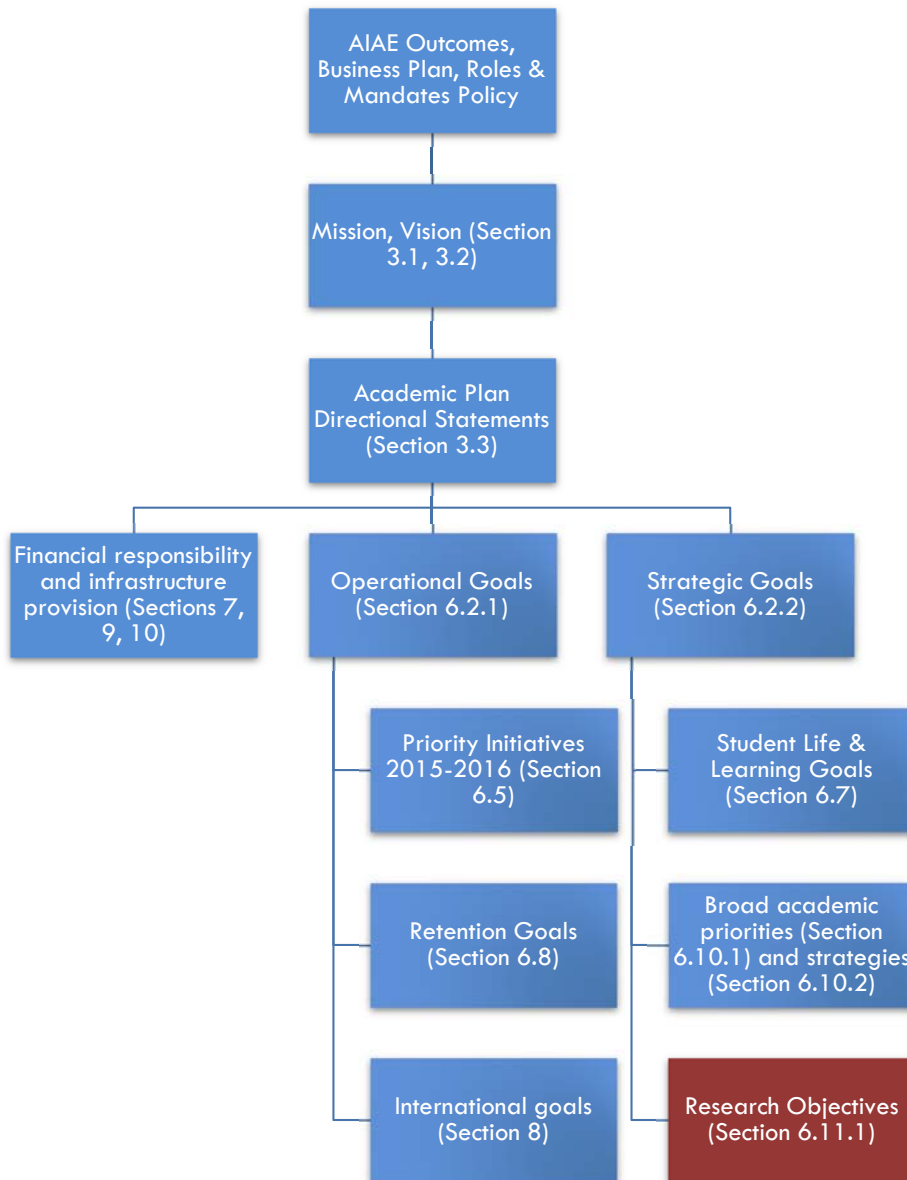
Strategy #15: Inter-departmental and inter-institutional opportunities can be used to enhance the skills within the university faculty and encourage development of relationships that support an increase in student numbers to our institution through recognition.



*Progress to date:* Our faculty development relationship with MacEwan is facilitating this, along with the development of our cross-disciplinary research clusters.



# RESEARCH



## 6.11 RESEARCH

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. Consistent with the new committee structure at Concordia, a Research and Faculty Development Committee has been struck in order to replace the former Academic Research Council. In the previous year, much work was done to revise institutional policies in the area of research. This being done, the Research and Faculty Development Committee can turn its attention to expanding its role in terms of evaluating the quality of sabbatical proposals and building in greater measures of accountability for research activities, and further implementation of the institutional Strategic Research Plan. A higher number of faculty than previous have indicated the desire to apply for external research funding, with three attending a grant writing workshop this past December.

Concordia's application for a Tier 2 Canada Research Chair in Theology and the Philosophy of Science was successful, bringing \$100,000 of extra funding into the institution each year for five years. Dr. Travis Dumsday commenced his work in this position on April 1, 2015. In this role Dr. Dumsday will be a key leader in research at Concordia in the coming years, coordinating research efforts and interdisciplinary and cross-institutional research collaborations.

Work has commenced on setting up cross-disciplinary research clusters around broad themes of common interest to Concordia faculty. The first of these, established in October of 2014, was the Interdisciplinary Research Group on Travel. Recently clusters in science as well as philosophy and religion have been established. In the next year these clusters will be supported and sustained, and new clusters will be established according to the research interests of faculty. One area that will be specifically targeted as a research cluster will be in the area of information systems security management. 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 Information and Communications Technology (ICT) has been essential to the development of programs and research in many disciplines.



### 6.11.1 STRATEGIC RESEARCH PLAN SUMMARY

Strategic research objectives for Concordia have been devised based on information and direction from four separate sources. These sources include:

- A review of Concordia's previous Strategic Research Plan to identify areas of continuing relevance conducted in November of 2013.
- Information derived from faculty research consultations held in September and October of 2013.
- Concordia's Academic Plan, a Board of Governors approved document guiding Concordia's growth and development between 2012 and 2018.
- Concordia's 2013-2015 Collective Agreement with the Faculty Association.

Concordia has traditionally focused on a healthy balance among teaching, research, and scholarship. To support this focus, the institution will continue to encourage faculty to link their research with their teaching. The institution is committed to promoting the teaching/research nexus by providing faculty with the necessary support to pursue these complementary activities productively and at a high level of excellence.

Concordia's research objectives are as follows:

#### 6.11.1.1 PROMOTE AN INSTITUTION-WIDE CULTURE OF SCHOLARSHIP AND RESEARCH

Concordia will actively pursue the following:

- a) Articulate, define, and encourage research and scholarly engagement at Concordia.
- b) Ensure the provision of an adequate policy environment to support research and scholarly activity.
- c) Focus faculty search initiatives to fill new and replacement positions with candidates who have excellent records of research and scholarly work.
- d) Provide reductions in teaching for research purposes and internal research grants.
- e) Encourage faculty in seeking external research grants to support their research, including grants from SSHRC, NSERC, and other sources.



- f) Provide sufficient and appropriate space, resources, and infrastructure to support research.

#### **6.11.1.2 FACILITATE COLLABORATION**

Concordia will:

- a) Identify and encourage areas of research and scholarly collaboration, including possibilities for
  - i) Collaborations of faculty within a single discipline at Concordia.
  - ii) Interdisciplinary collaborations at Concordia.
  - iii) Cross-institutional collaborations within Canada.
  - iv) International cross-institutional research collaborations.
- b) Take advantage of Concordia's small scale to promote faculty/student research opportunities and collaborations.
- c) Cultivate and develop unique undergraduate and graduate programs that engage students in creative research.
- d) Pursue community and business ties to encourage more community involvement and research partnerships with Concordia.

#### **6.11.1.3 ENHANCE THE PROFILE OF RESEARCH AND SCHOLARSHIP AT CONCORDIA INTERNALLY AND PUBLICALLY**

Concordia will:

- a) Develop campus-wide as well as intra-departmental opportunities for scholarly exchanges.
- b) Host scholarly conferences and artistic performances.
- c) Invite internationally recognized scholars as visitors to Concordia.
- d) Develop mechanisms for sharing Concordia research and scholarly achievements internally and with the general public outside of the Concordia community.
- e) Promote Concordia-based publications (for example, develop the new Concordia-based Canadian Journal for Scholarship and the Christian Faith).
- f) Encourage faculty to publish a greater quantity of their research in appropriate outlets, including but not limited to reputable peer-reviewed scholarly journals and scholarly books.



- g) Highlight Concordia faculty research and scholarly accomplishments in the general media.

#### **6.11.1.4 FOCUS ON AREAS OF RESEARCH STRENGTH WHILE RESPECTING INDIVIDUAL RESEARCH AGENDAS**

A process of consultation with faculty has led to the identification of the following research themes, based on Concordia's existing strengths and potential areas of excellence:

- a) The scholarship of learning and teaching
- b) Ethics and social responsibility
- c) Scholarship and the Christian faith
- d) Natural and physical sciences

Concordia will actively support and focus on research work in these areas, amongst others (and especially collaborative research), while at the same time recognizing that these themes do not encompass all of the research interests of faculty. Concordia will continue to respect the academic freedom of its faculty by also supporting legitimate research activities of individuals that do not necessarily align with these themes. Concordia faculty not working in these areas of strength will suffer no disadvantage, particularly with reference to attaining internal research grants, teaching reductions, and other forms of support.

## **6.12 COLLABORATION AND COMMUNITY ENGAGEMENT**

### **6.12.1 ACADEMIC COLLABORATIONS**

#### **6.12.1.1 FACULTY OF ARTS**

##### **6.12.1.1.1 DEPARTMENT OF FINE ARTS**

Concordia's School of Music collaborates with the following community ensembles: Concordia Community Chorus, Concordia Symphony Orchestra, Festival City Winds, Bella Voce Womens' Choir, Jubiloso Bells of Concordia. The School of Music also hosts





the Annual Worship and Music Symposium, attended by local church musicians and featuring national and international presenters. The Alberta Church Musician's Group is based out of Concordia.

The annual Singspiration summer camp for youth is promoted nationally, attracting students from across the country. The School of Music has also made international connections in Brazil through the 2014 Concert Choir Tour and is working on making connections for the upcoming Germany tour.

The Senior Students from the Drama Program are leading weekly Drama Clubs at Highlands Junior High School and Delton Elementary School.

