



CONCORDIA  
UNIVERSITY OF EDMONTON

Academic Plan  
Update 2015



# ACADEMIC PLAN PROGRESS REPORT 2015

Concordia's first five-year academic plan was developed in 2012 to support academic advancements in 2013-2018 period. Three years into that mandate, it is of value to consider the progress to date, recognize institutional accomplishments, and bring further attention to any items that need further development as we move towards 2018. In his opening message for the original plan, President Krispin expressed his hope that the document would provide guidance for the ways in which our university community incorporates the institutional values into the daily activities of teaching, research, scholarship and program development. In the creation of this update document, it has become clear that the Academic Plan 2012-2018 has accomplished this goal and furthered our intention to operate as an academic institution in keeping with the Post-Secondary Learning Act of Alberta.

## CONCORDIA IN 2015

Over the past three years, Concordia has certainly seen some key changes as well as some challenges. Although not specifically part of the Academic Plan, an obvious change has been the name of the institution. As we have shifted from Concordia University College of Alberta to Concordia University of Edmonton, there has been pride in the acknowledgement that we operate as a university in the Edmonton community.

Over the past three years, Concordia's president has focused attention on building a Board of Governors with representation that expands beyond our history with Lutheran Church Canada (LCC) and supports the institutional intention to meet standards in Alberta's Post-Secondary Learning Act. In 2012-13, the Board was comprised of 8 public members, 7 virtue-of-office members, 3 stakeholder members, and 10 heritage members (LCC). As of September

2015, this Board is comprised of 9 public members, 3 virtue-of-office members, 8 stakeholder members, and no heritage members. Efforts have taken place to divorce Concordia's pension and benefits from LCC operations bringing managerial control of those procedures and financial responsibility into the university. The changing our administrative relationship with LCC gives strength to Concordia's objective to house a governance structure that is fully recognizable as that of a publicly-funded university in Alberta.

With the change in our governance structure came a necessary change in the administrative structure. No longer could the President serve the role of Provost and, hence, the position of Vice-President Academic and Provost was reactivated. This position is supporting a new academic structure that is fitting for a university with bicameral governance.

## PRIORITIES FROM CONCORDIA'S ACADEMIC PLAN

The five broad priorities identified by Concordia's faculty in 2012 remain current and desirable. Progress has been made in each of these priorities as can be seen through a comparison of the key measurables in Table 1.

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

By way of comparison, data from the date of publication of the first Academic Plan 2012-2018 was compared with current data for the institutional body and the research programs. Not only has the student body increased in size in undergraduate, professional after-degree, and

graduate students, but the number of programs has increased as well. Our international and open studies complement have both increased substantially, bringing recognition that our institution provides value at both the international and community levels. Maintaining a university also requires financial responsibility and these increases have been accomplished while improving the balance between permanent faculty and sessional instruction. A much needed increase in the staff complement in key areas has promoted a positive work environment. Finally, the commitment to our students for supportive scholarships and bursaries has shown steady increase over the past three years. In summary, our institution has made noticeable and positive changes in the key measurables that indicate trends to improvement and growth.

**Table 1: A comparison between data presented in the Academic Plan 2012-2018 and the present campus of Concordia University of Edmonton**

Key Measurable	2012-13 Academic Year	2015-16 Academic Year
# undergraduate students	1182	1272
# undergraduate programs	29	31
# after degree students	161	181
# after degree programs	2	2
# graduate students	73	124
# graduate programs	7	11
# international students	47	147
# open studies students	114	133
# permanent faculty members	61	58
# sessional instructors	248	169
# permanent staff members	83	89
# contracted staff	13	18
# awarded scholarships/bursaries	832	960 *
Scholarship endowment	> \$1.2 M	> \$1.3 M *
* For the 2014-15 academic year.		

# PROGRESS ON THE STRATEGIES TO ACHIEVE THE ACADEMIC PRIORITIES

As of 2015, progress on the Academic Plan 2012-2018 is approximately 50% complete overall. Of the 15 Strategies designed to achieve progress towards the academic priorities, 6 areas are deemed complete at this midway point in the term of the plan. A further 7 are well in progress and proceeding to

become entrenched in regular operations. Of the remaining strategies, 2 are in the implementation phase with a clear aim for operationalization by 2018. Only 2 remain in a very preliminary phase and require some effort over the coming three years to move towards implementation.

