



CONCORDIA  
UNIVERSITY  
OF EDMONTON



# Comprehensive Institutional Plan

2017/2018-2019/2020



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### Executive Summary

Concordia University of Edmonton is one of the oldest post-secondary institutions in the province with a rich tradition and excellent reputation as Alberta's smaller independent university offering a suite of robust liberal arts and professional programs. Governed by its goals and strategies the university continues to evolve as a dynamic, innovative, responsive and forward thinking post-secondary institution within Campus Alberta. Concordia is aligned with the Public Secondary Learning Act (PSLA) as it looks towards a more public orientation.

Since submission of our last Comprehensive Institutional Plan (CIP), Concordia University of Edmonton continues to make progress towards implementing directional changes that were approved by its Board of Governors in 2015. The current CIP plan reflects this shift in our direction and the progress. Concordia will be in this transitional phase for the coming three-year period 2017-20.

Concordia's 2017-2020 CIP outlines six goals, five priority initiatives, three expected outcomes, and three performance indicators (Table 1). Appended to this CIP is an overview of Concordia University of Edmonton's financial and budgetary position including activities to the end of June 2017. Detailed objectives and progress in research, community outreach and underrepresented learners, and internationalized are also included. Finally, a capital plan and IT initiatives and directions are presented.



# EXECUTIVE SUMMARY

**Table 1: Concordia goals, priority initiatives, expected outcomes and performance measures**

## 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. Implement Concordia's Mental Health Strategy
3. Continue to require accountability in academic programming.
4. Enhance professional programming and associated applied research.
5. 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, fund development, and academic collaboration.

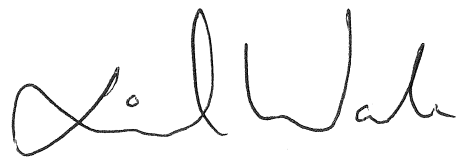
## PERFORMANCE MEASURES

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 to 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.



## Accountability Statement

“This Comprehensive Institutional Plan was prepared under the Board’s direction in accordance with legislation and associated ministerial guidelines, and in consideration of all policy decisions and material, economic, 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 a large initial "M" and "W".

Mr. Michael Wade

Chair, Board of Governors

June 26, 2017

### Institutional Context

Concordia University of Edmonton (CUE) has been a caring community of learning grounded in scholarship and academic freedom in the Edmonton region since 1921. Concordia is proud of its supportive, inclusive campus community, research and scholarship, range of excellent undergraduate and graduate programs, as well as its beautiful, conveniently located campus that sits atop Edmonton's spectacular river valley. CUE is committed to becoming Canada's pre-eminent small university, specializing in liberal arts and professional programming, while standing out amongst other universities of under 4000 students.

Following the retirement of President Gerald Krispin, Dr. Timothy J. Loreman was installed as Concordia University of Edmonton's 8th president, and the first non-Lutheran, on May 13, 2017. On February 28, 2017, Mr. Stephen Mandel was announced as Chancellor, effective fall 2017. He will take over from The Honourable Allan H.J. Wachowich, former Chief Justice of Court of Queen's Bench of Alberta, who was appointed as CUE's first chancellor in 2013.

CUE is currently situated with the Independent Academic Institutions in the six-sector model. To achieve its goal of becoming a public, growth- and quality-orientated university, CUE continues to make adjustments to align with best practices and the Post-Secondary Learning Act (PSLA).

- CUE's Board has transformed from a parochial national body 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 this province.
- CUE's vision, mission, values and directional statements have become broader and more inclusive to better reflect the University's breadth and diversity by removing references to the Christian faith.

CUE is currently embarking on the creation of a new Academic Plan, which will help articulate this institution's unique identity and focus at this important moment in its history, especially as it approaches the 100-year mark. The purpose of this document will be to optimize planning across the University in terms of identifying priorities and allocating resources.




## INSTITUTIONAL CONTEXT

Any plan will of course be firmly grounded in CUE's already well-defined mission and vision statements, and guided by the high-level directional statements that were developed by its Board, as follows:



**VISION**

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



**MISSION**

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

### DIRECTIONAL STATEMENTS

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.





## INSTITUTIONAL CONTEXT

- Concordia will establish, maintain, and review administrative and policy structures that satisfy the criteria of the “Concordia Tomorrow” plan.

On April 21, 2017 the Board of Governors of Concordia University of Edmonton and Faculty Association signed a new faculty Collective Agreement. The agreement, which was carefully negotiated in a collegial manner, includes, amongst other points, increased opportunities for workload redistribution in recognition of research activities, and formalized terms and conditions of employment for Academic Service Officers. Both parties view the collective agreement as a mutually beneficial, fair, and reasonable agreement that will provide a positive employment context for faculty, while at the same time helping to move the institution forward.