#### **6.12.1.1.2 DEPARTMENT OF LANGUAGE AND LITERATURE**

Members of the English program are working with the University Relations to deliver flexibly scheduled sections of English 111 and 112 to several players from the Edmonton Oil Kings.

#### **6.12.1.1.3 DEPARTMENT OF PHILOSOPHY AND RELIGIOUS STUDIES**

The Centre for Scholarship and the Christian Faith connects with local, national, and international communities by hosting annual conferences and lectures at Concordia and publishing the *Canadian Journal for Scholarship and the Christian Faith*.

#### **6.12.1.1.4 DEPARTMENT OF PSYCHOLOGY**

For its four-year BA (Applied Emphasis), the Psychology Department liaises with more than sixty community agencies and government organizations that offer field experience opportunities for students, including, for example, sites that train students to do IQ testing or to work with clients who have schizophrenia. It works closely with many community psychologists, and clinical social workers participate as instructors for specialized one-day workshops given twice a year or as guest lecturers in the weekly practicum seminars (e.g., suicide awareness, crisis de-escalation, addictions). A Cree elder is engaged to provide training in Aboriginal Culture Awareness. In addition, eleven community professionals have agreed to participate in a career consultation process by meeting individually with practicum students to do an informal gap analysis of student career plans.



In the inaugural year of the graduate Psychological Assessment Diploma and Certificate programs, three department members offered practica in association with three private practices/agencies. In the spring semester of 2014, two students completed practica: one was placed with Dr. Jamie Dyce in his private practice to complete a Personality Assessment Practicum, and one was placed with Dr. Norman Brodie in his private practice to complete an Intellectual Assessment Practicum. In the winter semester of 2015, two students were placed with Dr. Farzad Zaré-Bawani at Kells Counselling/Family Solutions Group. One student is completing a Personality Assessment Practicum and one is completing an Intellectual Assessment Practicum. Three students are completing practica with Dr. Norman Brodie in Neuropsychological Assessment.

#### **6.12.1.1.5 DEPARTMENT OF SOCIAL SCIENCES**

Several students in the Political Economy program participate annually in the National Model United Nations, for which they have received international recognition.

#### **6.12.1.2 FACULTY OF EDUCATION**

Field experiences for approximately 140 students are provided in public and publicly-funded school districts across the province. Field experiences are intended to provide student teachers with opportunities to develop their knowledge, skills, and attributes based on the Teaching Quality Standard (TQS) for interim certification with Alberta Education.

Five career fairs are held each year, to support students as they transition from their studies to the teaching profession. Career Fairs are a component of the Employment Processes Program, which is designed to enhance students' understanding of the diversity of provincial school authorities and is intended to help open doors. Over 20 provincial school districts attend Career Fairs including urban, suburban, and rural jurisdictions.

Through the *Bridges* Bursary Program, approximately 40 to 60 percent of new graduates participate in voluntary post-graduation professional development opportunities to refine their skill sets in classrooms. The majority of graduates volunteer in provincial school districts, while a minority volunteer in jurisdictions outside the province but within Canada. Principals and supervising teachers report that participants add a positive dynamic to the professional learning community of their schools.



Teachers from public and publicly-funded school districts, as well as representatives from Alberta Education and the Alberta Teachers' Association, participate as instructors and mentors in our program.

### **6.12.1.3 FACULTY OF MANAGEMENT**

Twenty-four persons from seventeen firms and agencies have provided advice on the design, development, and delivery of the Master in Information Systems Security Management.

The Faculty of Management continues to look for niche markets that can be serviced by the Management Program in order to give our students a competitive advantage. Working with the Alternative Dispute Resolution Institute of Alberta to develop a minor in Conflict Resolution is one such initiative. Another initiative is the potential creation of double majors at Concordia between the Faculty of Management and the faculties of Science, Arts, and Education. These 5-year degree programs will give students an edge when looking for employment in Alberta and beyond. A third initiative is working with the financial industry to create a certificate that will benefit students looking for employment in the banking industry.

Over the past two years significant relationships have been cultivated with universities internationally. France, Germany, the Netherlands, China and Brazil all have universities working with Concordia to offer a variety of programs and international exchange opportunities for Concordia students and staff.

For the Career Development program, collaboration discussions and agreements have been occurring with a variety of groups and employment offices including Rupertsland, the Career Development Association of Alberta, Alberta Immigration and Employment and industry partners. Through regular collaboration with industry professionals program development and delivery continue to combine theory and practices as set out in the Canadian Standards and Guidelines for Career Development Practitioners.

### **6.12.1.4 FACULTY OF SCIENCE**

#### **6.12.1.4.1 DEPARTMENT OF MATHEMATICAL AND COMPUTING SCIENCE**

Concordia's mathematics outreach includes hosting the popular annual international contest-game Math Kangaroo for students in grades 1 through 12, publicly recognizing



and awarding all participants, and assisting students to prepare for the competition. Every March, approximately 400 students participate in the Math Kangaroo contest-game at Concordia, which has become one of the largest participation centers in Canada; only the Greater Toronto Area and Ottawa attract more participants. Over 500 parents and siblings wait at Concordia and enjoy writing the Parents contest, attending presentations, or just socializing. The annual Math Kangaroo Awards event is held in May or June; it attracts over 400 people, including winners, parents, relatives, teachers, volunteers. The Math Clubs program associated with the contest attracts over 200 students and over forty volunteers from Edmonton universities, schools, and broader community.

#### **6.12.1.4.2 DEPARTMENT OF PHYSICAL SCIENCES**

The collaboration with Evonik (formerly DeGussa) Canada in 4-Year B.Sc. in Chemistry program is on-going, whereby a student from the Department of Physical Sciences completes a paid one-year internship at the Gibbons, Alberta site.

#### **6.12.1.4.3 DEPARTMENT OF PUBLIC HEALTH**

Thirty-three Alberta Health Services health inspectors, including those from Leduc, St. Alberta, Sherwood Park and Spruce Grove, signed up to be mentors for students in the program. Thirteen past graduates returned to Concordia to guest lecture or help out with table-top exercises. The program supplies students for twenty-four practicum positions per year offered by Alberta Health Services. The program hosted guest lectures from AHS, Alberta Health, Health Canada, Canadian Food Inspection Agency, Western Camp Services, Media Specialist, Alberta Agriculture, Natural Resources Conservation Board, Medical Health Officers, private consultants/ business operators.

Members of the program have visited different facilities including the City of Edmonton - Pest Management Lab, Coast Plaza Hotel - Restaurant, Food Bank, AHS - Central Food Processing Facility, Esthetics Plus, Atomic Zombie Tattoo, Youville Long Term Care Facility, Urban Village Condominium - Aquatic Facility, Rosedale Water Treatment Plant, City of Edmonton - Waste Management Facility, Culligan Bottled Water Facility, EPCOR - Goldbar Waste Water Treatment Plant. A potential future visit to Highland Feeders - Intensive Livestock Facility is being planned. The virtual classroom component has featured guest lectures from Northern BC, Northern AB, Southern AB, and Southern SK.



Professor Nelson Fok travels regularly to China to provide professional education for public health inspectors.

Dr. Charles Hart from Kent State University in the US included Concordia on a funded sabbatical tour of public health education programs in Canada. He subsequently published an article on this in the Journal of Environmental Health. Further collaborations of this nature, and with Dr. Hart specifically, are anticipated.

Finally, an Adjunct Professor teaching in the program, Dr. Hasu Ghosh, is the recipient of this year's CIHR-Science Policy Post-Doctoral Fellowship in mental health. This will help Concordia to further embed the work of this Department within the context of CIHR.

#### **6.12.1.5 INDIVIDUAL RESEARCH COLLABORATIONS**

Individual faculty members are currently engaged in research collaborations with colleagues from several universities: provincially, the University of Alberta, University of Calgary, and Campus Saint-Jean; nationally, the University of New Brunswick, Concordia University (Montreal), Western University, The University of Toronto, McMaster University; internationally, Wake Forest University in North Carolina, Southern University at New Orleans, DePauw University in Indiana, Saint Louis University, Providence College, University of San Francisco, Texas A&M, Valparaiso University, Monash and the University of Melbourne in Australia, VU University in Amsterdam, the Universities of Paris 8 and Paris 10, and Université Catholique de l'Ouest (UCO) in Angers.

In addition, many individual faculty are collaborating in their research with the following organizations: World Health Organization, The Parisian Laboratory of Social Psychology, Alberta Health Services, The Canadian and Alberta Alzheimer's Society, Walk-In Society of Edmonton, Edmonton Poetry Festival, the Edmonton Fringe Festival, the international Online Gower Bibliography, and *Studia Philosophica Estonica*.

#### **6.12.2 LIBRARY COLLABORATIONS**

Concordia actively participates in local, provincial, regional, and national library cooperatives including the NEOS Library Consortium, The Alberta Library (TAL), the Council of Prairie and Pacific University Libraries (COPPUL), and the Canadian Research Knowledge Network (CRKN). Concordia library staff members contribute time and



expertise to these and other cross-sectoral planning associations such as the Library Association of Alberta (LAA) and the Alberta Association of Academic Libraries (AAAL). Locally, the Concordia library has partnered with the Edmonton Public Library to provide an “L-Pass” service so that Concordia Students, Faculty, and Staff can easily make use of EPL’s physical and online collections using their CUE ID cards. This partnership, coupled with the long-standing NEOS consortium partnership, allows students to utilize the collections of most public, academic, health, and government libraries in the Edmonton area and avoid duplicating collection expenditures on commonly held items. At the provincial level, Mr. Dan Mirau, Concordia’s Library Director, has nearly concluded his third year as elected Chair of The Alberta Library, the province’s non-profit, cross-sectoral library corporation whose mission is to strengthen Alberta communities through collaboration. Key initiatives of The Alberta Library are the TAL Card program, a service allowing members of any TAL member library to borrow and return materials from any other TAL member library; and electronic resource licensing, providing group discounted access to key academic journal and e-book resources. Mr. Mirau also led the provincial development of the AAAL Resource Sharing Agreement in which 28 academic libraries have committed to providing free interlibrary loan services to one another. Also on the provincial level, Mrs. Karen Hildebrandt, Assistant Library Director, has been serving as President of the Library Association of Alberta. LAA provides continuing education and networking/communication opportunities to Alberta’s library community and plays a leading role in the organization of The Alberta Library Conference, a key opportunity for government and library organizations to collaborate. For a full list of the collaborative partnerships maintained by the Concordia library see <http://library.concordia.ab.ca/policies/collaboration.php>

