



CONCORDIA  
UNIVERSITY  
OF EDMONTON

# COMPREHENSIVE INSTITUTIONAL PLAN

2016/2017 – 2018/2019



## EXECUTIVE SUMMARY

Concordia University of Edmonton continues to evolve as a dynamic and forward thinking post-secondary institution within Campus Alberta. Its 95-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 it an important Alberta smaller liberal-arts university, with a suite of robust professional programs. Concordia remains an innovative, responsive, and creative institution seeking a superior provincial, national, and international reputation.

Since the submission of our last CIP, Concordia University of Edmonton's Board of Governors made the decision to chart a different course. On November 27, 2015, they debated and passed a motion to accept revised Mission, Vision, and Values Statements. Specifically, references to the Christian faith are removed, and the exercise of academic freedom is no longer restricted or conditional. In making this change, the Board acknowledged the distinct role Concordia has played as a faith-based institution within Campus Alberta and the contributions it has made to the Lutheran Church for decades. However, the conclusion was to accept the revised statements in order to better reflect the breadth and diversity that is Concordia within the context of the Board's fiduciary obligations to the employees and the institution itself. In making this change, Concordia is unique in being the only small university of its type west of the Maritimes without a specific religious focus.

In accordance with the format prescribed by the Ministry, this 2016-2019 CIP outlines six goals, four priority initiatives, three expected outcomes, and three performance indicators as follows:

#### Goals:

1. Enhance Concordia's **community reputation**.
2. Enhance **internationalization** on Concordia's campus.
3. Increase **financial security** and independence.
4. Increase **academic collaboration** across the campus.
5. Promote a changing **research culture** on campus.
6. Increase social, cultural and financial **supports for students**.

#### Priority initiatives:

1. Implement Concordia's **Indigenous Strategy**.
2. Continue to require **accountability in academic programming**.
3. Enhance **professional programming** and associated applied research.
4. Integrate institutional **information technology** to improve efficiency.

#### Expected outcomes:

1. **Concordia's community reputation** as a quality educational institution increases in the community, with research partners, internationally, and through our students.
2. **Concordia's financial future** is further secured through increased student recruitment and retention, development fundraising, and research grants and commercialization opportunities.
3. **Concordia's institutional efficiency** is enhanced through effective application of integrated information technology, student services, funds development, and academic collaboration.

#### Performance measures:

1. Concordia's **student body increases steadily** towards the long-term target of 3000 FLE at least at the sustainable rate of 5% per year growth.
2. Concordia's **faculty access resources for professional development and research** grows steadily towards an interim target of 60% of faculty accessing such resources and reporting on deliverables.
3. Concordia's **student satisfaction is increased** above the 2015 graduate survey results in those areas identified as challenges.

Appended to this CIP is information on our current financial and budgetary situation, which overall might be described as balanced and, should our projected increases in student enrolment and successes in other areas of our planning be realized, sustainable in the long-term. Detailed objectives in research, community outreach and underrepresented learners, and internationalization are also included. Finally, a capital plan and IT initiatives and directions are presented.

While Concordia remains an independent academic institution, we look towards a brighter future with a more public perspective, aligning as we are with the PSLA and operating as an open, accessible, welcoming, and inclusive small university. Our plans outlined in this CIP reflect that shift in direction.

## ACCOUNTABILITY STATEMENT

*"I hereby certify this statement was prepared under the Board's direction in accordance with legislation and associated ministerial guidelines, and in consideration of all policy decisions and material, economic, or fiscal implications of which the Board is aware."*

A handwritten signature in black ink, appearing to read "Michael Wade". The signature is fluid and cursive, with the first name "Michael" written in a larger, more prominent script than the last name "Wade".

Mr. Michael Wade  
Chair, Board of Governors

June 3, 2016

## TABLE OF CONTENTS

Institutional Context .....	1
 Affordability, Accessibility and Quality Goals, Priority Initiatives and Expected Outcomes .....	4
1) Enhancing Concordia's Reputation .....	5
2) Ensuring Concordia's Financial Future .....	9
3) Furthering Concordia's Efficiency .....	11
 Appendix A: Financial and Budget Information .....	16
 Appendix B: Enrolment Plan and Proposed Programming Changes .....	30
 Appendix C: Research, Applied Research and Scholarly Activities .....	34
 Appendix D: Community Outreach and Underrepresented Learners .....	40
 Appendix E: Internationalization .....	48
 Appendix F: Capital Plan .....	54
 Appendix G: Information Technology .....	56

## INSTITUTIONAL CONTEXT

Concordia University of Edmonton carefully continues to reappraise its role in the Campus Alberta system. We actively provide a complementary alternative to other institutions in the Edmonton region. Concordia is committed to remaining an innovative and responsive institution that contributes to the forward-looking approach of Alberta's post-secondary system. To achieve its long-term goals, Concordia's governance bylaws are changing to align with best practices and the Post-Secondary Learning Act (PSLA). Over seven years, Concordia's Board has 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.

On November 27, 2015, the Board of Governors of Concordia University of Edmonton passed the motion to accept revised Mission, Vision and Values Statements that had been presented as part of Concordia's Annual Report 2014-15. The approved statements are provided here. Specifically, references to the Christian faith are removed and the term "academic" is added before "freedom". The Board acknowledged the distinct role Concordia has played as a faith-based institution within Campus Alberta and the contributions it has made to the Lutheran Church for decades. However, the conclusion was to accept the revised statements to better reflect the breadth and diversity that is Concordia University of Edmonton within the context of the Board's fiduciary obligations to the employees and the institution itself. Academic freedom promises the fundamental right of professors to maintain their academic (and religious) positions; but this change ensures faculty are also able to exercise their academic freedom without restriction or conditions.

In addition to the Mission, Vision and Values Statements, the Board provided the institution with seven key directional statements. As of November 2015, these confirm the very high level priorities of the Board to support the development of academic priorities, faculty and department objectives, and even program level learning outcomes. Concordia is working to create a system of linked priorities and objectives such that each faculty, department, program and individual can see their contribution to the overall goals of the institution and students can see the supportive, consistent, and grounded structure in which they are learning.

---

### Mission

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

---

### Vision

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



## Directional Statements

1. Concordia will be **student-centered**. Concordia will establish regularly scheduled procedures to ascertain student needs, to meet those needs, and to review how well it met them.
2. Concordia will be of **sufficient size** to prosper. To reach an economy of scale, Concordia will aim to increase student enrolment to 3000 FLE by formulating a growth policy for new majors, programs, and degrees in all areas, as indicated by assessed student need and demand.
3. Concordia's future programs will enhance its vitality by building on its current strengths. Concordia will continue to develop **niche areas** in its undergraduate, graduate, and professional programs. Concordia will distinguish itself through the development and implementation of superior program designs and program delivery.
4. Concordia will seek out and initiate **collaborations** in areas where clear mutual benefit can be demonstrated. Such collaborations will be primarily within Alberta and may include shared academic programs and research with other institutions, shared projects with industry, and shared infrastructure.
5. **Research** at Concordia, besides being an important measure of the quality of our university, will inform and complement ongoing excellence in teaching. Concordia will encourage and support research by all faculty and academic staff, as well as by individuals and groups of students when appropriate.
6. Concordia will honour its Lutheran heritage and value the **diversity** of its faculty, staff, and student population. It will support a scholarly community based on acceptance and respect.
7. Concordia will establish, maintain, and review **administrative and policy structures** that satisfy the criteria of the "Concordia Tomorrow" plan.

---

## Values

1. *Concordia is seeking an institutional reputation and profile both locally and nationally as an **excellent smaller liberal arts and professional research university** true to its mission and vision, and a good choice for all students seeking to enrol in its programs.*
2. *Concordia seeks to respond 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.*
3. *Concordia seeks out faculty who support Concordia's mission.*
4. *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 the ongoing mission in spite of the constant challenges of competition for scarce human resources.*
5. *Concordia seeks **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.*





ROBERT TEGNER  
STUDENT CENTRE





## **AFFORDABILITY, ACCESSIBILITY AND QUALITY GOALS, PRIORITY INITIATIVES AND EXPECTED OUTCOMES**

Concordia University of Edmonton will continue in a transitional phase for the coming three-year period of 2016-2019. The changes in our name and mission have had a renewing impact on the campus and coming changes are anticipated to keep that momentum going.

An interim review of the 2012-18 Academic Plan demonstrated that Concordia works well with goals that are specific and timely. The 2015 Academic Plan Progress Report conveyed that the plan was approximately 50% complete overall. Of the 15 Strategies designed to achieve progress towards the academic priorities, six areas are deemed complete at this midway point in the term of the plan. A further seven are well in progress and proceeding to become entrenched in regular operations. Of the remaining strategies, two are in the implementation phase with a clear aim for operationalization by 2018. Only two remain in a very preliminary phase and require some effort over the coming three years to move towards implementation. For access to these plans, please refer to: <http://governance.concordia.ab.ca/resources-and-links/>.

This 2016-2019 Comprehensive Institutional Plan is our endeavor to apply this same approach to the overall institutional goals with the anticipation of similar successful progress on the deliverables. Three critical areas for our continued growth and development are the enhancement of Concordia's community reputation, financial security, and institutional efficiency. These three pillars form the expected outcomes of the plan. The six goals and four priority initiatives are designed to support the institution by opening new pathways or growing capacity for one or even all three of these outcomes. The goals and priority initiatives will serve to guide and encourage the administration, faculty and staff, and students in their decision-making for the coming three years. The three performance measures are indicators of success in achieving the expected outcomes. The table at the end of this section identifies in brief the goals and priority initiatives with a date for completion or a range of dates for projects requiring on-going sustained efforts. There is no intention to prioritize these institutional level goals and priorities by their ranking in the lists of the table.



## 1 Enhancing Concordia's Reputation

### *In the Edmonton Community:*

Concordia acknowledges that its future growth and sustainability relies on a reputation for being a quality academic institution within the context of the Campus Alberta system. While the university had a reputation as “Edmonton’s best kept secret”, this is not a moniker that forwards the institutional goals and priorities. To support increased awareness of Concordia within Edmonton, all sectors of the institution are working to improve their outreach and connectivity with the community at large.

At the program level, our professional and applied programs consistently collaborate with program advisory committees, professional associations, and regulators. Some changes expected in the coming three years will include aligning new advisors for the Faculty of Education and the Department of Psychology as they work to implement proposed master’s degrees, and the addition of an indigenous advocate on the Faculty of Management Advisory Committee in support of our Indigenous Strategy.