**Table 2: Summary of the Progress on the Strategies as of 2015**

Strategy	Key Focus	Progress	Key Deliverables Key	Dates
1.	Faith Foundation	Complete	Updated Vision/Mission/Values Framework Concordia Institute of Christian Studies and Society	Nov 2015 Sept 2015
2.	Academic Structure	Complete	Five Faculty Structure Vice President Academic & Provost	Sept 2013 Sept 2015
3.	Concordia Core	Complete	30 Credit Core of Courses	June 2014
4.	Academic Portfolio	Complete	On-line Student Portfolio (Mahara)	Sept 2014
5.	Program Flexibility	In Progress	Program Review Process	2014-2019
6.	Learning Outcomes	In Progress	Program Review Process	2014-2019
7.	Career Streams	In Progress	Program Review Process	2014-2019
8.	Practical Experiences	Initial Phase In Progress	Undergraduate Experiences Study Abroad Program	2013-14
9.	Career Transitions	Complete In Progress	New Graduate Certificates and Diplomas 3 yr Degree Conversions	2014-15
10.	Academic Advising	Complete	Guidebook for Faculty Advisors	Oct 2015
11.	Scale of Research	In Progress	Research Clusters Faculty of Science Research Laboratory Edmonton Center for Community Research	2014 2014 2015
12.	Promoting Research	In Progress	Academic Productivity Research Forums	2014-15
13.	Internationalization	In Progress	43 global partnerships	2015
14.	Academic Development	In Progress	Professional Development Fund Faculty Research Awards MacEwan CAFÉ partnership	2014
15.	Inter-Collegiate Opportunities	Initial Phase	Sabbatical and research partnerships Canada Research Chair	2015-2018

## PROGRESS REPORTS ON EACH STRATEGY

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

On November 27, 2015, Concordia's Board of Governors passed the motion to accept a revised Mission/Vision/Values Framework. 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 Framework 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.

### Figure 1: Introduction to the Framework and the mission and vision statements effective November 2015

FOR NEARLY A CENTURY CONCORDIA UNIVERSITY OF EDMONTON HAS BEEN A PART OF A GROWING EDMONTON AND AN IMPORTANT EDUCATIONAL INSTITUTION IN THE PROVINCE OF ALBERTA. CONCORDIA WAS THE REALIZATION OF A DREAM OF GERMAN LUTHERAN IMMIGRANTS WHO VALUED EDUCATION HIGHLY; WITH THE HELP OF LUTHERANS FROM THE MISSOURI SYNOD (IN THE UNITED STATES), CONCORDIA WAS ESTABLISHED IN 1921 IN THE TRADITION OF LUTHERAN UNIVERSITIES. SINCE THEN, CONCORDIA HAS EVOLVED TO BECOME ONE OF EDMONTON'S BEST SMALLER UNIVERSITY AND PROFESSIONAL DEGREE GRANTING INSTITUTIONS; IT IS A UNIVERSITY COMMITTED TO ACADEMIC EXCELLENCE IN TEACHING AND RESEARCH; AND IT HAS BECOME A UNIVERSITY THAT ANNUALLY WELCOMES NEARLY 2000 STUDENTS FROM THE EDMONTON CAPITAL REGION, FROM AROUND CANADA, AND FROM OVER 40 COUNTRIES FROM AROUND THE WORLD. CONCORDIA IS A UNIVERSITY THAT VALUES ITS HISTORY AND TRADITIONS. AND IT IS A UNIVERSITY THAT KNOWS THAT IT IS THIS HISTORY THAT PROVIDES A SOLID FOUNDATION FOR ITS FUTURE.

#### 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.

The expanding tapestry of our campus is enhancing the ability to offer an educational environment that encourages respectful sharing, discussion and debate through the newly created Concordia Institute of Christian Studies and Society. This institute has the mandate to develop and enhance informed connections among the academic world, various branches of Christianity, other religions, local communities and society at large. The Institute will facilitate research, study, and discussion of Christian Studies and societal issues across academic

disciplines and to the public arena. This forms the basis of Concordia's faith foundation and will define our connection to practical matters in Christianity and other religions, particularly in relation to ethics, societal affairs, and current events.