### **6.12.3 REGISTRAR: BLOCK TRANSFER AGREEMENTS**

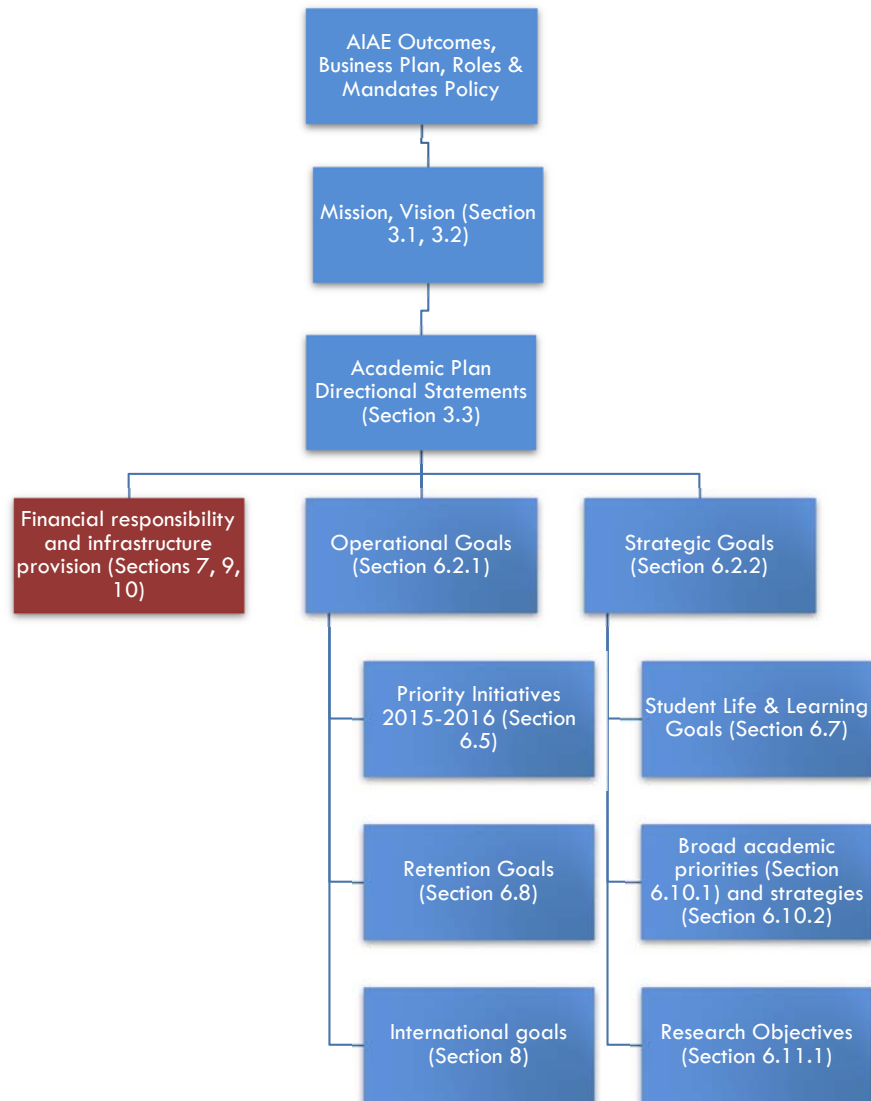
Concordia continues its block transfer agreements with MacEwan University, NAIT, Grande Prairie Regional College, Keyano College, and Red Deer College. These agreements enable more students to ladder from diploma to degree credentials.

### **6.12.4 COLLABORATION: GLOBAL NETWORKING**

Concordia’s Vice-President International has initiated and continues to develop a number of international collaborations. These are fully discussed in chapter 8 of this report.



# FINANCIAL AND BUDGET INFORMATION



# 7. FINANCIAL AND BUDGET INFORMATION

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## 7.1 FINANCIAL RESULTS 2014-15

Concordia ended fiscal year 2013-14 with an excess of revenue over expenses of \$1,006,397. This represents the fifth consecutive years of surpluses at Concordia, and a significant increase over surplus recorded in 2012/13.

The surplus is largely a reflection of improved internal operating efficiencies. Expenses associated with direct teaching operations were \$212,000 less than budgeted, largely a result of having a vacant English faculty position that was not filled, and that the UCEP program was suspended.

Expenses associated with operations support programs were below budget by \$652,581. This reflects postponement of expenses by budget managers in a number of areas, including consulting and legal fees, promotional material and advertising, information technology, institutional travel, employee pension and benefit costs.

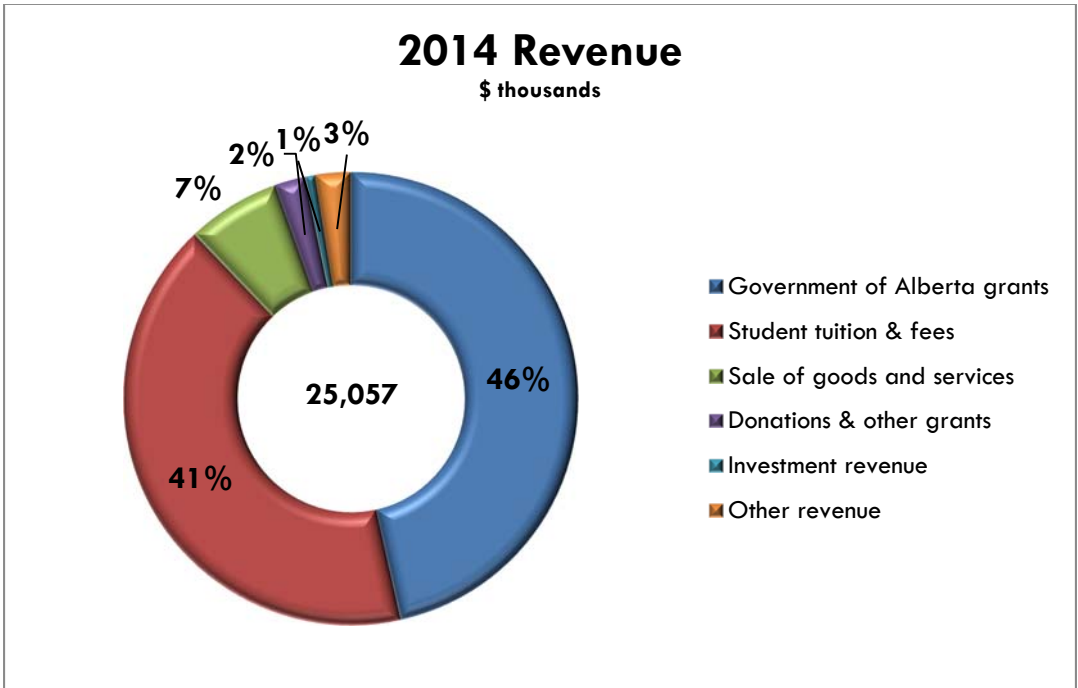
Capital expenditures totaled \$814,581. The most significant of these were \$296,142 associated with design and permit costs in relation to construction of residence buildings on 112 Ave. In addition \$146,591 was spent on construction of a new biology lab, \$102,388 on improvements to campus information technology, and \$79,000 on library books.

A summary of 2013-14 revenue and expenses is provided below.