Concordia’s Indigenous Strategy was approved in November 2015. This document has just begun to shape planning and programming at the institution. As the document is carefully considered and implemented across the campus over the next three years, changes are expected in engagement of indigenous peoples in productive and supportive relationships. The priority of the next three years is to engage with indigenous students to assist in them taking full advantage of the services and supports available at Concordia. In support of Edmonton Public Schools, Concordia University of Edmonton, University of Alberta, MacEwan University, and Yellowhead Tribal College are partnering to offer a CALM 20 summer course in July 2016, targeting indigenous high school students. Concordia will serve as the home institution for the two-week course, and offer a comprehensive approach to health promotion, focusing on personal, resource, and career and life choices. Furthermore, the CUE Indigenous Centre for Engagement is to be housed within a proposed expansion building.

The newly-formed Concordia Institute of Christian Studies and Society (CICSS) will facilitate research, study, and discussion of Christian studies and societal issues across academic disciplines and to the public arena. In this first year, the Institute has engaged scholars, students, and community members in a variety of projects and presentations. In the coming years, the Institute is dedicated to increasing the opportunities for public engagement by welcoming Community Members, Student Members and Global Partners.

While the work of the International Office would seem to be focused on overseas efforts, the Office also serves to support new and aspiring Canadians. Work with the Edmonton Regional Immigrant Employment Council (ERIEC) has included professional networking presentations. The future holds opportunities for campus volunteering and faculty mentorship for these professional new Canadians.



The Edmonton Institute for Community Research (EICR) is to be launched in the Fall of 2016. The EICR will work to promote community-relevant research across all disciplines. Throughout Concordia, researchers engage in projects that can be applied to produce social good. The EICR facilitates the grouping of community focused research projects under one banner, along with fostering partnerships and support from industries involved in community development. Already, the EICR has generated areas of mutual interest between the community and Concordia including the engagement of the Faculty of Science with the City of Edmonton, participation of the Department of Sociology in research work designed to better industry and local communities to inform government policy decisions, outreach of the Department of Fine Arts bringing arts to the community, and connections between graduate student research in the Masters of Information Systems Security Management and Assurance Management in the critical areas of data and privacy protection. This Institute has the potential to both increase Concordia's reputation within the community of Edmonton but also to advance the research interests of the faculty.

#### ***With Students:***

The 2015 Canadian University Survey Consortium (CUSC) includes 36 universities and over 18,000 graduating (undergrad and grad) students from across Canada. Concordia is grouped (Group 1) with other smaller student populations, including MacEwan University, Mount Royal University, and the University of Lethbridge within Campus Alberta. Some of the positive statements from students about their experience at Concordia include:

- 89% of graduating students reported CUE met or exceeded their expectations.
- 92% of students reported being very satisfied or satisfied with the quality of education at CUE.
- 92% of graduating students would recommend CUE to others.
- 82% of students are very satisfied or satisfied with concern shown to students as individuals. (24% of CUE students reported very satisfied, compared to 16% in Group 1, and 10% with all students.)
- At CUE, 17% of students self-identified as having a disability, and 100% reported satisfaction with the accommodations provided. For comparison, within Group 1, 70% report satisfaction with their university's accommodations, and 61% nationally.
- At CUE, a higher number of graduating students report strong agreement with the satisfaction of the quality of teaching (CUE: 36%, Group 1: 29%, all students: 21%).

However, some areas of challenge were also identified that will be the focus of improvements for student services on the campus over the next three years. Most importantly, 32% of graduating students reported their studies were interrupted for one or more terms. Concordia would like to see students continually progress through their studies without interruption. 27% of students reported their delay was because

required courses were not available. This ties into the plan for faculties to complete “Guided Pathways to Success” which will provide students with a clear path to on-time completion. Only 1% of graduating students reported using tutoring services. The Office of Student Life is focused on increasing the number and quality of tutors through online tutor training modules, and increased marketing of the availability of tutors. The information technology help desk received relatively low satisfaction levels at 82%, compared to 91% both in Group 1 and nationally. The Department of IT is working to improve their customer service.

Of the on-campus services, housing is an identified weakness; Concordia’s administration is actively pursuing opportunities with partners (such as Northlands) to increase dormitory quality and available spaces. While a high number of students report using on-campus food services (68%), only 43% of those students are satisfied with the service. A lower percentage of students use the athletic facilities on campus (22%). The newly implemented School of Wellness and Physical Education and the Department of Athletics are working to improve physical activity through weekly wellness events and intramural opportunities.

The implementation of the University Entrance Program (UEP) is aimed at an identified gap in accessibility of advanced education for vulnerable populations and student retention at university. UEP is proposed as a further component in Concordia’s supporting services for new students in the form of a bridging year of study for students who do not possess all requirements for a university program (including indigenous learners). The program will be fully within the university system, but with academic supports that position the student for success. Students entering this UEP will have already achieved their high school credential; yet, they may have gaps in their background that we can fill with course equivalencies at the university level. Further, these vulnerable students (currently only 30% are successful at entering a degree program) will be provided with dedicated academic strategist support to guide their first term of studies with the intention of increasing retention.

During the year 2015-16, the University placed substantial emphasis on the development and approval of campus-wide policies for diversity initiatives. This included approvals for the Sexual Violence Policy and Procedures, the Mental Health Action Team, and the Gender Identity and Sexual Orientation Policy. The coming year will focus on the implementation of these policies and ensuring compliance across campus with Concordia’s diversity initiatives.



### ***In the Academic Community:***

In Concordia's efforts to align practices with the Post-Secondary Learning Act (PSLA), program accountability has been paramount. New policies and procedures were approved late in 2014 and have been successfully applied to processes for new program approvals, annual departmental reporting, and cyclical program reviews. The focus now is to incorporate learning outcomes at the faculty, department, program and course levels by fostering a consistent approach across the institution based on learnings from the Campus Alberta Quality Council workshop to be held May 2016. Cyclical reviews are currently on schedule for completion in December 2016 for the social sciences and fine arts. The Faculty of Science is undertaking reviews for both the biological sciences and physical sciences due for completion in late 2017. The remaining programs are scheduled for the 2017-18 year, thus completing the first round of cyclical program reviews for the institution. Following this, those programs that began the process in 2013 (including mathematics and religious studies) will begin their next review. The required Institutional Organizational Evaluation of Graduate-Level Programming will be completed in spring 2016 to support the increased progress within the graduate studies education.

Concordia is actively working to shift the research culture of our institution, further aligning our practices with the PSLA. To encourage participation in larger scale projects, the emphasis has been on implementing Research Clusters. To the two established clusters for travel and focus on women, will be a further six themed groups over the next year. These groups will bring together faculty, students, and guests in cross-disciplinary research under identified themes encouraging participation in projects and sharing of ideas. A further way of enhancing the research intensity on our campus is the inclusion of senior undergraduate students in faculty research projects. This subtle shift in perspective can provide faculty with valuable assistance to complete research while providing students with invaluable career-focused experience. Improvement in the dissemination of research results and maintenance of a registry of research capacity will further serve to showcase the increasing quality and quantity of student and faculty research at Concordia.

Concordia continues to emphasize niche program areas that complement established programs in the Campus Alberta system. The coming year will see the outcome of proposals for two applied graduate degrees (Master of Education in School Leadership and Doctor of Psychology in Clinical Psychology) as well as two professionally-driven dual degrees (Bachelor of Management and Bachelor of Science or Bachelor of Arts). Partnerships with professional associations continue to support Concordia's academic programs. We look forward to achieving accreditation by the Chemical Institute of Canada and to providing access to Alternative Dispute Resolution training in the coming year.



## 2 Ensuring Concordia's Financial Future

Concordia must balance its growth with the resources available on the campus. Sustainable student increases will ensure that growth is deliberate and focused in areas where Concordia is best suited to deliver. The current aim is a steady 5% per year rate of growth. However, it is recognized that student demand can focus the increases in particular departments or faculties. The departmental annual reporting process is intended to provide information on the continuing quality of programs, student demand, and needed investments in time for the annual budgetary planning cycles.

Recognizing a gap in the science facilities for research development and partnership, Concordia is seeking funds to build the Concordia University of Edmonton Science, Research and Innovation Facility. This proposed facility will house the Edmonton Institute for Community Research (EICR), senior research laboratories, spaces for industry incubators and commercial collaborations, the Indigenous Centre for Engagement with social and scientific research, information systems security laboratories, a Training and Testing Centre, and the CUE Centre for Clinical Psychology. Existing research facilities impose severe limits on CUE's ability to attain the potential of these initiatives to diversify the economy. The proposed 30,000 square foot, \$15-million addition will create opportunities by removing these limitations.

As Concordia University of Edmonton approaches its centenary, and as we evolve to become one of the City of Edmonton's best smaller universities, we realize that government support and tuition revenues alone cannot fully fund the aspirations of our university as it grows in size, impact, and globally. With a newly hired director, the Office of Development and Alumni Relations has identified key deliverables for the coming three years.

- Develop a strong "case for support" while aligning a capital campaign with the 100th celebration of the campus raising \$30M-\$50M by year 2021.
- Expand annual giving through key touch points with current students and alumni to foster support for the university priorities.
- Strategically pursue funding and partnership opportunities connecting our faculty with community stakeholders and research supporters.



We acknowledge that a proactive and coordinated approach to fund development is a key factor in achieving the academic and institutional goals. This Office will work closely with all faculties to ensure a collaborative effort to secure philanthropic investment in the university's strategic goals, its programs and students; build and nurture relationships with its constituents; and develop, communicate and showcase academic excellence.

Practically, a key goal of the efforts of the Office of Research is to foster strong involvement with external funding agencies. The process of encouraging research participation, providing internal seed funding, and improving dissemination of results will ultimately create opportunities for faculty to seek and obtain external funding for their research. This year, Concordia intends to seek approval to apply for CIHR funds adding to our increased participation with SSHRC and NSERC in the Tri-Council Agencies.

One mechanism by which Concordia intends to promote faculty research in the community is through the Edmonton Institute for Community Research (EICR). Besides enhancing Concordia's outreach and collaboration, the financial aspects of this institute are to encourage entrepreneurship, commercialization, and business incubation in cooperation with partners. The initial activities of the EICR will include deliberations on intellectual property, project management, and contract negotiation. Faculty will be provided with project and budget development assistance including assistance with identification of potential funding sources.

While Concordia faculty have started research partnerships with the University of Alberta (Nano-Technology and Psychology) and MacEwan University, many international partners have been engaged to enrich our research productivity and the access to larger scale research funding. Current partnerships are in place with the countries of Brazil (IT security, Biology), France (Psychology), Germany (Sociology and Psychology), Spain (Wellness), Russia (IT Security), Nigeria (IT Systems), Norway (IT Security), Australia (Education), India (Education), Bulgaria (Science), Poland (Science), Japan (Public Health and Management), and China (Chinese Language and Culture).



### 3 Furthering Concordia's Efficiency

During the past year, Concordia engaged Ruffalo Noel Levitz in an evaluation of the effectiveness of Student and Enrolment Services on campus. The results indicated that students were generally happy with the service they were receiving but that there were some key areas for improvement. Most notably, it was recommended that Concordia implement a kiosk for scheduling, queueing, and way finding. This will proceed initially for enrolment services, but other administrative departments have expressed interest in the proposed system. To develop and support IT systems that serve students, an application developer will be hired dedicated to Registrar's Office systems. Other outcomes include the continuation of our annual survey of students and a re-development of the physical spaces for student services on campus.