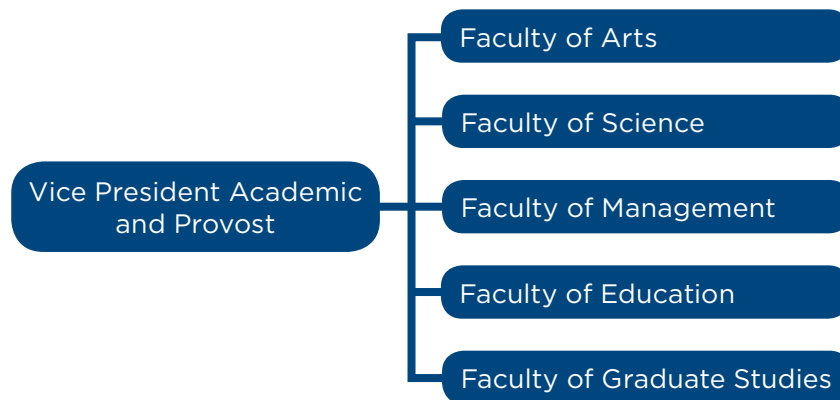
This strategy will be a part of our heritage. The actions undertaken demonstrate the institutional intention for inclusion, participation, and openness. This faith foundation strategy is considered complete.

**Strategy #2:** *The faculty and administration will undertake to implement an effective academic structure such that programs are well supported administratively and there are clear pathways for departmental reporting and faculty development.*

Concordia University of Edmonton has a revised academic structure that better reflects our programs and is more recognizable as an academic model. The new structure includes five faculties (Arts, Science, Management, Education and Graduate Studies), all with academic deans and department chairs. Each program, certificate and diploma is housed within one of these faculties with the administrative supports they offer. All graduate and professional programs have been fully integrated into the mainstream academic faculties encouraging transition of students between the undergraduate programs and the after-degree or graduate opportunities. Every faculty member has a clear reporting structure supporting professional development and administration.

Additionally, the practice of having individuals with multiple positions or of leaving positions vacant has been curtailed. Simply by providing adequate administrative leadership, the institution has greatly enhanced the application of program quality control. Existing programs are undergoing the critical process of program review and curriculum mapping. Opportunities, especially interdisciplinary, are greatly increased due to the collaboration and participation of the academic deans across the faculties. Research potential is being explored. This academic structure strategy is considered complete.

**Figure 2: Academic Structure of Concordia University of Edmonton**



**Strategy #3:** *Faculty will identify an updated “Concordia Core” curriculum that fulfills the requirements of the Campus Alberta Quality Council approvals, demonstrates clear learning objectives, and provides all students with the necessary skills for any degree program they desire to pursue.*

Concordia University of Edmonton has implemented a new “Concordia Core” curriculum that better reflects the current needs of students and their career aspirations. In addition to undertaking a comprehensive review of the Bachelor of Arts and Bachelor of Science core requirements, the Bachelor of Management program was also included in the revision such that all three and four-year undergraduate studies are encompassed by the core curriculum. The new core set of courses continues

to support a liberal education, but students are now able to apply those courses across disciplines should they choose to change direction without undue hardship on their schedules. In addition, the core courses are aimed at providing students with a fundamental set of skills that will support them throughout their studies and into their careers. As of June 2014, this core curriculum strategy is considered complete.

**Table 3: The Concordia Core of Courses**

Category	Learning Objective	Credits
Humanities	Understanding of English language and literature	6
Sciences	Understanding of the natural and mathematical worlds	6
Social Sciences	Understanding the human world	6
Foundational Studies: - Religious Studies	Understanding the role of religion, ethics, and fundamental beliefs in life	3
- Ethics, Philosophy or Religious Studies		3
Leadership: - Communication	Understanding of communication and leadership	3
- Leadership Service or Management		3

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

To support this strategy, the Academic Portfolio Task Force implemented a voluntary, on-line tool that all students can access through our Concordia Course Management System (Moodle). The “Online Portfolio” (Mahara) allows students to collect, organize and share their work in an on-going manner that assists them to better understand their own learning progress, identify gaps in their achievements, and develop a strong resume for the future. All students and faculty were able to freely access Mahara as of September 2014.

This portfolio strategy is considered complete. The articulation of learning objectives is an on-going concern, emphasized in Strategy #6.

**Strategy #5:** *Faculty departments will work to ensure flexibility in degree programs, minors, and courses to support student transitions and career goals as well as interdisciplinary studies.*

The implementation of the new core curriculum was the first step to easing transferability between programs. This includes those who desire to change a major or add a minor as well as those who desire to enhance their three-year degree with only one more year to complete the four-year degree. This will support and address the concern of students that any change in their studies could result in a great delay in their completion date.