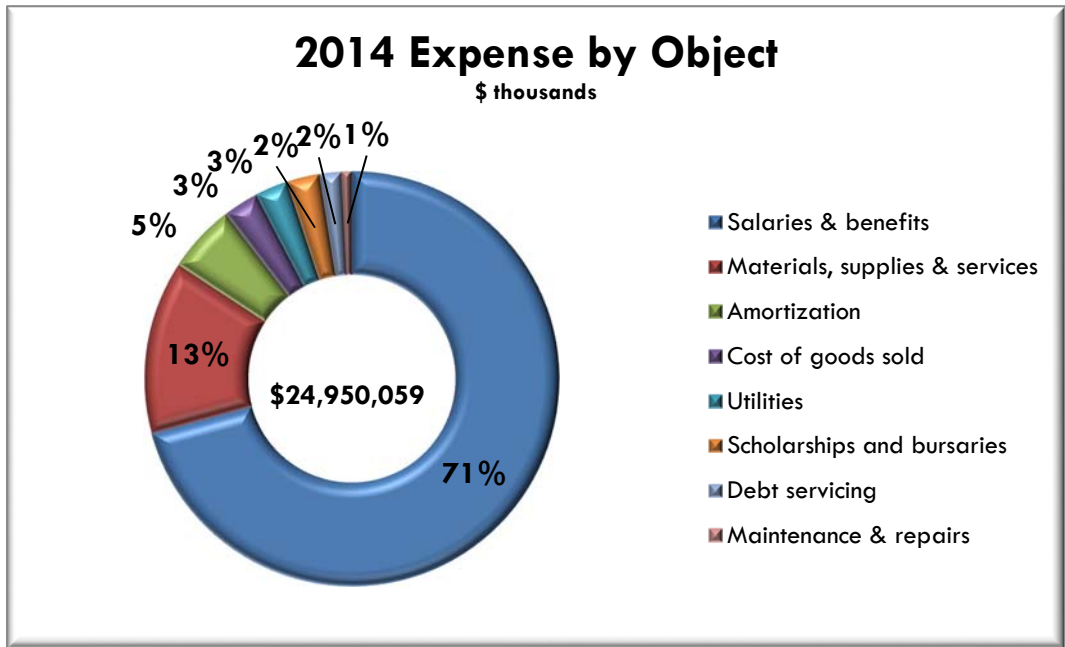




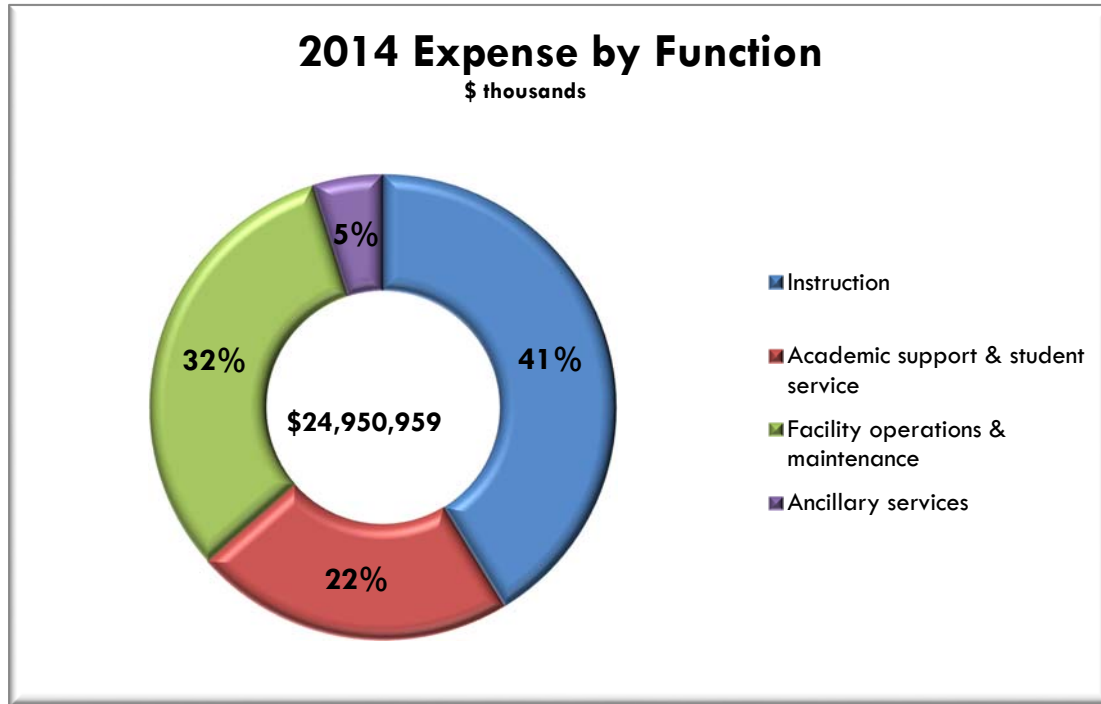
Sources of Revenue 2013-14



Operating expenses by object 2013-14



## Operating expenses by function 2013-14



## 7.2 FINANCIAL SUSTAINABILITY

In fiscal 2014-15 government revenue accounted for 46% of all revenue at Concordia. This will diminish over the next three years. Government funding reductions of 1.4% are reflected in budget for fiscal year 2015-16, an additional 1.7% in 2016-17, and assumption of 2.0% cut in 2017-18. The effect of these reductions will be that government revenue will account for approximately 40% of total revenue by 2017-18.

Increases in tuition revenue will offset the decrease in government funding, and this is expected to come through combined enrollment and modest tuition increases. Currently, tuition revenue is 41% of total revenue. With increases of average tuition fees of 2% per year, and student enrollment increases of 3%, tuition revenue will form 48% of total revenue by 2017-18. Although on average tuition will increase at this level, international, professional, and graduate level fees are under review and expected to increase more significantly.



Revenue will also be augmented by increased auxiliary revenue. In 2014, Concordia became one of two locations in Edmonton contracted by Paragon Enterprises to provide English language proficiency testing (CELP) for new Canadians. The program is quite successful and expanding rapidly, so that it generates more than \$300,000 per year for Concordia. In addition Concordia is introducing programs to provide English language proficiency for academic purposes. These are geared at prospective international students who need to prepare for admission to university level programs in Edmonton. Auxiliary revenue will become more important as a source of revenue to support operations.

Internal efficiencies are also needed to curtail or limit increases in operational expenses. Staffing increases are limited to those essential to sustain existing programs, or implement approved new programs. New faculty hires are anticipated in MISSM, Management, Education, and Environmental Health (Public Health) programs. Other faculty hires are limited to those needed to replace retirements.

Approximately 71% of all operational expenses are for compensation and benefits. Concordia's collective agreement with its Faculty Association will expire in June 2016, and compensation increases for 2017 and 2018 will be pending the outcome with ensuing negotiations. Budget forecast anticipates salary growth in accordance with cost of living increase of 1% per year over the next three years. Other than faculty increases mentioned above, the budget forecast does not anticipate any significant change in staffing levels.

Reductions in government funding will restrict the ability of Concordia to meet all of its obligations for facility maintenance and new capital projects. Facility maintenance accounts for 1% of total operational funding. Capital projects at Concordia do not receive provincial government funding, and because of this Concordia includes capital expenditures as part of its operational budget forecast (amortization expense is excluded).

For fiscal year 2015-16 an Access to Future Fund grant of \$430,000 will fund improvements to classroom learning environments, refurbishment of a chemistry lab, improvements to auditorium lighting and sound for drama program, and provision of



financial aid for MISSM/ MISAM program. Auditorium improvements are also augmented by donor funding of \$300,000 over three years.

Debt servicing is also a major financial commitment for Concordia. Concordia carries a capital loan portfolio of approximately \$8.1 million. Debt servicing costs are \$410,000.

All of Concordia's bank covenants are in order, but bank financing is under review to possibly reduce financing charges.

Concordia will also seek to increase donor funding. This is in particular necessary to support needed capital initiatives. A high priority will be to build new residences. Existing capacity is for 96 students in dated facilities, and facilities are full. Lack of suitable residence space is seen as limiting attraction of international and rural Alberta students. A new facility for 100 students will cost from \$7 to \$10 million dollars. In order to be viable, the project must be funded predominately through private grants and donations.

Concordia also is pursuing research grants. In 2014-15 Concordia received a \$500,000 federal government SSHRC grant for a Canada Council Research Chair in Theology and the Philosophy of Science. This funding will be dispersed over five years. In order to provide more research opportunities for its faculty, Concordia will rely heavily on federal government grants and other new sources of research grant funding.



Table 2 - Operating budget 2014-15 to 2017-18

	Actual	Forecast	Budget	Forecast	Forecast
	31-Mar-14	31-Mar-15	31-Mar-16	3/31/2017	3/31/2018
Revenue					
Student Fees	10,729,824	11,445,205	12,193,877	12,944,582	13,589,896
Government of Alberta Grants	12,062,218	12,330,942	11,839,951	11,640,263	11,409,212
Other Grants, Donations, Miscellaneous	739,630	657,433	661,200	642,184	658,525
Investment Income	48,543	70,144	125,000	127,500	127,526
Student Activities	296,178	327,210	346,590	369,250	376,135
Auxiliary Services	1,733,880	1,983,264	2,077,400	2,094,648	2,192,653
Designated Revenue	37,648	-	-	-	-
	25,647,921	26,814,199	27,244,018	27,818,427	28,353,947
Expenses					
Capital Asset Amortization	1,279,231	1,293,058	1,300,000	1,326,000	1,352,520
Teaching Operational	10,953,960	11,305,513	11,517,676	11,945,321	12,247,631
Student Financial Aid	410,619	555,750	566,280	577,606	589,158
Academic Support and Student Services	3,452,649	3,420,389	3,452,116	3,518,039	3,601,908
Institutional and Operational	7,064,073	8,013,243	8,345,081	8,593,070	8,730,137
Auxiliary Services	1,287,828	1,433,950	1,359,732	1,355,173	1,384,235
Student Activities	1,049,679	912,891	962,460	1,001,391	1,038,909
	25,498,038	26,934,794	27,503,345	28,316,600	28,944,498
Excess/ (deficiency) revenue over expenses	\$149,882	\$(120,595)	\$(259,327)	\$(498,173)	\$(590,551)
Add:	1,279,231	1,320,000	1,300,000	1,326,000	1,352,520
Subtract:					
Amortization Deferred Capital	250,584	237,533	250,000	255,000	260,100
Repayment of Bank Loans	484,304	461,077	469,769	485,232	500,994
Net excess revenue over expenses	\$694,225	\$500,795	\$320,904	\$87,595	\$875

## 7.3 IMPLICATIONS OF EXTERNAL FINANCIAL ENVIRONMENT

### 7.3.1 ECONOMIC CLIMATE

The economic climate of Alberta has changed markedly since the summer of 2014 as a result of rapidly falling oil prices. This has ramifications for Concordia in a number of



ways. First, the provincial government is dealing with a potential \$7 billion funding deficit, with the resulting provincial government funding for post-secondary education. Second, the donor environment will be affected as corporations and individuals have less income to distribute and, with lower operating profits, less benefit from the tax savings from donations to registered charities. Third, increased unemployment will likely make higher education less affordable to some of Concordia's prospective students. This trend may, in part, be offset by some people returning to university in order to upgrade their skills and education.

### **7.3.2 CHANGING PRIORITIES IN ADVANCED EDUCATION**

There is some perceived misalignment between the values and goals of traditional liberal arts education, and expectation for skilled workers in the labour market. Education providers are under increasing pressure to demonstrate their relevance to innovation, productivity, and the economic development of the communities in which they reside. Government funders, as a result of pressure from taxpayers, may reassess priorities for funding and require more accountability from advanced education providers.

This will require post-secondary education providers to assess and improve instructional quality, technology and pedagogy, and quality/skills of graduates. This means that universities will need to legitimize the contribution that they make to the broader community, in order to ensure public support for their continued government funding.

#### **7.3.2.1 STUDENT DEMOGRAPHICS**

The population demographic of people between 18 and 24 years of age is at an all-time low. This means that cohort of students seeking advanced education is also at an historic low and likely to remain so for the next 5 to 10 years. The effect of the "demographic dip" is exacerbated by increased number of available spaces for students at the university level made available in Alberta over the past 10 years. The end result is that there is more competition for a smaller cohort of new students. Significant enrollment growth presents challenges in this environment.

In order to maintain enrollment projections Concordia must be very intentional in addressing the needs of more non-traditional students. These may include mature students in the 25 – 40 year old range, students from rural Alberta, first-nations and



aboriginal students, and international students.