Information Technology continues to play an increased role in defining Concordia's effectiveness and efficiency in delivering our services. Efforts are focused in three key areas for the coming years: Campus Communications, Access, and Services.

Campus Communications has moved predominantly into the IT arena. For faculty and institutional communication with students, the Moodle platform is the centerpiece for learning requiring consistent and trustworthy access and service. Moodle is also intended to support future development of on-line and hybrid course delivery. Communication of data, documents, and development has recently moved to the Alfresco platform. For example, our Data Central houses information on course enrolments, faculty teaching, budgets and academic outcomes for use in the departmental annual reporting process. Recently, a campus intranet has been engaged to support communication between administration, faculty and staff. Document management and communication will both require further evaluation and establishment of procedures in the short term.

Access depends on maintaining modern and effective systems. The emphases for the coming period are course-specific technology (simulators and apps), mobile platforms, Internet services, phone modernization, and video delivery. To support the changing research environment, access to research networks will be a focus (e.g. CyberaNet) as well as sharing experience and expertise with other institutions. Service to students is increasingly shifting to on-line and automated platforms. Supporting student learning platforms will be the task of the On-line Learning Task Force. To improve the timeliness of delivering on requests, the Student Information System report management platform will require focused attention to enhance workflows.





Type	Description	Expected Completion Date
<b>Goals</b>		
G1	Enhance Concordia's <b>community reputation</b> by: <ul style="list-style-type: none"> <li>• Implementation of the Edmonton Centre for Community Research (EICR)</li> <li>• Increasing community outreach through Concordia's Schools and Institutes</li> <li>• Increasing support for underrepresented learners through the University Entrance Program (UEP)</li> </ul>	Launch 2016 2016-17 Sept 2016
G2	Enhance <b>internationalization</b> on Concordia's campus by: <ul style="list-style-type: none"> <li>• Increasing the students going abroad to 10% of head count</li> <li>• Increasing international students to 10-12% of undergraduates</li> <li>• Encouraging faculty research partners abroad</li> <li>• Developing the Centre for Chinese Studies</li> </ul>	2019 2017 2018 2017
G3	Increase <b>financial security</b> and independence by: <ul style="list-style-type: none"> <li>• Heightening activity in Office of Development &amp; Alumni Relations</li> <li>• Encouraging entrepreneurship and commercial collaboration through the EICR</li> <li>• Increasing internationalization on campus</li> <li>• Increasing funded research of the faculty</li> </ul>	2016-17 2018  2016-19 2016-19
G4	Increase <b>academic collaboration</b> across the campus by: <ul style="list-style-type: none"> <li>• Developing a dual degree in Science and Management</li> <li>• Developing a dual degree in Arts and Management</li> <li>• Merging language learning into an international hub by adding Mandarin, Arabic, and Cree language courses and partnering across campus departments</li> </ul>	Fall 2017 Fall 2018 2016-17
G5	Promote a changing <b>research culture</b> on campus by: <ul style="list-style-type: none"> <li>• Encouraging access to funding for professional development, research projects, and international collaborations</li> <li>• Developing research supervision best practices policy and provide learning opportunities for supervisors</li> <li>• Increasing accountability for research resourcing by ensuring distribution of research outcomes</li> </ul>	2016-17  2016-17  2017-18
G6	Increase social, cultural, and financial <b>supports for students</b> by: <ul style="list-style-type: none"> <li>• Encouraging access to scholarship and research funding</li> <li>• Implementing the University Entrance Program</li> <li>• Ensuring compliance with campus diversity initiatives (e.g. gender, consent, tolerance, and mental health projects)</li> <li>• Implementing results of Student and enrolment services project</li> </ul>	2016-17 2016 2016-17  2016-17



Type	Description	Expected Completion Date
<b>Priority Initiatives</b>		
Pi1	Implement Concordia's <b>Indigenous Strategy</b> by: <ul style="list-style-type: none"> <li>• Developing the Concordia Indigenous Centre</li> <li>• Identifying a task force and hiring a lead for indigenous issues</li> <li>• Integrating indigenous study in curricular and management of programs across campus</li> <li>• Hiring a faculty specialist in indigenous teaching and research</li> </ul>	2019 2016-17 2017-18 2017-18
Pi2	Continue to require <b>accountability in academic programming</b> by: <ul style="list-style-type: none"> <li>• Maintaining the Data Central information portal</li> <li>• Redeveloping learning outcomes at faculty, department, program and course levels</li> <li>• Delivering annual departmental reports</li> <li>• Undertaking regular cyclical reviews</li> <li>• Completing Institutional Organizational Evaluation of Graduate-Level Programming</li> </ul>	2016-19 2018 2016-19 2018 2016
Pi3	Enhance <b>professional programming</b> and associated applied research by: <ul style="list-style-type: none"> <li>• Implementing the Master of Education (School Leadership)</li> <li>• Implementing the Doctor of Psychology (Clinical Psychology)</li> <li>• Attaining Chemical Institute of Canada accreditation</li> <li>• Partnering with Alternative Dispute Resolution Institute of Alberta</li> <li>• Building the Concordia Science, Research and Innovation Facility</li> </ul>	2017-18 2017-18 2016-17 2016-17 2016-18
Pi4	Integrate institutional <b>information technology</b> to improve efficiency by: <ul style="list-style-type: none"> <li>• Implementing effective structures for internal communications and workflows between students, faculty and staff</li> <li>• Improving external connectivity by focusing effort on Internet, mobile platforms, research networks, and aligning business processes with established frameworks</li> </ul>	2016-19 2016-19



Type	Description	Expected Completion Date
<b>Expected Outcomes</b>		
EO1	<b>Concordia's community reputation</b> as a quality educational institution increases in the community, with research partners, internationally, and through our students.	2016-19
EO2	<b>Concordia's financial future</b> is further secured through increased student recruitment and retention, development fundraising, and research grants and commercialization opportunities.	2016-19
EO3	<b>Concordia's institutional efficiency</b> is enhanced through effective application of integrated information technology, student services, funds development, and academic collaboration.	2016-19
<b>Performance Measures</b>		
PO1	Concordia's student body increases steadily towards the long-term target of 3000 FLE at least at the sustainable rate of 5% per year growth.	2016-19
PO2	Concordia's faculty access resources for professional development and research grows steadily towards an interim target of 60% of faculty accessing such resources and reporting on deliverables.	2016-19
PO3	Concordia's student satisfaction is increased above the 2015 graduate survey results in those areas identified as challenges (timely degree completion, housing, food services, IT support).	2016-19







## **APPENDIX A: FINANCIAL AND BUDGET INFORMATION**

### Financial Results (Year End 2014-15, Forecast 2015-16)

Concordia ended fiscal year 2014-15 with excess revenue over expenses of \$1,518,750. This represents the sixth consecutive year of surpluses at Concordia, and also an increase over the previous year surplus.

The surplus is largely driven by unprecedented growth in student enrolment combined with continued attention to internal operational efficiencies. Over the last three years, Concordia has seen very robust enrolment growth largely attributed to official recognition of Concordia's university status.

Concordia continues to voluntarily comply with a province wide tuition freeze, without a subsidy for tuition freeze from the Provincial government. Despite the fact that undergraduate tuition fees have been frozen since 2014, revenue from student tuition and fees increased by \$1.4 million in 2014-15, and is expected to increase by another \$1.5 million in 2015-16. Enrolment growth impacts quite favorably upon Concordia, and continued growth of both domestic and international student enrolment is expected to continue for the foreseeable future.

Operating expenses remain largely in line with budget, although increasing enrolment is creating a need for more instructional capacity, with additional faculty and classroom capacity also needed. Even with these pressures, expenses for the two years were under budget by approximately \$550 thousand in 2015-15 and are expected to be under budget by \$240 thousand in 2015-16.

Capital expenditures were \$793,856 in 1014-15, and projected at \$1,089,983 for 2015-16. Most capital expenditures are related to renovations needed to improve the aging Concordia facility. For example, the most significant capital projects in 2015-16 were renovation to the library basement (\$161,035.70), new technology equipment for academic services (\$161,036), new HVAC system on Alumni Hall (\$135,528), new telephone system (\$160,065), and a lab renovation (\$109 thousand).

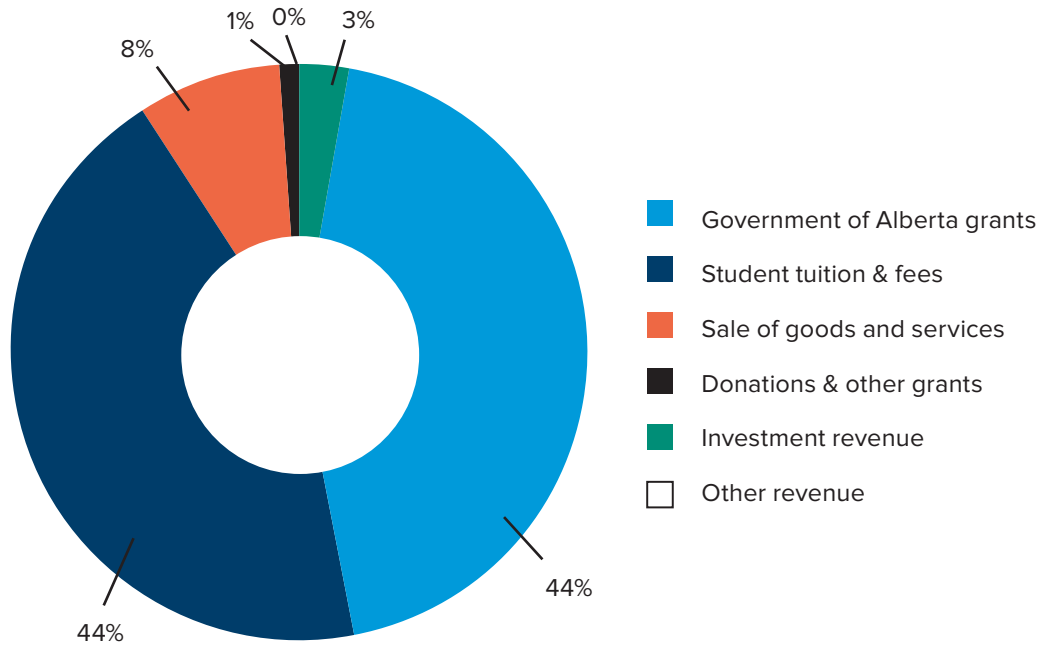
A graphical summary of 2014-15 revenue and expense is provided in Figures A1 through A3.