At the present time, departments are also undertaking curriculum mapping exercises as part of their program review process. The result is a carefully considered decrease in the number of program-specified courses. With this change in

program structure, the institution can rotate course offerings and offer a greater variety of courses to students to support their learning and career goals.

This program flexibility strategy is in progress through the program review process with anticipated completion in 2018-19.

**Strategy #6:** Faculty departments will articulate the learning outcomes for each program, provide mechanisms to achieve these outcomes in each course for the benefit of students and instructors, and link these outcomes to potential career paths arising from the program.

The process is underway within each faculty and department to articulate learning outcomes for each program and course. The result of having clear learning objectives will provide clarity to the students and instructors on the purpose of the specific components of the program. In keeping with initiatives in the wider post-secondary sector of Alberta, Concordia will fully participate in provincial workshops in this area. While the process may take several years to move through the entire institution, it is presently anticipated that all undergraduate programs will be reviewed by 2018-19.

This learning outcome strategy is in progress through the program review process and is an on-going concern for the university.

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

As a university with professional programs, Concordia University of Edmonton has explicitly acknowledged the career goals of students. Now, through the process of program review, departments are considering the existing course offerings that can be readily packaged to support career-specific choices of their graduates. These career stream options do not require any government approval nor will they add cost to the institution or the students. The streams flow naturally when flexibility is inserted into the degree programs. As of this report, the Department of Mathematical and Physical Sciences has reinstated courses that support a career stream from

mathematics into secondary education as well as a clear path from our chemistry degree into membership in the Association of the Chemical Profession of Alberta (APHA) with the Professional Chemist (P.Chem.) designation. The Faculty of Arts has undertaken the task of incorporating career advice into each program area using the website as a vehicle for sharing options with students.

This career streaming strategy is in progress through the program review process.

**Table 4: Proposed Program Review Schedule (2014-2018)**

Year	Department or Program	Status
2014-15	Master of Arts (Biblical and Christian Studies) Mathematics and Computing Science (3yr, 4yr, minors) French (3yr, minor)	Complete Complete In Progress
2015-16	Chemistry, Physics and Earth Sciences (3yr, 4yr, minors) Fine Arts (Music and Drama) (3yr, 4yr, minors) Social Sciences (History, Sociology, Political Economy) (3yr, 4yr, minors) Biological and Environmental Sciences (3yr, 4yr, minors)	In Progress
2016-17	Philosophy and Religious Studies (3yr, 4yr, minors and MA) English (3yr, 4yr, minors) Education (After Degree, Minors) Environmental Health (After Degree) Information System Security (MISSM, MISSAM, diplomas)	Planned
2017-18	Psychology (3yr, 4yr, minors) Management (4yr, minors)	Planned



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

The intention of this strategy was to encourage sharing the successful processes of practical experiences from some of our professional programs with the goal of increasing the career-relevance of the academic programs. As the graduate and professional programs have been integrated into the new academic faculties, sharing of best practices is beginning between programs.

Concordia implemented a Study Abroad Program that began accepting students from other countries in the 2013-14 academic year into open studies in the Faculties of Arts, Science and Management. In total, 67 students have had the opportunity of studying at Concordia with 27 of those in the year 2015-16. Of important note is the participation in the Emerging Leaders of the Americas Program (ELAP) which was started in the winter of 2014. To date, ELAP scholarships have provided 22 students from Latin America and the Caribbean with short-term exchange opportunities for study or research at Concordia. Facilitated through institutional collaborations and student exchange agreements, students registered as full-time students in their home institution during this exchange.

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

The process of encouraging three-year graduates into professional programs both here at Concordia and in other institutions will be enhanced by the incorporation of graduate and professional programs into our academic faculties. In particular, the Faculty of Science has initiated transferability capacity for students from the Department of Biological and Environmental Sciences into the Bachelor of Environmental Health (After Degree) with outcomes expected only after some time as students begin to consider the options earlier during their course of study. Concordia's three-year degrees continue to be well-subscribed.