### **7.3.2.2 INTERNATIONAL COMPETITION FOR STUDENTS AND RESOURCES**

Concordia seeks to augment domestic student enrollment with more international students. To date the University has been quite successful, as the international student enrollment approaches 8.5% of the entire student body. Concordia has been extremely successful in attracting international students over the past three years but faces increasing international competition for students and resources. Students can choose from a plethora of options for their education. Concordia will need to be very deliberate in developing structures and support services to meet the unique needs of these students if it intends to become a preferred destination for them.

### **7.3.2.3 STUDENT TUITION TRENDS**

Reductions in government funding will result in pressure to increase student tuition fees. This may be difficult to do in an environment where students are becoming increasingly militant in their opposition to fee increases. Efforts to increase tuition will be met by strong opposition from students. Concordia will need to ensure that its education programs have perceived intrinsic value in relation to its fees.

### **7.3.2.4 HUMAN RESOURCE ISSUES**

Concordia will need to address a number of issues in order to attract and retain qualified faculty and staff. Employee and Faculty compensation is perceived by some to be a little lower than in other post-secondary institutions in Alberta. Even with funding constraints and possible wage freezes, Concordia will be under pressure to align internal compensation with salary and compensation in the broader advanced education community.

Also, as a smaller university Concordia must attract good faculty, staff, researchers, and management with the skill sets needed to deliver high quality university level research and education programs. Competition for well qualified professional staff and faculty may make recruitment for key positions challenging.



## 7.4 INTERNAL CONSTRAINTS AND OPPORTUNITIES

### 7.4.1 AGING DEMOGRAPHIC OF STAFF AND FACULTY

Average age of Concordia's faculty and staff is increasing. Average age of faculty is 54 years, and only seven faculty members below the age of 45. This creates an "inverted pyramid" in the faculty demographic, with the majority being older and having full faculty status, and a smaller number with associate and assistant status.

This demographic distribution of faculty is quite unique for a university setting and distorts the compensation structure in that there is a preponderance of "higher end" mature faculty. The demographic structure is expected to change significantly in the next 10 years as many more senior faculty reach retirement age. This may provide an opportunity to adjust compensation structure more favourably for younger employees.

### 7.4.2 PERCEIVED COMPENSATION DISPARITY

Internal review of employee compensation is a high priority to ensure competitiveness with similar employers in the local economic environment. Market review of compensation is being done in order to quantify the extent, if any, of the disparity. Bringing internal compensation in line with peer groups, to ensure competitiveness in the local employment market remains a high priority for Concordia. This could cause compensation costs to escalate over the next four years.

### 7.4.3 OPPORTUNITIES TO IMPROVE INTERNAL EFFICIENCIES

Concordia prides itself in running its internal processes quite efficiently. This being the case Concordia still places a high priority in managing its internal efficiencies. Staffing at Concordia has decreased in the past five years. In fiscal year 2009-10 Concordia reported staffing of 229 FTE. This had diminished to 226 FTE in 2013-14. Similarly total operating expenses in 2009-10 were \$24,272,914 and \$24,950,959 in fiscal year 2013-14. This is an increase in operating costs of 2.37% in a four year period.

Going forward, Concordia seeks to improve internal efficiencies through rationalization of services and academic programs with other organizations, more effective application of information technology, and improvement in internal processes.





## 7.5 OPERATING IMPLICATIONS FOR CONCORDIA

### 7.5.1 REVENUE TREND

Revenue in total is expected to increase 5.7% over the next five years. This presents a challenge in that operational expenses are likely to increase 7.00% over the same period. Funding from the provincial government is expected to decline by 7.5%.

Revenue growth will be largely offset by 18.7% increased revenue from tuition and fees. Growth of 3.0% annually is needed for domestic and international students with tuition fees increasing 2% annually. In order to accomplish this Concordia needs to be very targeted and strategic in how it promotes its programs to prospective students, and rely on internal strategies to improve student retention. If proposed new programs are approved, enrollment growth will exceed the 3.0% annual target.

Revenue from auxiliary services will also be spurred by rental from external agencies with compatible education mandate and mission as Concordia (e.g. ADR Institute, CELPIP testing centre). Revenue from student activities refers mainly to revenue generated from student athletic, drama, and music events. This revenue is likely to grow as Concordia expands its drama and music program offerings to students.

### 7.5.2 EXPENSE TRENDS

Expenses are expected to increase by 7.46% over the same period, and most of these will result from increased staffing costs. Average annual forecast increase in salary compensation is 2.4% per year. This assumes very conservative compensation increases of approximately 1% cost of living plus normal grid increment increases. In light of external pressure to remain competitive, adherence to this level of increase may be difficult.

In order to offset increasing salary pressure, Concordia is reviewing employee benefits and pension with intention to reduce costs. Recently they have taken over administration of these plans from Lutheran Church Canada in the hope of reducing administrative costs. Increases to compensation may be partially offset by decreases to employee benefit administration costs.

Staffing employment increases are quite limited to those seen as essential to maintaining program standards. New faculty hires are anticipated to facilitate program



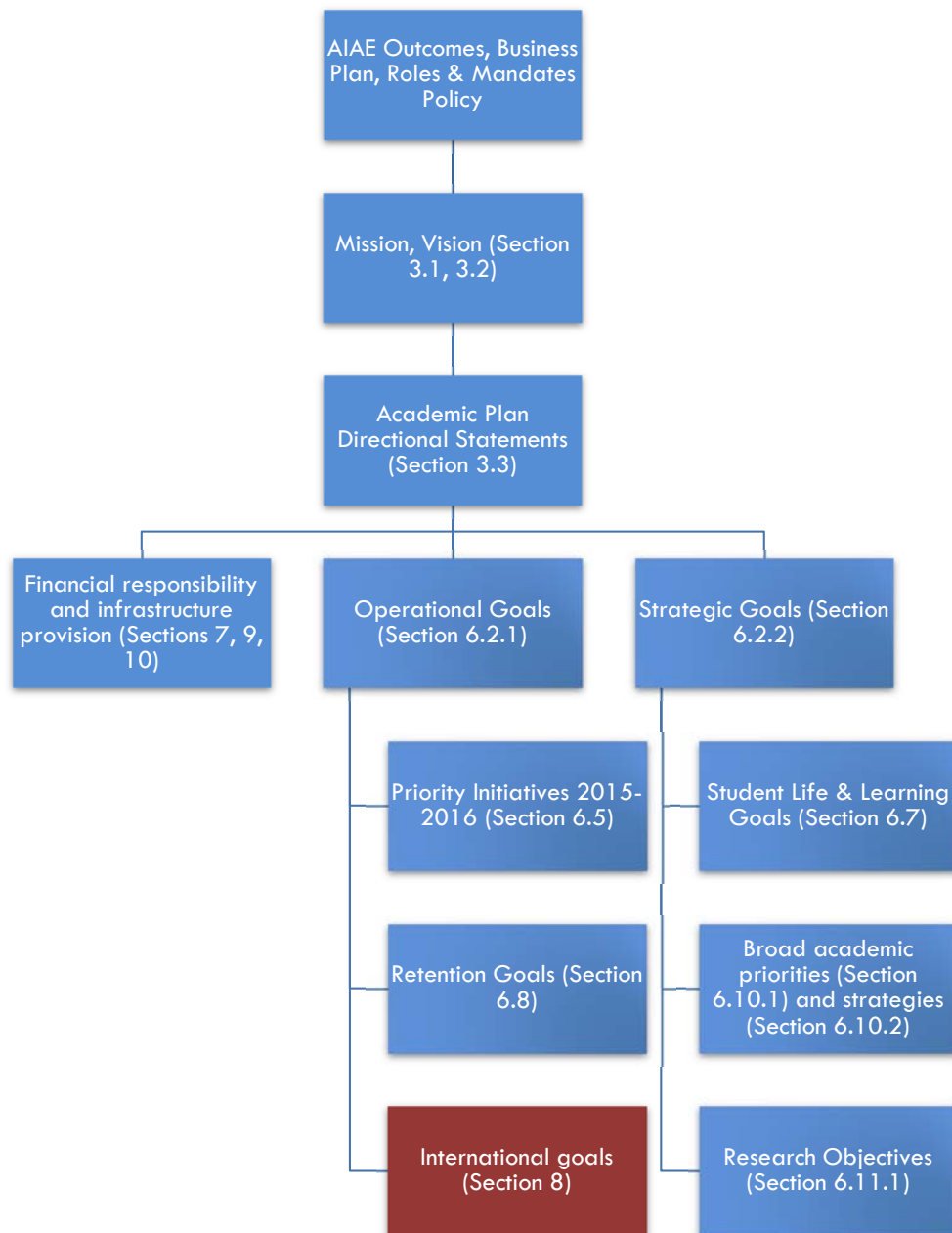
expansion in MISSM, Management, and Education programs. Other hires replace vacancies or anticipated retirements in English, French and Mathematics. New lab techs are likely to be hired for Biology and Chemistry. Other than to replace existing vacancies operational staffing increases are not anticipated. Generally expense increases over all academic and operational departments are quite similar, ranging from 5% to 7% annually. Student Activity expense will increase by 14%, largely as a result of increased costs associated with drama and music productions. Five year increase in revenue and expense is shown below.