**Figure A1: Sources of Revenue 2014-15**

**2015 REVENUE**

\$27.766 million



**Figure A2: Operating Expenses by Object 2014-15**

**2015 EXPENSE BY OBJECT**

\$26.247 million

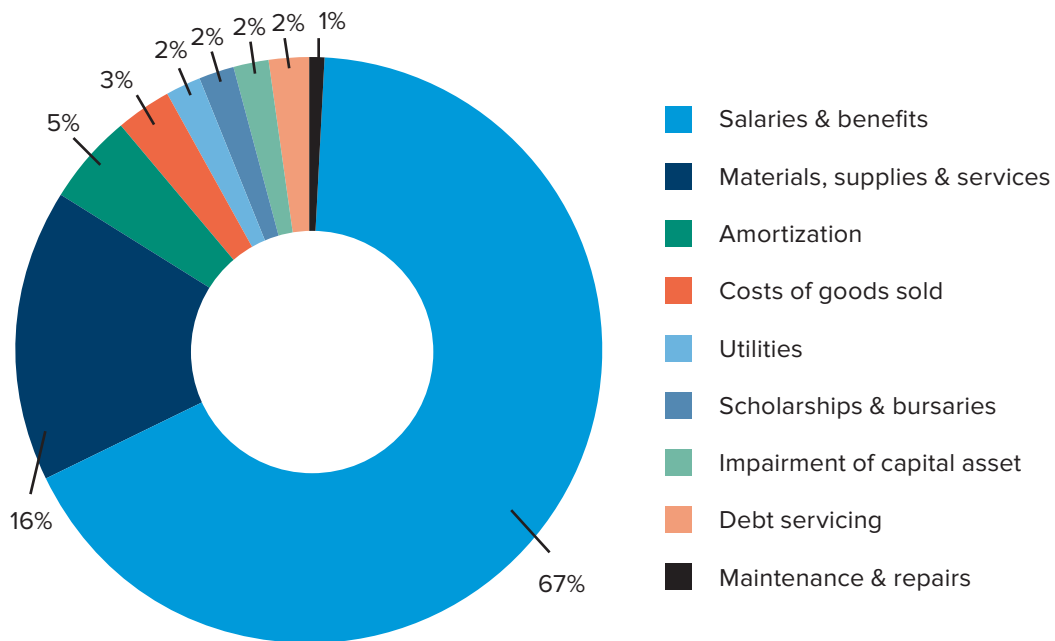
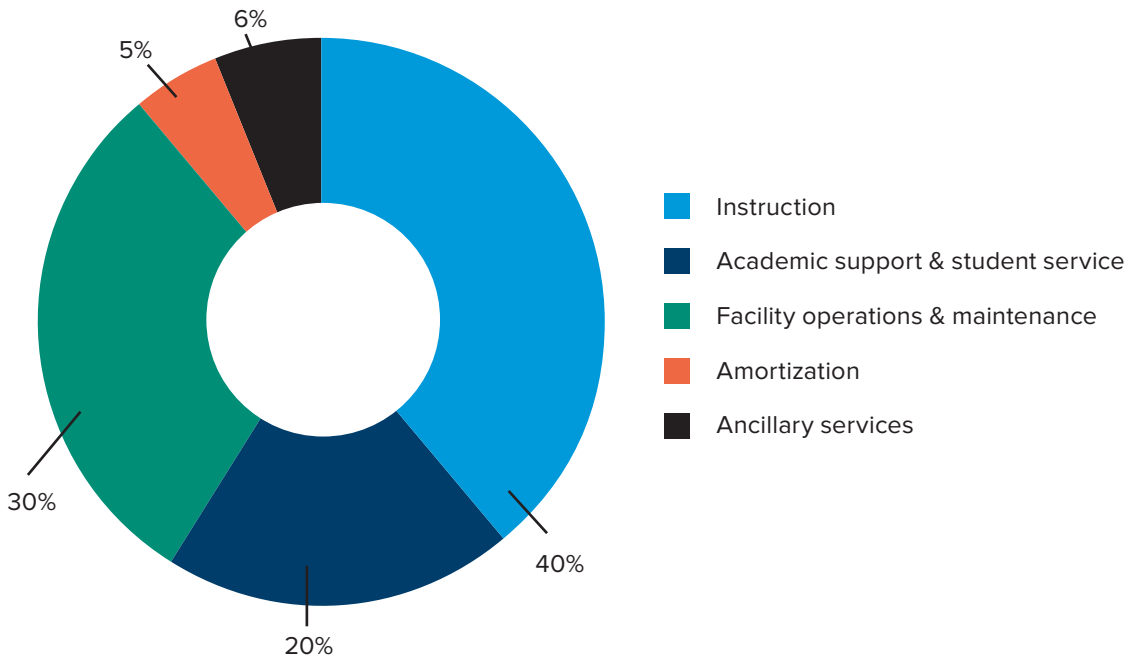


Figure A3: Operating Expense by Function 2014-15

2015 EXPENSE BY FUNCTION

\$26.247 million



## Financial Stability

Provincial government funding accounts for 44% of all revenue at Concordia, and is equal to proportion of tuition revenue. With the past two provincial budget years, Concordia has welcomed increases to its operating budgets of 2% in each of these years, as these have been in line with provincial cost of living increases. Revenue projections for the next three years assume that funding will continue to increase in accordance with increases to the Alberta Consumer Price Index.

Revenue increases from government funding are, however, offset by tuition freezes. For most of Concordia's academic programs there is disparity of between 10% and 20% in tuition fees when compared to public universities in Alberta. Concordia's administrators are trying to lessen this gap by voluntarily freezing tuition for most of its undergraduate programs, even though not obligated to do so. Unlike the public universities, Concordia receives no tuition subsidy to offset loss of increased tuition income.

Although generally speaking tuition fees remain frozen, fees for international, professional, and graduate level students are under review and may significantly increase.

Most increases in revenue from student tuition and fees will come as a result of enrolment increase and not from tuition fee increase. For the past two years, Concordia has experienced enrolment growth in excess of 10% per year. Enrolment is forecast to increase at a more moderate rate of 3% to 5% annually for each of the next three years.

Increased student enrolment will create capacity issues, resulting in a need for more staffing and classroom space. In the 2016/17 budget year, Concordia will hire 11 faculty members. Some of these replace positions that have become vacant as a result of retirements, but a number are new faculty positions. In addition, additional classroom and lab space is needed to accommodate student growth. The three-year capital budget makes provision for renovation of two biology labs, and possible addition of an external portable lab to accommodate increases in science student enrolment.





Concordia is also pursuing research grants and development of a Centre for Indigenous Studies. Application has been made for funding through the Federal Government's Strategic Initiatives Fund (SIF) to cover 50% of the cost of a new \$15 million science wing on the Concordia campus to accommodate these initiatives, and to provide additional lab space for its science programs. The other half of the project will be funded by a combination of Concordia's accumulated capital reserves, donor support, and bank financing. Capital projects at Concordia receive no provincial government funding.

Concordia also needs more residence space. Plans have been in place for a number of years to build a new building on the property that Concordia owns along 112 Avenue. Plans for new residences are likely to be postponed if plans proceed with construction of new science facility. Discussions are continuing with respect to possible construction of a joint use residence facility on the Northlands site north of the Concordia campus.

Debt servicing also remains a significant financial commitment for Concordia. Although the university has not accessed its line of credit since 2012, Concordia carries capital debt totaling \$7.661 million. In 2015-16, loan principal repayment was \$470 thousand. Interest cost was \$381 thousand. All bank covenants are in order, but bank financing is under review to possibly reduce financing charges.

Pro-forma operating revenue and expense projections until the fiscal year-end of 2017-18 are shown in Table A1.



**Table A1: Pro-Forma Statement of Operations 2014-15 to 2017-18**

	<b>Actual 2014-15</b>	<b>Forecast 2015-16</b>	<b>Budget 2016-17</b>	<b>Forecast 2017-18</b>	<b>Forecast 2018-19</b>
<b>Revenue</b>					
Student Fees	\$ 12,166,982	\$ 13,644,780	\$ 14,266,675	\$ 14,935,867	\$ 15,621,981
Government Grants	12,209,442	12,345,231	12,447,816	12,634,534	12,824,052
Investment Income	125,127	40,387	125,000	130,000	135,200
Donations	21,031	9,715	52,500	54,288	56,157
Other Grants	122,400	69,547	-	-	-
Miscellaneous Income	555,963	543,232	456,245	472,873	481,173
Academic Services	\$ 2,884	\$ 9,415	\$ 6,000	\$ 6,000	\$ 6,000
Auxiliary Services	2,120,659	2,164,628	2,164,977	2,160,097	2,894,653
Student Activities	330,354	232,297	298,150	323,939	327,829
Designated Revenue	110,841	-	-	-	-
<b>Total Revenue</b>	<b>27,765,683</b>	<b>29,059,231</b>	<b>29,817,363</b>	<b>30,717,598</b>	<b>32,347,045</b>
<b>Expenses</b>					
Arts & Social Science	4,139,190	4,270,440	4,528,972	4,781,543	4,945,384
Science & Environ. Health	2,231,289	2,744,146	2,994,353	3,270,716	3,310,083
Management & Professional	2,295,580	1,754,323	2,049,655	2,120,919	2,149,344
Education	1,070,870	1,215,718	1,213,776	1,276,356	1,261,081
Non Credit Programs	94,171	73,338	27,845	28,662	29,506
<b>Total Program Expense</b>	<b>9,831,100</b>	<b>10,057,964</b>	<b>10,814,600</b>	<b>11,478,196</b>	<b>11,695,398</b>
Academic Administration	1,123,337	1,697,933	1,752,180	1,731,132	1,751,354
<b>Total Instructional Expense</b>	<b>10,954,437</b>	<b>11,755,897</b>	<b>12,566,780</b>	<b>13,209,328</b>	<b>13,446,752</b>
Academic & Student Support	3,103,560	3,249,420	3,402,349	3,492,295	3,568,344
Institutional	4,163,902	3,619,519	4,297,779	4,406,884	4,572,375
Operations & Facilities	3,612,294	3,818,972	4,366,982	4,438,200	4,609,736
Auxiliary Services	1,571,952	1,620,130	1,442,028	1,459,253	1,794,452
Student Activities	1,503,927	1,458,351	1,680,138	1,726,588	1,750,165
<b>Total Operational Expense</b>	<b>24,910,072</b>	<b>25,522,290</b>	<b>27,756,057</b>	<b>28,732,548</b>	<b>29,741,824</b>
Capital Amortization	1,336,851	1,376,553	1,395,000	1,409,500	1,563,090
<b>Total Expense</b>	<b>26,246,923</b>	<b>26,898,843</b>	<b>29,151,057</b>	<b>30,142,048</b>	<b>31,304,914</b>
<b>Net Surplus/Deficit</b>	<b>\$ 1,518,760</b>	<b>\$ 2,160,388</b>	<b>\$ 666,306</b>	<b>\$ 575,550</b>	<b>\$ 1,042,131</b>



In addition to operating revenue and expense, there are capital expenditures and debt repayment requirements provided in Table A2.