**Strategy #10:** *Enhance academic advising and support of students from their first year through to graduation and beyond to post-graduate education.*

Concordia has made great strides in enhancing the student experience on the campus. This has included the creation of an Academic Advising Working Group with participation from across the campus. Rather than a formal advising process, Concordia will be encouraging all faculty to mentor and support students in their discipline. The working group has completed a guidebook for faculty members to use in supporting students

The International Office also implemented the outgoing component of the Study Abroad Program for the 2013-14 academic year. To date, only three Concordia students have taken advantage of this opportunity to study at one of our partner institutions overseas. In order to support further participation, the International Office has initiated advertising activities (classroom visits, information sessions, one-on-one meetings) as well as a "Buddy Program" to connect Concordia's current domestic students with our international students. At the same time, efforts are underway to streamline the processes for overseas study, work with institutions where study can take place in English, and where students can apply for the Erasmus Plus funding opportunity through the Erasmus Programme (European Region Action Scheme for the Mobility of University Students).

This practical experience strategy is in the initial phase with structures in place to grow over the coming years.

Certificates and diplomas have been implemented in many graduate programs (Public Health, Information Assurance, Information Security, and Psychological Assessment). Departments are only beginning to consider undergraduate diplomas and certificates.

This strategy is in progress to encourage undergraduate student transfer into professional programs. The development of certificates and diplomas in the graduate programs is considered complete until there are further opportunities identified. The development of undergraduate opportunities is in the initial phase only.

in their programs. The efforts of Student Life include increased ways to introduce students to the university community, to provide academic and personal supports, and to include career counselling and job marketing.

This academic advising strategy is considered complete and moved into the implementation phase at the present time.

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

Concordia faculty have increased their participation in larger-scale research projects many of which include cross-disciplinary approaches. The Faculty of Science began the process of developing a dedicated laboratory space for faculty and undergraduate research in the 2015 year. The aim is to create a cross-disciplinary environment where faculty can explore collaborative and applied community research projects, where undergraduate students can become engaged in both long-term and short-term research projects, and to facilitate access to external funding sources.

Concordia announced the creation of the Edmonton Centre for Community Research (ECCR) in 2015 to promote research across all disciplines that is aimed at fostering partnerships and support from governments and industries involved in community development. The ECCR will have an administrative manager who will encourage and support research initiatives focused in the Edmonton region.

Through the development and implementation of Research Clusters, Concordia has brought a new focus on cross-disciplinary research. These clusters bring together diverse researchers from across campus with a common interest in a specific topic area. Students and staff are also able to fully participate in the process of sharing ideas and research collaboration. The Research Cluster process is an ever emergent process – it is in the process of coming into being or becoming prominent. It is organic and is a very exciting progression that is building in the Concordia environment.

This research initiatives strategy is in progress and in a growth phase at the present time.

**Table 5: Concordia Research Clusters 2015**

Research Cluster Name	Focal Points	Status
Travel	Travel involving physical movement or conceptual or imaginative journeying.	Operational
Focus on Women	Applied projects in the lives and concerns of women.	Implemented
Energy and Ecosystems	Effects of oil and gas-related contaminants on aquatic invertebrates and fish in Alberta.	In development
Theology and the Natural and Social Sciences	Scholars working at the intersection of religion and the sciences.	In development

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

Numerically, the faculty of Concordia have taken seriously the need to enhance the measurable academic productivity of our university. Table 6 demonstrates a marked increase in participation through publications, conference attendance and research grant applications.

**Table 6: A comparison of Concordia's academic productivity between the 2011-12 and 2014-15 academic years**

Key Measurable	2011-12 Academic Year	2014-15 Academic Year
Books/Chapters Authored	11	22
Books Edited or Co-Edited	5	6
Articles in Refereed Journals	93	77
Articles in Non-refereed Publications	30	57
Peer-reviewed Publications with Student Authors	46	17
Conference Presentations	47	78
Public Presentations	40	47
Media Appearances	4	9
Reduction in Teaching Assignment Awards	5	8
Internal Research Grants	\$44,891	\$42,156
External Research Grants (including multi-year)	\$269,472	\$1,389,300

This strategy was intended to engage students in the academic world by promoting the scholarly work of the campus community in order to share ideas, expose career options, and demonstrate that instructors do more than lecture and grade. Whether this includes opportunities for debates about issues in the arts, drama and musical events, or science demonstrations, encouraging students to engage in the broader university community has been enhanced over the past three year period.

On campus events have included a first time event held April 10, 2015 aptly named "A Celebration of Undergraduate and Graduate Research". Thirty-five students from across six of the university programs on campus presented posters on their academic research. This successful event will be repeated in coming years.