Table 3 - Changes in expenses and revenue 2014-15 to 2017-18

	Forecast	Forecast	
	31-Mar-15	3/31/2018	Net Change %
<b>Revenue</b>			
<b>Student Fees</b>	11,445,205	13,589,896	18.7%
<b>Government of Alberta Grants</b>	2,330,942	11,409,212	-7.5%
<b>Other Grants, Donations, Miscellaneous</b>	657,433	658,525	0.2%
<b>Investment Income</b>	70,144	127,526	81.8%
<b>Student Activities</b>	327,210	376,135	15.0%
<b>Auxiliary Services</b>	1,983,264	2,192,653	10.6%
<b>Designated Revenue</b>	-	-	
	26,814,199	28,353,947	5.74%
<b>Expenses</b>			
<b>Capital Asset Amortization</b>	1,293,058	1,352,520	4.60%
<b>Teaching Operational</b>	11,305,513	12,247,631	8.33%
<b>Student Financial Aid</b>	555,750	589,158	6.01%
<b>Academic Support and Student Services</b>	3,420,389	3,601,908	5.31%
<b>Institutional and Operational</b>	8,013,243	8,730,137	8.95%
<b>Auxiliary Services</b>	1,433,950	1,384,235	-3.47%
<b>Student Activities</b>	912,891	1,038,909	13.80%
	26,934,794	28,944,498	7.46%



# INTERNATIONALIZATION



# 8. INTERNATIONALIZATION

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## 8.1 INTRODUCTION AND OVERVIEW

Relative to NAFSA: Association of International Educators' strategic plan (2011-2013) Concordia has, since 2011, made the "conscious effort to integrate and infuse international, intercultural, and global dimensions into the ethos and outcomes" of its education. As the last Internationalization Strategy demonstrates, Concordia University of Edmonton has set in place a framework of comprehensive, institutional internationalization, which "involves active and responsible engagement of the academic community in global networks and partnerships". Over the past year, Concordia has established new institutional partnerships, as we envision a web of global partners offering varied opportunities for our students, faculty and staff, and whereby Concordia also becomes a destination for international experiences from abroad. We have also been growing our web of international recruitment partners.

## 8.2 KEY AREAS: PEOPLE, IDEAS, PLACES, PROGRAMS, GLOBAL

### 8.2.1 AWARENESS

Concordia had the goal of increasing numbers of international students to 8% of the total student population by 2014, and has in fact succeeded in growth to 10% in this time-frame. A new position of Assistant to the International Office and Student Life, and Director, International and Practicum Placements has been created to assist with demand. Concordia aims to diversify the international student population and attract more students from Asia, maintaining our level of 10% of international students among the student population, which is also growing, by 2017.

Concordia aims to strengthen a study abroad procedure and culture. Procedures and policies continue to be expanded, and an initial scholarship for study abroad has been created, effective 2015, from internal funds. The number of students seeking information about study abroad opportunities has grown exponentially in the last year. The number of exchange students from partners abroad has grown likewise, and there is competition among students of our partner universities in the Americas to study at



Concordia with the Emerging Leaders of America Program (ELAP) scholarship. The number of ELAP students at Concordia has tripled in the last year.

### 8.2.2 INTERNATIONALIZATION AT CONCORDIA AT A GLANCE

Concordia had three institutional partnerships in 2011. Since May 2012, emphasizing specific geographical areas, and in keeping with Federal and Alberta Government strategies for cooperation, Concordia has signed MOUs with a significant number of institutions in Latin America and the Caribbean, Asia and Eurasia, Europe, and Africa. A list of the specific institutions can be found at <http://international.concordia.ab.ca/partner-universities/>

Concordia continues to assess and enhance support and student services along with advising and mentorships, integrating international students into student life thanks to the creation of an English Club, or an *International Café*, and by organizing events to promote discovery of our geographical region. The International Office is a centre for information and advice about studying abroad and studying in Canada (for international students), growing partnerships with cultural associations, with the City of Edmonton, enhancing international students reception and orientation (pre-arrival and on site), and the “Buddy program”.

The annual “International Days” have been growing each year. In January 2015 we created a Chinese Club, in partnership with the *Confucius Institute in Edmonton*, which now counts 73 members among students, faculty and staff, and that offers weekly Mandarin classes and cultural aspects. This is one of the outcomes of our participation at the “Canada’s Asia Challenge” Conference in Calgary in October 2014. Other outcomes include several institutional visits to China this year, and a new outreach to Japan and Korea, in order to foster and strengthen our institutional partnerships and the first establishment of program cooperation, as well as building Asia competencies on campus.

International research and program cooperation are Concordia’s next focus. Concordia aims to deepen relationships with strategic partners in fostering various cooperative programs. Cooperation is growing in Europe (France, Norway) and in South Brazil. Increase in international awareness in faculty coming through information campaigns of the international office as well as from the Research and Faculty Development



Committee which is fostering funding for international activities. Faculty members are engaging with international partners in the form of visits, sabbaticals, short term teaching cooperation and joint research activities in the areas of Biology, Psychology, Information Systems Security (ISS) and Assurance, Public Health, Education, Management, Philosophy and Religion, Music. New program cooperation projects are being considered for the Management program, including ISS, in Europe, Brazil and China, and the Public Health department, through its newly hired Director, is reaching out to Brazil and Asia (Japan, Korea and China). We are also fostering short-term faculty-led study abroad missions.

A delegation from the Research and Faculty Development Committee visited three partner universities in South Brazil in October 2014 in order to observe and discuss best practices in research and industry connection, and ideas resulting from this visit are being discussed at Concordia.

A crucial and growing challenge is the lack of residence spaces for students. While unable to engage in major or even minimal capital expansion for additional dorm spaces at this point in time, we have partnered with *Home Stay Canada*.

It is our ongoing goal to maintain and foster:

- an environment of open communication, care and mutual service that unite the international student community with faculty, staff and the administration, and the sense of reciprocal acceptance and respect under Concordia's ethical values.
- 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.
- International and Intercultural interaction and awareness.
- workshops to help faculty members internationalize the teaching/learning process and curriculum.
- 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.



# 9. INFORMATION TECHNOLOGY

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Concordia's information infrastructure requires continual upgrades and maintenance. Internally, disparate information systems lead to inefficiencies that could be mitigated through a dedicated effort to improve integration. Numerous opportunities for process automation exist, particularly in areas related to graduate programs. A dedicated focus on enhancing Concordia's services on mobile devices is also required. Demand for bandwidth and connectivity continues to increase rapidly.

## 9.1 INFORMATION TECHNOLOGY GOALS

- Developing private cloud infrastructure to further increase flexibility of our datacentres;
- Continuing to enhance our online registration and other online services;
- Further optimizing our lecture rooms for use with user-provided devices;
- Increasing the participation of our IT staff in the academy itself, in the implementation of new course-specific technology such as simulators and course-specific apps;
- Increasing the availability of video delivery and online participation facilities to all instructors;
- Enhancing our Moodle Learning Management System (LMS) as the centerpiece of the student's online experience and encouraging meaningful instructor use of the LMS;
- Re-architecting all internet-delivered services to take full advantage of mobile platforms;
- Establishing a standard internal homepage for more effective organizational communication with faculty and staff;
- Engaging the broader post-secondary community by sharing services and expertise with other institutions;
- Integrating diverse on-campus information systems to enhance staff workflows as well as the student experience;



- Continuing to enhance connectivity to research networks across Alberta, Canada, and beyond to effectively support graduate and undergraduate research activities;
- Establishing the facilities required to support the delivery of a broad range of online and hybrid courses;
- Undertaking a focused effort to increase automation and student self-service opportunities with regard to graduate programs;
- Championing an institutional orientation toward business process maturity and the adoption of best practices where appropriate, including public sources of guidance and best practice as well as industry-specific sources such as the Alberta Post-Secondary ITM Control Framework;
- Modernizing our telephony infrastructure to enable modern applications and reduce risk;
- Communicating a vision which emphasizes the strategic importance of information to Concordia;
- Implementing an ITSM solution to assist in the automation of service delivery and enhance the support experience; and
- Focus new application development on the web as our primary platform, and begin the process of porting existing desktop applications to the web.

## 10. CAPITAL PLAN

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The four year forecast does not make provision for significant capital improvements. A number of major capital projects are under consideration pending program approval. These include:

- 100 unit Residence and International Cultural Learning Centre: \$7 to \$10 million
- Science wing to accommodate Western School of Optometry: \$8 to \$10 million

Neither of these Capital projects is included in the four year financial forecast, although the new residence building is a high priority. Shovel ready designs and specifications for a new residence are completed but the project cannot continue until donor funding is secured. Concordia has limited capacity for 94 students in dated facilities. Lack of





adequate residence facility is seen to be a limiting factor in attracting international and other students from outside Edmonton.

The Western School of Optometry program is in the discussion stage, and has not had preliminary approval from department of Advanced Education. For this reason Concordia cannot include the capital cost as part of its budget forecast. Neither of these capital projects will proceed unless donor funding is found to support them.

Capital expenditures are limited to those needed to maintain existing infrastructure and to replace dated equipment. Three year capital forecast is shown in the table below.

**Table 4 - Capital Expenditures 2015-16 to 2017-18**

	2015-16	2016-17	2017-18
<b>IT Improvements</b>	106,000.00	85,000.00	85,000.00
<b>Replace DX Cooler - Alumni Hall</b>	127,100.00		
<b>HVAC Controls</b>	66,800.00	54,500.00	
<b>G102 Chemistry lab</b>	80,000.00		
<b>Cafeteria Kiosk</b>	43,500.00		
<b>Student Dorm Improvements</b>			250,000.00
<b>Roof Replacements</b>		80,000.00	85,000.00
<b>Research Lab</b>		125,000.00	
<b>SES Renovations</b>		125,000.00	
<b>Other</b>	16,100.00	34,200.00	
<b>Asphalt/ concrete repair</b>	45,000.00	50,000.00	50,000.00
<b>Bobcat Replacement</b>	6,200.00	6,200.00	6,200.00
<b>Dorm Furniture</b>	20,000.00	20,000.00	20,000.00
	510,700.00	579,900.00	496,200.00
<b>Donor Funded Drama Facility Improvement</b>	100,000.00	100,000.00	100,000.00
<b>Total</b>	\$ 610,700.00	\$ 679,900.00	\$ 596,200.00



# APPENDIXES

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# APPENDIX 1: GFC AND STANDING COMMITTEE COMPOSITION

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## GENERAL FACULTIES COUNCIL

Member	Role	Relationship	Faculty	Term End
<b>By Virtue of Office – Ex-Officio</b>				
	Chair	President		
	Member	Vice-President Academic		
	Member	Vice-President International		
	Member	Vice-President Finance & Administration		
	Member	Vice President Academic (Associate), Dean of Research and Faculty Development		