**Table A2: Forecast Capital Expenditure Debt Repayment**

	<b>Actual 2014-15</b>	<b>Forecast 2015-16</b>	<b>Budget 2016-17</b>	<b>Forecast 2017-18</b>	<b>Forecast 2018-19</b>
Capital Expenditures	\$ 793,856	\$ 1,089,983	\$ 808,822	\$ 1,284,787	\$ 1,409,804
Research Centre/ Centre for Indigenous Engagement					7,500,000
Debt Repayment	461,000	469,769	485,386	500,998	661,038
<b>Total Expenditure</b>	<b>\$ 1,254,856</b>	<b>\$ 1,559,752</b>	<b>\$ 1,294,208</b>	<b>\$ 1,785,785</b>	<b>\$ 9,570,842</b>



## Implications of External Financial Environment

### ***Economic Climate***

Since the summer of 2014, the economic climate in the province of Alberta has deteriorated markedly as a result of tumbling oil prices. Alberta is facing its worst recession since the 1980s. This has ramifications for Concordia in a number of ways.

First, the provincial government may be dealing with a \$57 billion deficit at the end of the next three years. This leads to uncertainty with respect to sustainability of current levels of provincial government funding for post-secondary education, and the prospect of having to finance the university through other sources of revenue. Second, the donor environment will be restricted because corporations and individuals have less discretionary income, lower operating profits, and less benefit from the tax savings normally associated with charitable giving.

Third, increased unemployment may impact accessibility of some prospective students to higher education. Higher education may become less affordable to some students. This trend may, in part, be offset by some people returning to school in order to improve skills and education.

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



### ***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 an increased number of available spaces for students at the university in Alberta over the past 10 years. The end result is that there is more competition for a smaller cohort of new students. Significant enrolment growth presents challenges in this environment.

In order to maintain enrolment projections, Concordia must be very intentional in addressing the needs of more non-traditional students. These may include mature students outside of the normal undergraduate demographic in the 25 – 40 year old range, students from rural Alberta, first-nations and aboriginal students, and international students. In the past four years, recruitment strategies have been very successful in expanding Concordia’s student mandate.

### ***International Competition for Students and Resources***

Concordia seeks to augment domestic student enrolment with more international students. To date, the University has been quite successful, as the international student enrolment approaches 12.0% 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.

### ***Student Tuition Trends***

As Concordia seeks to ensure accessibility, the university is under increasing pressure to limit tuition increase. Currently, there is a tuition disparity between Concordia and what students in the public sector pay. Limiting tuition increase may be difficult in an environment where costs are escalating. Any effort to increase tuition will likely be met by strong opposition from students. So far, the provincial government has not been able to provide a subsidy to the Independent Sector to offset the effect of tuition freeze. Concordia at some point will need similar support from the provincial government if it is to maintain a competitive tuition structure.



### ***Human Resource Issues***

Concordia needs 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 other post-secondary institutions in Alberta. Even with funding constraints and possible wage freezes, Concordia is under pressure to align internal compensation for staff and faculty with salary and compensation in the broader advanced education community.

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.

### **Internal Constraints and Opportunities**

#### ***Accommodation of Enrolment Growth***

Over the past two years, Concordia student enrolment has increased in excess of 10% for each year. For example, on census day, September 2015, there were 341 more students that were here on census day, September 2013. For the most part, Concordia has had the capacity to handle this increase without significant additions to infrastructure or staffing. Continued growth will, however, lead to capacity issues. Need has already been identified for expended lab facilities, and for a number of strategic new faculty hires. Pressure is also placed on support services, to support the growing support needs of students on our campus.

Although the university still has capacity to accommodate significantly more students within its existing infrastructure, pressure points are becoming apparent. Sustained growth may eventually create a need for incremental infrastructure and staffing expansion.

Concordia will continue to place high emphasis on managing its internal efficiencies. To offset the pressures for expansion, Concordia seeks to improve internal efficiencies through rationalization of services and academic programs with other organizations, more efficient application of information technology, and improvement of internal processes.



### ***Increased Emphasis on Research and Scholarly Activity***

Traditionally, Concordia has functioned as a teaching university with only limited requirement for faculty research. Its name change, and recognition of university status, in 2015 brings with it increased pressure from accrediting agencies to enhance research opportunities for its faculty. Accommodation of research will result in reduced teaching loads for some faculty. This places financial stress, as increased staffing may be needed to backfill the reduced teaching workload, along with additional capital infrastructure to support new initiatives. Concordia will need to sustain significant additional funding in the form of research grants from government research agencies and private industry to support these initiatives.

### ***Perceived Compensation Disparity***

Internal review of employee compensation continues to be a high priority to ensure competitiveness with similar employers in the local economic environment. Bringing internal compensation for both faculty and staff in line with peer groups, to ensure competitiveness in the local employment market, could cause compensation costs to escalate over the next four years.

## **Operating Implications for Concordia**

### ***Revenue Trend***

Revenue is expected to increase 11% over the next 4 years. This presents some challenge in that operational expenses are likely to increase 17% over the same period. Table A3 provides the numerical details.

Growth in provincial government funding is expected to keep pace with cost of living increases. Tuition fees for most programs will be frozen, with the exception of some fees for international students and for professional programs. Revenue from student fees will grow by 14%, and this will largely be sustained by enrolment increase.

In order to attain desired enrolment targets, Concordia will need to be very strategic in how it promotes its programs to prospective students, and also rely on internal strategies to improve student retention. New program initiatives may also help to enhance enrolment, however, there is no indication that the provincial government will be willing to fund any of these new initiatives.



### ***Expense Trends***

Expenses are expected to increase by 17% over the same period. Most of this increase will largely be driven by increased staffing costs, and increased operational costs attributed to expanding infrastructure and debt servicing. Instructional teaching costs will increase 16% as programs expand, enrolment increases, new faculty are hired, and compensation increases. Academic administration costs are likely to increase by 4% over the same period.

Some offset to increasing compensation costs will come as Concordia reviews its pension and employee benefits costs. Concordia has completed takeover of administration of these plans with the hope of reducing administrative costs. Increases to compensation costs may be partially offset by decreases to employee benefit administration.

New faculty hires are anticipated in a number of programs as Concordia responds to growth. New faculty and faculty support hires are planned for MISSM/MISAM, Education, Management, English, Psychology, French, Mathematics, and Chemistry. Many of these hires replace retiring faculty, but staffing will expand to meet the need of an expanding student population.

Operational staffing increases are also anticipated. Added administrative support is needed in the academic administration and institutional support areas. Institutional costs will also increase as improvements are made to the information technology infrastructure and operation of newly constructed facilities.

Student activity costs increase largely because of increases to financial aid offered to students. Modest increase is also expected in student drama, music, and athletics programs.





**Table A3: Four Year Revenue and Expense Trends**

	Forecast 2015-16	Forecast 2018-19	Percent Increase (Decrease)
<b>Revenue</b>			
Student Fees	\$ 13,644,780	\$15,621,981	14%
Government Grants	12,345,231	12,824,052	4%
Investment Income	40,387	135,200	235%
Donations	9,715	56,157	478%
Other Grants	69,547	-	0%
Miscellaneous Income	543,232	481,173	-11%
Academic Services	9,415	6,000	-36%
Auxiliary Services	2,164,628	2,894,653	34%
Student Activities	232,297	327,829	41%
Designated Revenue	-	-	0%
<b>Total Revenue</b>	<b>29,059,231</b>	<b>32,347,045</b>	<b>11%</b>
<b>Expenses</b>			
Arts and Social Science	4,270,440	4,945,384	16%
Science & Environmental Health	2,744,146	3,310,083	21%
Management and Professional	1,754,323	2,149,344	23%
Education	1,215,718	1,261,081	4%
Non Credit Programs	73,338	29,506	-60%
<b>Total Program Expense</b>	<b>10,057,964</b>	<b>11,695,398</b>	<b>16%</b>
Academic Administration	1,697,933	1,751,354	3%
<b>Total Instructional Expense</b>	<b>11,755,897</b>	<b>13,446,752</b>	<b>14%</b>
Academic & Student Support	3,249,420	3,568,344	10%
Student Services	656,348	726,092	11%
Institutional	3,619,519	4,572,375	26%
Operations and Facilities	3,818,972	4,609,736	21%
Auxiliary Services	1,620,130	1,794,452	11%
Student Activities	1,458,351	1,750,165	20%
<b>Total Operational Expense</b>	<b>25,522,290</b>	<b>29,741,824</b>	<b>17%</b>
Capital Amortization	1,376,553	1,563,090	
<b>Total Expense</b>	<b>26,898,843</b>	<b>31,304,914</b>	
Net Surplus/Deficit	\$2,160,388	\$1,042,131	







## **APPENDIX B: ENROLMENT PLAN AND PROPOSED PROGRAMMING CHANGES**

The three year Full Load Equivalent (FLE) enrolment projections provided in Table B1 are based on Concordia's currently increasing student body while taking into account our anticipated budgets (tuition and grants) and physical capacity on the campus. Table B2 provides this data at the credential level. For comparison, the past two years (2014/2015 and 2015/2016) values are shown as based on the Fall Census Day statistics.

An institutional level of growth at 5% per year is seen as sustainable for the next three years. The average growth of the previous 5 years is 4.9%. The 11% growth observed in 2014/15 was due primarily to a successfully introduced program, 4-yr BA in General Psychology, which brought new students. The degree programs targeted for highest growth are Arts and Management. The Faculty of Science can manage a more modest increase due to the existing capacity for student teaching laboratory space. The Open Studies component of the institution has always been somewhat steady and is not anticipated to increase. The after degree programs are fully subscribed at the maximum capacity. Graduate Studies is expecting a modest increase as the newly implemented program areas (i.e., psychological assessment and information assurance) gain in student numbers. Should new programs be approved and introduced, the initial growth in those programs will enhance the graduate student numbers.



**Table B1:**

Year	Fall Census 2014	Fall Census 2015	Projected 2016	Projected 2017	Projected 2018
Total HC	1579	1763	1851	1944	2041
% Change	11.0	11.7	5.0	5.0	5.0
Total FLE	650.3	719.7	755.7	793.5	833.1
% Change	11.4	10.7	5.0	5.0	5.0
Total Intl	147	162	185	194	204
% Change	72.9	10.2	14.3	5.0	5.0
% of Total	9.3	9.3	10.0	10.0	10.0

Table B1 also shows CUE's three year projections for international student enrolment as head count, FLE and percentage of our total projected enrolment. The aim is to maintain international representation at 10-12% of the total, recognizing that the international component should not be higher than 15% at Alberta institutions. While at the present time, the highest proportion of our international students are in the graduate programs, the intent is to stabilize those values in these competitive and fully prescribed programs and encourage the growth of international students in the undergraduate programs, most especially in the areas of management and the arts.