The Office of Research supported the presentation of regular research forums beginning in 2014 with three events from three departments and increasing greatly in 2015. In 2015, 15 research forum events were held that included presentations from seven program areas, two research clusters, three visiting speakers, an institute, and the library. The year 2016 promises to be equally as diverse as promises for speakers from a wider variety of departments have been made.

This research promotion strategy is in progress and in a growth phase at this time.

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

In addition to the student Study Abroad Programs described under Strategy #8, Concordia's Vice-President International has encouraged partnership and participation of our campus around the world in the past three years. The benefits to Concordia students and faculty are being realized – opportunities for teaching abroad, student experiences overseas, and development of research activities being among the accomplishments. As of 2015, Concordia has developed study and research

partnerships with 43 global institutions (17 in the Americas, 20 in Europe and 6 in Asia). Faculty members have traveled to study, teach and develop collaborations with institutions in Norway, Brazil, China and France.

This internationalization strategy is in progress and in a growth phase at the present time.

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

In the effort to support personal and professional development of our faculty and staff, Concordia has been actively providing easier access to courses, funds, information, and support. The modification that allows each faculty member to access an individual professional development allowance (\$1250 per faculty member) has increased the range of options and ease of access in the hopes that more faculty will take advantage of the opportunity for personal development. Although the monies available to each faculty member remains the same (\$1250 per year), individuals now manage these monies themselves guided by the Professional Development Funding Allowance Guidelines and the Travel Expense Procedure Guide. Faculty can now save up to three years of funds (\$3750) to allow for planning to attend higher cost/higher value conferences, and one membership per year will continue to be paid for by the institution on the individual's behalf. For those on sabbatical leave, the faculty members have access to \$2,500 annually.

Concordia University of Edmonton and MacEwan University have signed an agreement first in 2014-15 that provides a framework for faculty from both institutions to engage in shared faculty development opportunities. In practice this means that Concordia faculty are welcome to participate in the various workshops offered by MacEwan CAFE, and faculty at MacEwan are invited to participate in faculty learning opportunities at Concordia. Those with an instructional role, including sessional instructors, teaching administrators, adjunct professors, and librarians are all welcome to participate. Faculty can choose from workshop categories such as teaching, research, learning communities and networks, and service areas. In total Concordia personnel have access to hundreds of courses over the year. Although into our second year working with MacEwan, the number of people accessing the

courses and workshops has been limited. The cost of the courses and parking were seen as a hindrance by faculty, and, to address these concerns, Concordia has absorbed the cost of the courses and parking to make the opportunity even more affordable. Hopefully this will increase the number of participants.

Concordia is vigorously developing its research culture. Administration has reviewed all areas of support for its faculty and students and is continuously updating and improving the processes to support its growth. A three-prong approach has been developed for growth. First, developing the capacity of faculty in grantsmanship will create a pathway for applying and becoming successful in earning grants. Second, Concordia is seeking research partners in other institutions who have also been successful and are willing to work jointly in applying for outside funding sources. The third approach is to seek these external funding sources as an institution independently, which will foster even more growth in the research area on campus.

Support for individual research is available through several awarded processes on campus that are now administered by the Research and Faculty Development Committee. The process of applying for a Reduction-in-Teaching Award has been quite consistent over the last few years, and the level of interest in doing research is starting to increase. Faculty can apply for internal research funding through a series of grants at levels of \$250 through \$5000 per year. The President's Research Award recognizes the achievements of Concordia faculty to raise the profile of research and scholarship at Concordia and has been given out twice in the last three years to very deserving faculty.

This faculty development strategy is in progress and proceeding well at the present time.

**Strategy #15:** *Inter-departmental and inter-institutional opportunities will be used to enhance the development of the faculty and encourage the development of relationships that will support an increase in student enrolment through enhanced recognition of Concordia and its faculty.*

Improving the recognition of Concordia and its faculty, both locally and internationally, is being enhanced through partnerships and collaboration. Concordia faculty are beginning to participate in exchanges, sabbatical partnerships, and collaborations as mechanisms that develop a vibrant pool of individuals supporting the university's needs. Most notably, Concordia was honoured with its first Canada Research Chair in the area of philosophy

which will broaden the scope of research by our institution. Several individuals have undertaken sabbaticals and research partnerships with researchers at other institutions over the past two years and the value back to Concordia will be felt from these collaborations in years yet to come.

This inter-collegial partnership strategy is in the initial phase at this time.

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