Member	Dean of Science		
Member	Dean of Education		
Member	Dean of Management		
Member	Dean of Graduate Studies and Program Development		
Member	Director of Library		
Member	Registrar		
<b>Student members</b>			
Member	CSA President	CSA	30 June 2015
Member	CSA Member	CSA	30 June 2015
Member	GSA President	GSA	30 June 2015
<b>Faculty members</b>			
Member	Academic Staff Member	Arts	30 June 2016
Member	Academic Staff Member	Arts	30 June 2016
Member	Academic Staff Member	Arts	30 June 2016
Member	Academic Staff Member	Arts	30 June 2016
Member	Academic Staff Member	Arts	30 June 2016
Member	Academic Staff Member	Arts	30 June 2016
Member	Academic Staff Member	Arts	30 June 2016
Member	Academic Staff Member	Arts	30 June 2015



Member	Academic Staff Member	Arts	30 June 2015
Member	Academic Staff Member	Arts	30 June 2015
Member	Academic Staff Member	Arts	30 June 2015
Member	Academic Staff Member	Arts	30 June 2015
Member	Academic Staff Member	Arts	30 June 2015
Member	Academic Staff Member	Arts	30 June 2015
Member	Academic Staff Member	Science	30 June 2016
Member	Academic Staff Member	Science	30 June 2016
Member	Academic Staff Member	Science	30 June 2016
Member	Academic Staff Member	Science	30 June 2015
Member	Academic Staff Member	Science	30 June 2015
Member	Academic Staff Member	Science	30 June 2015
Member	Academic Staff Member	Education	30 June 2016
Member	Academic Staff Member	Management	30 June 2016
Member	Academic Staff Member	Management	30 June 2016
Member	Academic Staff Member	Management	30 June 2015
<b>Appointed members</b>			
<i>Ex-officio</i>			
Member	Dean of Students	Student Life	



Member	Executive Director, University Relations	External Stakeholder	
Member	President, CUCAFA	Faculty Association	
Member	GFC Nominee to the Board	Board of Governors	
<b>Academic</b>			
Member	Adjunct/Sessional	At-large	30 June 2016
<b>Non-Academic Staff</b>			
Member	Non-Academic Staff	At-large	30 June 2015
Member	Non-Academic Staff	At-large	30 June 2016
<b>Advisory Non-Voting</b>			
Advisory	University Secretariat	University Secretariat	

**Coordinator:** University Secretariat

**Scribe:** University Secretariat

**Quorum:** 50% of the voting membership including the Chair and excluding vacancies

**Terms:** 2-year terms for elected members  
1-year terms for all student members

Ex-Officio (including appointed *ex-officio*) may send delegate

Elected or Appointed may not send delegate

## ROLES & RESPONSIBILITIES



1. Subject to the authority of the Board of Governors, the General Faculties Council is responsible for the academic affairs of the university, and has the authority to:
  - a. Exercise any power of a faculty council that the general faculties council (GFC) considers desirable to exercise;
  - b. Consider and make decisions on the reports of the faculty councils as to the programs of study in the faculties;
  - c. Determine all programs of study to which clause 2 does not apply that are to be offered by the University for Credit toward the requirements for any degree or diploma;
  - d. Determine the timetables for examinations and for lectures and other instruction in each faculty;
  - e. consider and make decisions on the reports of faculty councils as to the appointment of examiners and the conduct and results of examinations in the faculties;
  - f. provide for the granting and conferring of degrees other than honorary degrees;
  - g. provide for the preparation and publication of the university calendar
  - h. Hear and determine appeals from the decisions of faculty councils on applications, requests or petitions by students and others;
  - i. consider all matters reported to it by any faculty council and communicate its opinion or action on those matters to the faculty council concerned;
  - j. determine the date for the beginning and end of lectures in the university and also the beginning and end of each university term;
  - k. make rules and regulations for the management and operation of libraries;
  - l. recommend to the board the establishment of faculties, schools, departments, chairs and programs of study in the university in any subject that the general faculties council thinks fit;
  - m. make rules and regulations respecting academic awards;
  - n. determine standards and policies respecting the admission of persons to the university as students;



- o. make recommendations to the board with respect to affiliation with other institutions, academic planning, campus planning, a building program, the budget, the regulation of residences and dining halls, procedures in respect of appointments, promotions, salaries, permanent appointment and dismissals, and any other matters considered by the general faculties council to be of interest to the university;
  - p. authorize lecturing and teaching on the university premises by persons other than members of the staff of the university;
  - q. authorize a school to have a school council of the same nature and with the same powers, duties and functions as a faculty council and, in its discretion, revoke any authority given.
2. The general faculties council has general supervision of student affairs at a university and in particular, but without restricting the generality of the foregoing, the general faculties council may
- a. Subject to a right of appeal to the board, discipline students attending the university, and the power to discipline includes the power
    - i. To fine students,
    - ii. To suspend the right of students to attend the university or to participate in any student activities, or both, and
    - iii. To expel students from the university,
  - b. Delegate its power to discipline students in any particular case or generally to any person or body of persons, subject to any conditions with respect to the exercise of any delegated power that it considers proper;
  - c. Give to a student organization of the university the powers to govern the conduct of students it represents that the general faculties council considers proper.
3. Any powers to govern the conduct of students given to a student organization in 2c. are subject to the overriding control of the board, the president and the general faculties council.





4. Any recommendations from the general faculties council to the board must be transmitted through the President.
5. A general faculties council may delegate any of its powers, duties and functions as it sees fit and may prescribe conditions governing the exercise or performance of any delegated power, duty or function, including the power of sub delegation.





## EXECUTIVE COMMITTEE

Member	Role	Relationship	Faculty	Term End
<b>Voting</b>				
<b>Ex-Officio</b>				
	Chair	President		
	Member	Vice President Academic	Academic Administration	
<b>Elected</b>				
	Member	Academic Staff Member, Member of GFC, Elected by GFC		30 June 2015
	Member	Academic Staff Member, Member of GFC, Elected by GFC		30 June 2015
	Member	Academic Staff Member, Member of GFC, Elected by GFC		30 June 2016



Member	Academic Staff Member, Member of GFC, Elected by GFC	30 June 2016
<b>Advisory/Non-Voting</b>		
Advisory	University Secretary	University Secretariat

**Coordinator:** University Secretariat

**Scribe:** University Secretariat

**Quorum:** 50% + 1 of the voting membership including the Chair and excluding vacancies

**Terms:** 2-year terms for all elected members

Ex-Officio may send delegate

Elected may not send delegate

## ROLES & RESPONSIBILITIES

1. Review the organization and procedures of Council and its committees, and report with appropriate recommendations for improved effectiveness;
2. Set the agenda for meetings of Council, ensuring that agenda materials are sufficiently developed to afford fruitful debate at Council;
3. Any business that could have been transacted at the original meeting, but was not, shall be considered at the next Meeting of the Executive Committee for inclusion at a subsequent Council meeting;
4. Prepare for presentations to Council, slates of nominees for both standing and *ad hoc* committees, excluding nominees for Executive Committee itself, and other university bodies as may be requested or required;



5. The Executive Committee may not act on behalf of the Council in establishing procedures regarding appointment, promotion or dismissal of employees.
6. Council meetings will take place year round. The Council may designate to the Executive Committee the authority for the Executive Committee to act on behalf of the Council during the months of May, June, July and August. To exercise designation, Council shall pass a resolution at the April meeting.
  - a. The Executive Committee shall notify the members of the meetings of the Executive Committee prior to any meetings; and
  - b. If the Executive Committee deems it necessary, a meeting of the full Council will be called to deal with business of significance.

The powers and duties of the Executive Committee may be limited as provided by Resolution of the Council from time to time, and notwithstanding the preceding paragraph, in particular the Executive Committee shall not:

1. Remove any member of the Executive Committee; or
2. Amend the Bylaws.





## ACADEMIC STUDENT DISCIPLINE COMMITTEE

Member	Role	Relationship	Faculty	Term End
<b>Voting</b>				
<b>Ex-Officio</b>				
	Chair	Vice President Academic	Academic Administration	
	Vice- Chair	Dean of Students	Student Services	
<b>Elected</b>				
	Member	Academic Staff Member	Nominated by Executive Committee	30 June 2015
	Member	Academic Staff Member	Nominated by Executive Committee	30 June 2016
	Alternate Member	Academic Staff Member	Nominated by Executive Committee	30 June 2016



Undergraduate Discipline				
Member	Undergraduate Student	Nominated by CSA		30 June 2015
Alternate Member	Undergraduate Student	Nominated by CSA		30 June 2015
Graduate Discipline				
Ex-officio				
Member	Dean of Graduate Studies and Program Development	Academic Administration		
Nominated by GSA				
Member	Graduate Student	Nominated by GSA		30 June 2015
Alternate Member	Graduate Student	Nominated by GSA		30 June 2015
Advisory/Non-Voting				
Advisory	University Secretariat	University Secretariat		

**Coordinator:** University Secretariat

**Scribe:** University Secretariat

**Quorum:** 50% + 1 of the voting membership including the Chair and excluding vacancies

**Terms:** 2-year terms for elected members  
1-year terms for all student members



Ex-Officio may send delegate

Elected may not send delegate

## ROLES & RESPONSIBILITIES

1. Hear, investigate and decide on complaints about a student's academic misconduct in accordance with the Policy on Academic Honesty published in the University Calendar Section 9.2.9.





## SCHOLARSHIP AND AWARDS COMMITTEE

Member	Role	Relationship	Faculty	Term End
<b>Voting</b>				
<b>Ex-Officio</b>				
	Chair	Vice President Academic	Academic Administration	
	Member	Dean of Graduate Studies and Program Development	Academic Administration	
	Member	Vice President Academic (Associate), Dean of Research and Faculty Development	Academic Administration	
<b>Elected</b>				
	Member	Academic Staff Member, Elected by GFC	Arts	30 June 2016





Member	Academic Staff Member, Elected by GFC	Science	30 June 2015
Member	Academic Staff Member, Elected by GFC	Education	30 June 2016
Member	Academic Staff Member, Elected by GFC	Management	30 June 2015
Member	Undergraduate Student	CSA	30 June 2015
Member	Graduate Student	GSA	30 June 2015
<b>Advisory/Non-voting</b>			
Advisory	Financial Aid Coordinator	Financial Aid Office	
Advisory	University Secretariat	University Secretariat	

**Coordinator:** University Secretariat

**Scribe:** University Secretariat

**Quorum:** 50% + 1 of the voting membership including the Chair and excluding vacancies

**Terms:** 2-year terms for elected members  
1-year terms for student members

Ex-Officio may send delegate

Elected may not send delegate



## ROLES & RESPONSIBILITIES

1. Recommend to Council policy for the administration and acceptance of student awards;
2. In accordance with policy approved by Council, select the recipients of student awards; and
3. Serve as awards committee.