**Table B2:**

Degree Type	Fall Census 2014	Fall Census 2015	Projected 2016	Projected 2017	Projected 2018
B. A.	280.7	323.6	339.6	352.0	364.4
B. Sci.	142.7	140.7	150.7	159.3	168.0
B. Mgmt.	58.9	75.5	83.8	97.1	110.3
Open Studies	34.6	45.5	39.6	39.6	39.6
B. Ed. (AD)	67.8	70.3	74.8	74.8	74.8
B.E.H. (AD)	19.6	17.4	17.4	17.4	17.4
Graduate	26.9	46.7	52.8	59.8	66.9
<b>Totals</b>	<b>631.2</b>	<b>719.7</b>	<b>758.7</b>	<b>800.0</b>	<b>841.3</b>

As Concordia University of Edmonton is experiencing a boost in enrolment due to our changing face in the community, we are able to identify where the current student interest lies through their selection of faculty and majors of study. Table B3 demonstrates that the areas of notable enrolment increases over the past two years are psychology (59%), undergraduate (34%) and graduate (89%) management, biological sciences (25%), and fine arts (18%). These high-demand program areas are recognized for needed investment in new faculty membership, facilities resources, and student services.



Program areas that are maintaining steady enrolment include physical sciences (mathematics and chemistry), social sciences, philosophy, and education. After experiencing some enrolment challenges with the retirement of faculty in the French program, the modern languages are gaining momentum to increased participation, seen especially as minors with other degrees. Those areas with some enrolment challenges requiring evaluation include religious studies and public health.

**Table B3:**

Department	2015-16 FLE	% Change	2014-15 FLE	% Change	2013-14 FLE
Psychology	301.9	34.7	224.1	18.0	190.0
Modern Languages	101.5	6.9	94.9	-22.9	123.2
Fine Arts	59.5	9.0	54.6	8.2	50.4
Philo & Rel Studies	29.1	-9.9	32.3	-5.8	34.3
Social Sciences	114.5	-1.2	115.9	-7.6	125.4
Biol & Env Sciences	192.0	1.6	189.0	23.5	153.1
Math & Phys Sciences	84.1	2.5	82.0	-3.0	84.6
Public Health	53.5	-20.9	67.7	11.1	60.9
Education	138.4	2.4	135.2	6.9	126.5
Management	161.1	25.6	201.3	6.6	120.3
Information Security	114.9	24.7	92.1	20.4	60.7

In summary, Concordia is in a position to increase both the undergraduate and graduate seats available in Campus Alberta. Hence, there are no plans to convert seats from undergraduate to graduate, nor is there any intent to phase any particular credential types at this time.

Plans are in place to develop programming in fields where Concordia already has established expertise. Most notably, at the graduate level, the proposed Master of Education in School Leadership builds on the successful Bachelor of Education (After Degree) and is designed for practicing teachers who desire professional development in educational leadership. The Department of Psychology is focusing attention on a proposed Doctor of Psychology to build on the 4-year B.A. in Applied Psychology providing advanced education in the critical areas of clinical psychology. These new graduate proposals and the existing programs are being supported by an institutional organizational review of graduate studies that is anticipated for completion in spring 2016.

At the undergraduate level, the Faculty of Management is working with both the Faculty of Arts and the Faculty of Science to create opportunities for dual degrees. With the reestablishment of the 3-year B.A. in French, the Department of Modern Languages is focusing attention on integrating their current course offerings across the campus and introducing other options for students who desire language learning such as the inclusion of Mandarin and Arabic as well as the reinstatement of Cree language learning at CUE.







## **APPENDIX C: RESEARCH, APPLIED RESEARCH AND SCHOLARLY ACTIVITIES**

In developing our Strategic Research Plan in 2012, we identified the main four objectives as 1. Promote an institution-wide culture of scholarship and research; 2. Facilitate collaboration; 3. Enhance the profile of research and scholarship at CUE internally and publically. 4. Focus on areas of research strength while respecting individual research agendas. These were to align with the “strategy #11” of our Academic Plan: “Support larger-scale, cross-disciplinary research activities, especially those that meet the research needs in the local community, creating societal connections for our faculty and students”. It was also to reflect the Alberta Research and Innovation Plan (ARIP) main focus “on investing in families and communities, securing Alberta’s economic future, and advancing world-leading resource stewardship – reflecting Alberta’s social, environmental and economic responsibilities” (ARIP 2012, executive summary). In the last year, there has been enhancement of individual research activities, with increased internal and ASU grants, the grouping of individual researchers in common areas of interest, which brought forth a series of new Research Clusters, and, resulting from a collaboration with International partners (Brazil), the creation of our new Edmonton Institute for Community Research (EICR).



## Three-year Research Objectives – 2016-2019

### **1) New Research Clusters**

The creation and development of Research Clusters is supported through a simple internal procedure that the research leaders follow, along with strong promotion and support of the Office of Research. The cluster themes reflect general interests from faculty, students and guests in cross-disciplinary research approaches. To support the growth of CUE's research capacity, each cluster is committed to containing a combination of faculty members as well as undergraduate and graduate students, to meeting at least four times a year, to engaging in at least two collaborative research projects, and to applying for at least one grant from an external funding source. As of this time, seven specific clusters have been proposed; two are fully functioning.

We will gather and foster research under the following main themes:

- 1) Personal Development and Wellness (Public Health, Learning, Early Childhood, Indigenous Outreach, Wellness and Physical Activities)
- 2) Environment and Biotechnology (Environmental Science and Health, Bio-systems and Sustainability)
- 3) Culture and Identity (Gender, Sexuality, Ethnicity, Ethics, Religion and Society, Places, People and Travel)
- 4) Information Technology and Materials (Information Security and Governance, Nanotechnology, Applied Mathematics)
- 5) Social and Economic Systems (Social and Political Organization, Economics and Trade)

In addition to the established *Interdisciplinary Research Clusters on Travel and Focus on Women*, Concordia will develop the:

- *Interdisciplinary Research Cluster on Wellness*
- *Interdisciplinary Research Cluster on Public Health*
- *Interdisciplinary Research Cluster on Theology and the Sciences*
- *Interdisciplinary Research Cluster on Early Childhood*
- *Interdisciplinary Research Group on the Biological Effects of Contaminants on Fish and Invertebrates in Alberta*
- *Student Research Cluster (supporting Concordia Students Association's initiative)*





**Indicators of success:**

- Each cluster to contain a combination of faculty members, undergraduate students, and guest researchers, including our international constituency.
- Each cluster to meet a minimum of four times per year.
- Each cluster engages in a minimum of two collaborative research projects.
- Each cluster applies for a minimum of one grant from external funding sources.
- With the support of EICR, concrete joint projects develop between CUE and the community (University-Industry/Community-Government).

***2) Improved Dissemination of Research Findings***

Areas of intense research at Concordia are concentrated at the Faculty of Education, with internationally recognized research on inclusive education, the Psychology and Philosophy and Religious Studies departments, and at the Mihalcheon School of Management. Our aim is to enhance other areas of scholarly activity throughout the institution.

**Indicator of success:**

- The number and nature of public presentations and resulting publications at CUE increases, particularly in areas where there has not been a history of research dissemination.

***3) Encouraging Student Engagement and Interaction with Faculty***

After a first experience of showcasing student and faculty research at Concordia in 2016 in a general research celebration, we will foster greater engagement of undergraduate students in early stages of their degree program in research activities with their professors. Higher amounts of student research grants shall contribute to a richer scholarly initiation for undergraduate and research experience for graduate students.

**Indicator of success:**

- The number and nature of student research projects as well as the number of students and faculty members publishing and participating at our annual research fair with poster exhibits.



#### **4) National and International Research Collaboration**

CUE faculty have started research partnerships with the University of Alberta (Nano-Technology and Psychology), MacEwan University, and several international partners in Brazil (IT security, Biology), France (Psychology), Germany (Sociology and Psychology), Spain (Wellness), Russia (IT Security), Nigeria (IT Systems), Norway (IT Security), Australia (Education), India (Education), Bulgaria (Science), Poland (Science), Japan (Public Health and Management), China (Chinese Language and Culture). Our aim is to leverage these partnerships to enhance research productivity.

##### **Indicators of success:**

- A growing number of areas engaging with external partners in research and scholarly cooperation.
- The number and nature of public presentations and resulting publications at CUE increases, particularly in areas of partnership, both international and local.

#### **5) Applied Research Aimed at the Social Good**

Resulting from a visit to three of our Brazilian partners in 2014, CUE has developed and established the EICR at the end of 2015 and is launching it in 2016. Its mission is to empower communities by promoting faculty research and innovation, encouraging student research and entrepreneurship, facilitating university-community collaboration, and enabling community enrichment through knowledge sharing. In its mandate, the EICR works to promote and support research across all disciplines and seeks to link CUE scholars with community-based industries and agencies, primarily working in areas of social importance. Further, the EICR will lead the review and expansion of our IP policies and procedures in order to prepare the grounds for first startups and business incubation in cooperation with relevant agencies in Edmonton. The vision for the EICR is to put CUE on the map as the university that specializes in research that enhances the community.



**Indicators of success:**

- CUE faculty and students participate in research partnerships with the community that result from relationships developed by the EICR.
- The EICR facilitates external funding to support community research projects.
- The EICR develops a strategy for IP and business incubation.
- The EICR becomes financially self-sustaining.

**6) Developing an Effective Research Registry at Concordia**

We will continue working on assessing strengths and research being done at Concordia, and develop a framework for gathering, registering, monitoring, and institutionally supporting research activities.

**Indicators of success:**

- CUE Office of Research will set in place an online system for registering research clusters and individual research projects, and this shall interact with the data gathered by the EICR on its behalf.
- Professors will successfully and regularly, and before applying for institutional support, register their research project within the new system.
- Previously registered projects will have institutional recognition, liability insurance and may apply to internal or external research funds.

In the next three years, CUE's Office of Research will strengthen its new research clusters, continue fostering strong faculty-student interaction, create a stronger sense of common identity in the applied, community research, and foster strong involvement with external funding agencies, and foster organic interaction between individuals, clusters, and the EICR.