## ADVANCEMENT IN RANK COMMITTEE

Member	Role	Relationship	Faculty	Term End
<b>Voting</b>				
<b>Elected</b>				
	Member	Full Professor, Elected by GFC	Arts	30 June 2015
	Member	Full Professor, Elected by GFC	Science	30 June 2016
	Member	Full Professor, Elected by GFC	Education	30 June 2017
	Member	Full Professor, Elected by GFC	Management	30 June 2015
	Member	Full Professor, Elected by GFC	At-large	30 June 2016
<b>Non-Voting</b>				
<b>Ex-Officio</b>				



Advisory	Vice President Academic	Academic Administration
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**Coordinator:** Vice President Academic

**Scribe:** to be chosen by the committee

**Quorum:** 50% + 1 of the voting membership including the Chair and excluding vacancies

**Terms:** 3-year terms for all elected members

Ex-Officio may send delegate

Elected may not send delegate

## ROLES & RESPONSIBILITIES

1. To review any application for the advancement in rank of a faculty member and render a decision.

Additional Information is in the Collective Agreement, Section 11.





## ACADEMIC STANDARDS COMMITTEE

Member	Role	Relationship	Faculty	Term End
<b>Voting</b>				
<b>Ex-Officio</b>				
	Chair	Vice President Academic	Academic Administration	
<b>Elected</b>				
	Member	Academic Staff Member, Elected by GFC	Arts	30 June 2016
	Member	Academic Staff Member, Elected by GFC	Science	30 June 2016
	Member	Academic Staff Member, Elected by GFC	Education	30 June 2015
	Member	Academic Staff Member, Elected by GFC	Management	30 June 2015



Member	Undergraduate Student	CSA	30 June 2015
Member	Graduate Student	GSA	30 June 2015
<b>Advisory/Non-Voting</b>			
Advisory	VP Finance and Operations	Finance and Operations	
Advisory	Dean of Graduate Studies & Program Development	Office of Graduate Studies	
Advisory	Dean of Arts	Arts	
Advisory	Dean of Science	Science	
Advisory	Dean of Management	Management	
Advisory	Dean of Education	Education	
Advisory	Executive Director	University Relations	
Advisory	Registrar	Office of the Registrar	
Advisory	Admissions Coordinator	Admissions Office	
Advisory	University Secretariat	University Secretariat	

**Coordinator:** University Secretariat



- Scribe:** University Secretariat
- Quorum:** 50% + 1 of the voting membership including the Chair and excluding vacancies
- Terms:** 2-year terms for all elected members  
1-year terms for all student members

Ex-Officio may send delegate

Elected may not send delegate

## ROLES & RESPONSIBILITIES

1. Receive and consider proposals from Faculty Departments regarding academic regulations including examination policy, program requirements, and curriculum changes, and make recommendations concerning these matters to Council;
2. Receive and consider policy proposals regarding admissions and transfer credit from the Admissions and Awards Committee, and make recommendations concerning these matters to Council;
3. With respect to all matters cited in 1. and 2., on its own account and as may be deemed useful, communicate with and make recommendations to the Faculty Departments;
4. Recommend to Council the establishment of new credit courses and programs;
5. Propose policy governing the publication of the University Calendar;
6. Develop procedures for the coordination, preparation, and publication of the University Calendar, including the final authorization of text relating to matters over which the Board of Governors has authority and which shall be included in the Calendar as the Board of Governors directs.
7. To recommend to Council changes in admission policies, including those reflecting grades, for approval by Council prior to implementation;



8. To make decisions regarding the admission of students, considering institutional capacities, resources and other factors which may be appropriate;
9. To recommend to Council changes in transfer credit policies, whether across the University or from another institution, for approval by Council prior to implementation;
10. To serve as an advisory board for the Vice President Academic for matters relating to the Campus Alberta Quality Council (CAQC);

NOTE: this committee will be dealing with both graduate and undergraduate curriculum. Please ensure your Academic Staff Member is familiar with all programs within your faculty.







## RESEARCH ETHICS BOARD

Member	Role	Relationship	Expertise	Term End
<b>Voting</b>				
<b>Elected</b>				
	Member	Academic Staff Member, Elected by GFC	Ethics	2-year
	Member	Academic Staff Member, Elected by GFC	Relevant Law	2-year
	Member	Academic Staff Member, Elected by GFC	Relevant Research Discipline Covered by REB	2-year
	Member	Academic Staff Member, Elected by GFC	Relevant Research Discipline Covered by REB	2-year



Member	Community Member	Community Member	2-year
<b>Substitute Members</b>			
	Academic Staff Member, Elected by GFC		
	Academic Staff Member, Elected by GFC		

**Coordinator:** University Secretariat  
**Scribe:** University Secretariat  
**Terms:** 2-year terms for all elected members

## ROLES & RESPONSIBILITIES

[TCPS 2 - Chapter 6 Governance of Research Ethics Review](#)





## RESEARCH AND FACULTY DEVELOPMENT COMMITTEE

Member	Role	Relationship	Faculty	Term End
<b>Voting</b>				
<b>Ex-Officio</b>				
	Chair	Dean of Research and Faculty Development	Research	
	Vice-Chair	Vice President Academic	Academic Administration	
<b>Elected</b>				
	Member	Academic Staff Member Elected by GFC	Arts	30 June 2016
	Member	Academic Staff Member Elected by GFC	Science	30 June 2015
	Member	Academic Staff Member Elected by GFC	Education	30 June 2016



Member	Academic Staff Member Elected by GFC	Management	30 June 2015
Member	Academic Staff Member Elected by GFC	Teaching in Graduate Program	30 June 2016
Advisory/Non-Voting			
Advisory	Research Ethics Board		
Advisory	University Secretariat	University Secretariat	

**Coordinator:** University Secretariat

**Scribe:** University Secretariat

**Quorum:** 50% + 1 of the voting membership including the Chair and excluding vacancies

**Terms:** 2-year terms for all elected members

Ex-Officio may send delegate

Elected may not send delegate

## ROLES & RESPONSIBILITIES

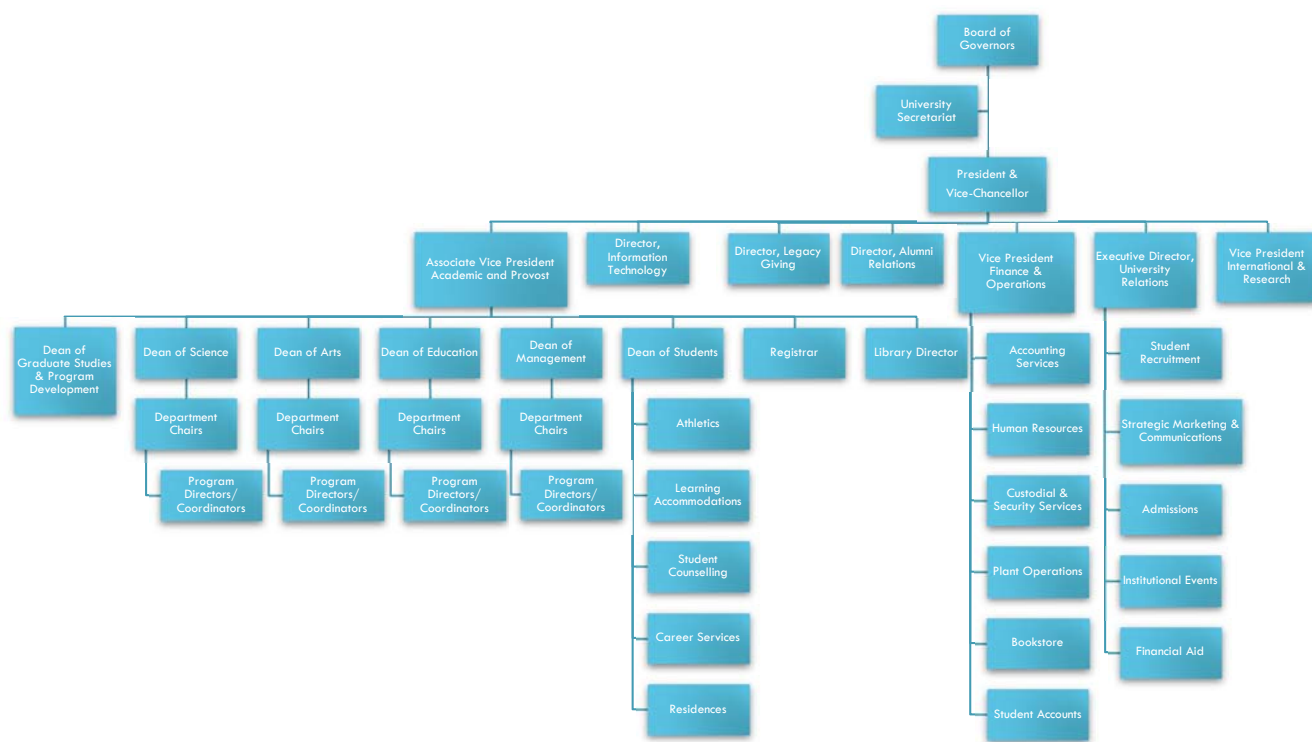
1. Review initiatives and recommend to Council priorities and policies related to the research, scholarship and creative endeavors of the University as directed by the Vice President Academic and/or the Council;



2. Review, approve and report to Council the awarding of grants from the Concordia University College of Alberta Research Fund;
3. Review, approve and report to Council the awarding of grants from funding initiatives established by the Dean of Research; and
4. Recommend and review policy and mechanisms for encouraging and supporting faculty professional development.



## APPENDIX 2: OVERALL GOVERNANCE STRUCTURE:







*Comprehensive Institutional Plan 2015-2018*