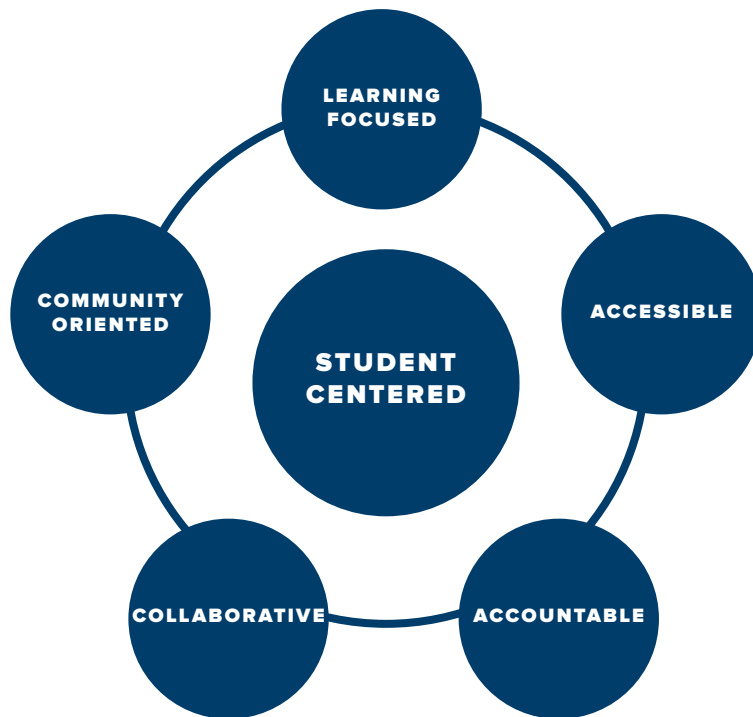
## **APPENDIX D: COMMUNITY OUTREACH AND UNDERREPRESENTED LEARNERS**

Concordia University of Edmonton's Student Services Strategic Plan was adopted in May 2013. For the past three years, it focused the energies of the Student Life team, improved the experience of our students, and engaged students in the mission of the University.

*Student Life and Learning 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 Student Life and Learning area adopted key accountability principles that are meant to guide discussions and decisions that are made in order to enhance and improve student learner outcomes.





These six values, identified in the diagram above, provide a framework for student services providers to use in exploring their programs and services and are the driving forces for student services throughout Concordia. The principle at the centre of the model is “student centered;” this reflects the fact that, at Concordia, students are the priority. The five remaining principles further articulate the values delivered by student services providers - values that are found in all aspects of the Concordia experience.

Three key priority areas during the 2015-16 academic year that will carry forward focus on consent education, mental health initiatives, and supporting Concordia’s diverse community.



## Consent Education

In November 2015, Concordia's Board of Governors approved a Sexual Violence Policy and Procedures. Concordia sees that the way to end sexual violence is through gender equity and consent education. As such, Concordia was pleased to participate in the "I Believe You" campaign by the Association of Alberta Sexual Assault Centres. New students receive information about consent and Concordia's policy at new student orientation, and a Concordia Talks Consent movie night present the documentary "The Hunting Ground," with discussion about sexual violence. Concordia will continue collaboration with the Sexual Assault Centre of Edmonton and the other 25 publicly-funded institutions through the Senior Student Services Officer meetings focused on sexual violence in university.

## Mental Health

In order to be responsive to reaching and supporting the increasing number of students dealing with mental health and wellness issues, Concordia participated in the 2015 Wellness Summit and contributed to the creation of the Alberta Post-Secondary Mental Health and Addiction Framework. This framework resulted from a collaboration between the 26 publicly-funded post-secondary institutions, students, government, and community partners. Concordia recently created the Mental Health Action Team, a committee of key stakeholders responsible for addressing mental health on campus, comprised of students, faculty, staff, and administrators. The work of the coming years will focus on building mental wellness and flourishing.

## Diverse Communities

Concordia promotes a culture of affirmation and celebrates diversity of gender and sexuality, and is committed to creating and maintaining a safe space for the campus community. In November 2015, the Board of Governors approved a Gender Identity and Sexual Orientation policy that was created in consultation with the Pride Centre of Edmonton. Over the next three years, Concordia is committed to increasing campus awareness of the new policy and issues related to inclusion, equity, and human rights.



## Concordia Talks

Concordia Talks is an initiative to support all members of the campus community through open dialogue about relevant, difficult, or sensitive topics. During the academic year, each month is themed around an important issue, and workshops and presentations are scheduled. Examples include, sexual violence, safe partying, mental health, and LGBTQ issues. The Concordia Talks events will be comprised of campus and community organization collaborations, including student clubs, the Canadian Mental Health Association, the Edmonton Pride Centre, and the Sexual Assault Centre of Edmonton.

## Counsellor Emergency Preparedness Consortium

The Counsellor Emergency Preparedness Consortium (CEPC) began in 2008, and involves representatives from the six Edmonton post-secondary institutions. Participating institutions have a reciprocal agreement documenting that counselling departments will provide assistance at another institution in the event of a crisis. We will be working together to develop, maintain, and update our “toolkits”, real and virtual, of resources and procedures that would be ready for use when necessary. The team will provide counselling during the first wave of demands from students in response to a crisis situation.

## Retention Task Force

Concordia started the Retention Task Force in 2012 to focus on the establishment of student retention initiatives that provide a bridge between attracting and graduating students. The task force identified specific initiatives to support learners at risk and underrepresented learners, such as the creation of a University Foundation course and an Early Alert program. The focus will be on reinforcing the work of the task force over the next three years.

## Guided Pathways to Success

Navigating the complicated path through university is a difficult task for many, and one of the recommendations from the Retention Task Force was to provide students step-by-step roadmaps to significantly boost their success. Concordia’s Faculties are focusing on providing Guided Pathways to Success (GPS) to students. The result will be that students will make the choice of academic program, concentration, or major, and a clear path to on-time completion is prepared for them, semester by semester, through to graduation.





## International Student Supports

International engagement is a priority for Concordia, and with increasing numbers of international students on campus, Concordia is committed to providing specific supports and resources directed towards meeting their unique needs. Canadian students connect with international students prior to their arrival in Edmonton through the Buddy Program, and ongoing supports such as regular social and recreational activities assist in engaging students in life in Edmonton. Additionally, Concordia creates opportunities for international engagement for students, faculty, and staff through study abroad and exchange opportunities. Concordia also partners with a community organization to serve as a testing centre for Albertans seeking citizenship or permanent residency.

## Indigenous Students

Concordia acknowledges the location of its campus on traditional Treaty 6 Territory and a major trading centre of the Metis nation, and engages Indigenous peoples in productive and supportive relationships. After extensive consultation and planning, the Board of Governors approved an Indigenous Strategy that contained 15 recommendations in November 2015. Indigenous strategic planning is an ongoing process and will require continual engagement with indigenous communities to identify necessary areas of action and engagement. The priority of the next three years is to engage with Indigenous students to assist in them taking full advantage of the services and supports available at Concordia.

Concordia, University of Alberta, MacEwan University, and Yellowhead Tribal College are partnering with Edmonton Public Schools to offer a CALM 20 summer course in July 2016, targeting indigenous high school students. Concordia will serve as the home institution for the two-week course, and offer a comprehensive approach to health promotion, focusing on personal, resource, and career and life choices.

## Specific Supports for Underrepresented Learners

Concordia has a new program, the University Entrance Program (UEP), for Fall 2016 designed to support underrepresented learners. The UEP will be a one-year academic bridging program to support students in their early post-secondary studies to complete university-level courses to gain admission into degree programs in the Faculties of Arts, Science, and Management. Students in UEP will register in undergraduate university-level courses without first being admitted to a degree program, combined with support coursework in a cohort model that develops and fosters a community of learners.



Over the past decade, Concordia supported at-risk students through one-on-one advising in the Academic Strategies course. Academic Strategies is designed to assist students who were required to withdraw by offering the opportunity to assess their academic choices, analyze challenges, strengthen skills, and develop strategies for personal and academic success. This successful program will continue in the next three years.

Through Learning Accommodation Services (LAS), Concordia University of Edmonton continues to provide opportunities for academically qualified persons with documented disabilities to have access to assistive supports and services, helping to remove barriers that could otherwise prevent them from participating on an equitable basis. Concordia's smaller size and quality teaching environment are often expressed as desirable features that draw students with disabilities looking for a less intimidating classroom/ campus experience. The availability and personal approach of LAS staff to students helps to make their experience a positive one -- students feel individually supported and know that advocacy is available in a timely fashion.

During the 2015-2016 academic period, Concordia has supported more than 115 individual students with disabilities who have required various levels of support, a number that has more than doubled since 2009-2010; equating to approximately 7% of the current student population. LAS supervised more than 1,400 accommodated exams in its 36-seat Testing Centre, along with other rooms, during the 2015-16 academic year. Supervision in the Testing Centre historically was provided by students, employed as Academic Aides, but due to the volume of exams now being written, student availability has not been sufficient to cover the continuous supervision hours needed. For the 2016-2017 academic year, it will now be necessary to hire an individual, who is not a student, to exclusively cover the bulk of proctoring hours in the Testing Centre, supplemented by student staff.

This year, the LAS area also facilitated disability grant applications for approximately half of the students it supports to help cover exceptional costs of those individuals requiring assistive services and equipment (i.e., academic strategist, tutors, alternate format, assistive technology, etc.). Because students, instructors, and LAS staff all share in the responsibility for the provision of accommodations, communication and feedback between all parties is important and always welcome. Advocacy for one student's particular need most often opens the door to better access for all students with disabilities and facilitates understanding with faculty.



In an effort to alleviate or eliminate potential barriers to students with disabilities, compared to their fellow students without disabilities, the LAS area continually looks for ways to improve processes. One such recent improvement, implemented in Fall 2014, was development of an automated exam-scheduling system, designed in-house by Concordia staff; a cost savings to the institution and an accessibility improvement for students with disabilities.

Affiliation with PADRA–Alberta (Post-secondary Accessibility and Disability Resource Association) allows for collaboration between Alberta post-secondary Colleges and Universities to provide support, sharing, developing of policy and best practices, and facilitate communication between disability service providers and other stakeholders. A desire to benefit more and more students with the universal application of some supports (i.e., assistive software, course delivery), will, hopefully, benefit all students in the future and not just those with disabilities. It is expected that as the general student population grows, so, too, will the number of students with disabilities and the demands placed on the LAS area and the institutional as a whole.







## **APPENDIX E: INTERNATIONALIZATION**

Since the beginnings of our first Strategic Internationalization Plan in 2012, we have been working towards developing our key themes: “People, Ideas, Places, Programs and Global Awareness”. The Internationalization task at Concordia is seen as comprehensive and ongoing. We have established solid relationships with international constituencies, from academic administrators to faculty, which expand into Concordia staff, faculty and students (people), and generate fruitful interaction for innovative collaboration models (ideas). The web of institutional partnerships has expanded throughout the Americas (US, Barbados, Dominican Republic, Mexico, Bolivia, Brazil, Chile, Argentina), Europe (Portugal, Spain, France, Germany, Switzerland, Denmark, Norway, Finland, Iceland, Bulgaria, Ukraine, Russia), Asia (China, India, Thailand, Japan), and Africa (Nigeria). With some of these partners we have started engaging in curricular cooperation such as in Information Systems Security and Governance (Russia, Nigeria). On campus, we are enhancing supports for faculty and student international interaction and experiences growing the awareness of global cooperation, which has resulted in short term faculty visits in and out, student exchange, and growing partnerships with varied cultural associations in Edmonton.

We continue to look toward establishing some cooperative contacts in key areas in the world but then also into reviewing and deepening existing relationships. Strategy #13 of our Academic Plan states Concordia’s intention to: “Integrate internationalization activities into the academic outcomes of the university, including opportunities in the areas of teaching, research collaboration, and service to global communities”. To support this strategy, the International Office establishes the following objectives for 2016-19.



## 1) Places

To review current partnerships (reaching the three-five year span) and to add strategic partnerships especially in the Commonwealth of Nations. Concordia being part of the Association of Commonwealth Universities seeks to develop deeper ties to this world/cultural areas and to offer students and faculty the opportunity of going abroad and working collaboratively.

### Indicators of success:

- Establish strategic partnerships in Australia, New Zealand, South Africa, and India.
- To deepen institutional relationships with current partners (review, assess, and moving to next phase of education abroad and academic cooperation).

## 2) Academic and Research Collaboration

**BRAZIL:** Brazil has been one of Concordia's major priorities since 2012 and has the largest number of institutional partners for us. The current phase is to assess the past four years and seek improvement in study abroad, student and faculty exchanges, and research and program cooperation. In 2015, we were able to host a Brazilian biologist from the *Pontifical Catholic University of Brazil (PUCRS)* at Concordia and send a biologist to PUCRS for a period of two months in view of a collaborative research project in fish biology, resulting in a major publication in PLOS ONE and a second one to follow. Concordia has also sent a scholar from Information System Security to teach a short-term course in the undergraduate and graduate levels at PUCRS in the same year. Conversations with PUCRS are continuing in 2016 during an on-site visit in April, as well as with other partners in the South, namely *University UNILASALLE*, the *Lutheran University from Brazil*, the *University Feevale*. The objectives are to increase the student and faculty mobility. At the same time conversations are starting with a non-partner *State University of Alagoas (UNEAL, North Brazil)* in view of Indigenous strategies.

### Indicators of success:

- To establish cooperation with and send faculty-led study abroad missions to the environmental research centre Pro-Mata, from PUCRS, in the forests of São Francisco De Paula.
- To develop research and program cooperation in Public Health with one or more of the mentioned partners.
- To develop research and program cooperation in Information System Security and Assurance with one of the mentioned partners.
- To establish course and language conditions for sending Concordia students to study abroad in South Brazil.



- To establish meaningful interaction between the Techno parks of mentioned universities and the Edmonton Institute for Community Research (EICR), housed at Concordia, especially in applied research aiming to enhance community and interaction between incubators and companies in both countries/cities.
- To establish a meaningful dialogue and knowledge sharing with UNEAL in view of Concordia's Indigenous strategy.
- To continue and enhance Concordia's participation at the federal Emerging Leaders in the Americas Program (ELAP) in relation to Brazil and other countries in the Americas.

EUROPE: Concordia has increased the number of interactions with European partners and seeks to establish first program collaborations such as double degrees and research cooperation. We have welcomed scholars from two German partner universities (*International University of Applied Sciences Bad Liebenzell* and *University of Applied Sciences Mittweida*) for research collaboration in the areas of religion, social work, and psychology in 2015 and we have sent two scholars for teaching and research abroad at *Fontys University*, Netherlands and *University of the Basque Country*, Spain. We seek to increase successful interactions.

**Indicators of success:**

- The higher number of faculty exchanges in Europe.
- To establish a successful teaching and research exchange through *Erasmus+* with the *University of Applied Sciences Mittweida*, Germany, the *University of the Basque Country*, Spain, and the *University of Porto*, Portugal.
- To set first steps for the faculties of Management, Arts and Science to develop 2+2, 2+1 double degree models with European partners.
- To develop research and program partnership in Information System Security with *Gjovic University*, Norway.
- To identify research cooperation areas and scholars for our new partners in the Ukraine (*Uzhgorod*) and Russia (*St. Petersburg*).

ASIA: Concordia has increased the number of interactions with Chinese and Japanese partners and seeks to establish first program collaborations such as double degrees and research cooperation. We are sending a scholar (Management) to Japan, Thailand and China in 2016 in view of developing meaningful interaction in the areas of research on the ASEAN markets. We have hired a high level scholar from China for the International Office in view of these strategies.



**Indicators of success:**

- The establishment of a *Centre for Chinese Studies (CCS)* at Concordia, in cooperation with partner *Qilu Normal University*, in Shandong and with Hanban. Said Centre will aim to offer graduate certificate in view of the Teaching of Chinese Language and Culture and will supply the Alberta and Canada market demands.
- To set first steps for the faculty of Management to develop a 2+2 double degree with a Chinese partner.
- To establish research cooperation in Public Health with Japanese partners (*School of Medicine of Tohoku University, Sendai, and Tohoku Fukushi University*).
- To increase study abroad opportunities with the Asian partners.

RESEARCH, INNOVATION AND ENTREPRENEURSHIP: Overall, Concordia, with its new EICR, will strive to capitalize on our rich web of international partnerships in view of linking scholar communities and research clusters with joint projects reaching out to industry and community development.

**Indicators of success:**

- To foster innovation and student entrepreneurship development via interaction with the techno parks and industry links of partner universities around the world.
- To foster knowledge transfer between institutes.
- To link joint international projects with Edmonton and region and to foster Edmonton outreach to international markets/constituencies.





### **3) Education and Study Abroad**

Concordia has quickly realized the Canadian difficulties for a study abroad culture, and is tackling the problem in the wave of a strong Federal and Provincial priority. Although we are increasing enormously the number of incoming exchange students and observing Concordia's popularity for students from all countries and a high rate of student satisfaction, we have not been able to send many students abroad. We have started a new awareness strategy last year and will push it further this year.

#### **Indicators of success:**

- To triple the number and to increase the amount of internal study abroad bursaries.
- To triple the number of outgoing exchange students.
- To offer a variety of models for study abroad (semester, short term immersions, internships).
- To insert returning student's experiences in the Concordia community for an increase of general global awareness and a sense of reward for the student.

### **4) Internationalization of Curriculum**

Following our Academic Plan Strategy #13, we will start the process of "Internationalization at Home".

#### **Indicators of success:**

- Identifying, with the VP Academic and academic administrators and faculty, key elements for enhancing the curriculum in view of global competencies outcomes.
- Setting first steps to curriculum and program adaptation.





IC CENTRE

HOLE



## APPENDIX F: CAPITAL PLAN

The four-year forecast makes provision for significant capital improvements. Two major capital projects are under consideration pending program approval. These include:

- 100 unit Residence and International Cultural Learning Centre: \$8 to \$10 million
- Centre for Science, Research, and Innovation: \$15.5 million

One of these capital projects, Centre for Science, Research, and Innovation, is included in the four year financial forecast and is contingent upon receiving a capital grant of \$7.4 million through the Federal Government Post-Secondary Institutions Strategic Investment Fund (SIF).

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 outside Edmonton. Discussions are ongoing with Northlands regarding a possible joint venture residence facility on the Northlands site.

Other capital expenditures are limited to those needed to maintain existing infrastructure and replace dated equipment. Three-year capital forecast is shown in Table F1.

**Table F1: Capital Forecast 2015-16 to 2018-19**

Column 1	2015-16	2016-17	2017-18	2018-19
Academic Services Equipment	\$ 170,809	\$ 146,707	\$ 162,810	\$ 161,961
Library Equipment and Furnishings	104,561	-	45,000	
Athletic Equipment	11,131	-	-	120,000
Campus Furnishings and Equipment	20,164	27,100	338,109	309,048
Residence Furnishings and Equipment	27,930	20,000	20,000	
Information Technology	233,078	274,165	212,965	216,159
Science Lab Renovations	103,822		125,903	202,636
HVAC System Upgrades	135,529	84,250		
Drama Theatre Improvement	16,978		100,000	100,000
Office Renovations	57,581	247,600	220,000	200,000
Student Residence Building Improvements	34,415			
Signage	62,602			
Maintenance Vehicles	42,528	9,000	5,000	5,000
Library Books	35,514		35,000	35,000
Site Improvements	33,342			
Music			20,000	60,000
	<b>\$ 1,089,983</b>	<b>\$ 808,822</b>	<b>\$ 1,284,787</b>	<b>\$ 1,409,804</b>



**RALPH KING ATHLETIC CENTRE**





## APPENDIX G: INFORMATION TECHNOLOGY

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 improved 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.

### Initiatives & Directions

- Developing on-site infrastructure to further increase flexibility of our datacenters, while taking advantage of inter-PSI datacenter sharing opportunities where appropriate;
- 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, in particular by establishing dedicated multi-gigabit fiber connectivity to CyberaNet;
- Enhancing our Student Information System to improve workflows related to transfer credit assessment and degree progress reports;
- Establishing the facilities required to support the delivery of a broad range of online and hybrid courses;
- Implementing a portfolio-based approach to managing strategic IT services and projects to enhance alignment with institutional goals;
- Undertaking a focused effort to increase automation and student self-service opportunities with regard to graduate programs;
- Developing a strategic approach to organizational document management;
- 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
- Focusing new application development on the web as our primary platform, and beginning the process of porting existing desktop applications to the web.









[concordia.ab.ca](http://concordia.ab.ca)



1.866.479.5200

7128 Ada Blvd.  
Edmonton, AB  
T5B 4E4



## Addendum: ENROLMENT PROJECTIONS

### FLE

	LEERS Actual	LEERS Actual	LEERS Preliminary	LEERS Projected	LEERS Projected
	2013/14	2014/15	2015/16	2016/17	2107/18
Arts & Science	739.25	787.1	902.95	990	1050
Education	124.3	133.4	138	135	135
Management	115.2	124.25	154.65	160	165
Environmental Health	46.25	53.75	48.75	50	50
Master of Information Systems Security Management	49.3	63	79.75	70	65
Master of Information Systems Assurance Management	10.5	20.5	21.65	20	25
Master of Arts	5.332	4.834	5.082	5	5
Open Studies	65.55	64.9	83.05	75	75
Total	1155.7	1251.734	1433.882	1505	1570
Actual (Estimate) Graduates	263	297	303	315	345

### Unique Headcount

	LEERS Actual	LEERS Actual	LEERS Preliminary	LEERS Projected	LEERS Projected
	2013/14	2014/15	2015/16	2016/17	2017/18
Arts & Science	1073	1128	1250	1375	1460
Education	127	138	141	139	139
Management	132	154	194	200	207
Environmental Health	51	58	53	55	55
Master of Information Systems Security Management	69	82	119	100	93
Master of Information Systems Assurance Management	14	25	30	28	35
Master of Arts	6	7	6	6	6
Open Studies	210	194	237	220	220
Total	1606	1715	1937	2123	2215