In spring 2017 Concordia University of Edmonton signed a Memorandum of Understanding with the Edmonton Catholic School District (ECSD) that will see Concordia provide psychological services within the school district and the two institutions conduct collaborative research. A brand new applied psychology research centre is expected to open at Concordia University next year, upon the completion of construction of its new Centre for Science, Research and Innovation.



## Consultation Process

### Plan Development

The current CIP builds on the work of previous years and was developed using a collaborative and consultative approach. The overall writing and editing of the plan was coordinated by the Vice-President Academic and Provost and the Director of Institutional Research and Program Development who sought topical contributions from the Vice-Presidents of Finance and Operations, International and Research, Student Life and Learning, the Faculty Deans of Arts, Science, Management, and Education, the Dean of Graduate Studies, the Office of the Registrar, the Admissions Office, the University Secretariat, and the Information Technology Department. A draft version of this CIP was presented to the President who contributed additional information and edited the final document prior to presenting it to the Board of Governors for approval. All CIP contributions used Concordia institutional data. The main internal and planning documents that informed the CIP include:

- Academic Plan 2012-18, Plan Update 2015 and Interim Review of the 2012-18 Academic Plan
- Strategic Research Plan 2014-2017
- Capital Plan submitted to Advanced Education annually
- Mental Health Plan 2014 – 2018
- Indigenous Strategy 2015
- Concordia’s sexual violence reduction strategy 2015
- Past Comprehensive Institutional Plans

Key external policy and planning documents that informed the CIP:

- Advanced Education Business Plan (2017–2020)
- Campus Alberta Planning Resource (2016)
- Roles and Mandates Policy Framework (2007)
- Government of Alberta Strategic Plan (2017–2020)
- Building Vibrant Learning Communities (2007)
- Alberta Research and Innovation Plan (ARIP), (2012)

Table 2 indicates, by Faculty, the internal and external stakeholder consultations that inform the institution’s CIP development.



## CONSULTATION PROCESS

**Table 2: Concordia Faculties, internal and external stakeholders consulted**

Arts	The <b>Faculty of Arts</b> includes the departments of Fine Arts, Literature and Language, Philosophy and Religious Studies, Psychology, and Social Sciences. The Arts Faculty Council meets at least twice a semester, and each department council meets regularly throughout the academic year. There are no official external stakeholders in the Faculty of Arts.
Education	<p><b>BEd (AD) Program</b> – The Education Faculty Council typically meets once a month through the fall and winter semesters. The Program Advisory Committee (PAC) holds meetings twice a year with the following stakeholders: Alberta Education; Advanced Education; Alberta Teachers' Association; partner school districts from across the province; College of Alberta School Superintendents (CASS); Alberta post-secondary institution(s); University Field Experience Facilitators; Cooperating Teachers; and Graduates of the program. PAC meetings focus on: program updates, directions, and initiatives; regular updates on student enrolment and graduate employment; and updates on directions and initiatives of the PAC membership.</p> <p><b>Proposed MEd in School Leadership (MEd[SL])</b> – Groups consulted in the development of the proposed MEd(SL) include: the Program Advisory Committee (PAC); representatives from Newman Theological College; Faculty (current and retired), University of Alberta; focus group members (District Superintendents, District Leadership Development Officers, District Human Resource Officers, Division Principals); Province-wide School Authorities via a survey (public school boards, private school boards, separate school boards, Francophone school boards, Charter schools, Indigenous Peoples' School Districts, CUE BEd(AD) alumni, and posted on CUE's Education website; and Campus Alberta Quality Council (CAQC).</p>
Graduate Studies	The <b>Faculty of Graduate Studies (FGS)</b> consults with the following stakeholders on common initiatives: Edmonton Catholic School District, Department of Religious Studies at the University of Alberta twice a year on common initiatives; Trevor Johnson and the Board of Canadian Registered Safety Professionals (BCRSP) Alberta Construction Safety Association and Psychologists Association of Alberta three times a year on common initiatives.
Management	<p><b>The Faculty of Management</b> Advisory Board meets semi-annually to discuss topics of interest for the Mihalcheon School of Management. Such topics include, but are not limited to: gaps in the curriculum; a recognition event, and raising funds to support international exchanges for Management students.</p> <p>A student advisory group meets monthly with the Dean of Management to discuss student issues and concerns.</p>
Science	The <b>Faculty of Science</b> comprises faculty members in the department of Biological and Environmental Sciences, Mathematical and Physical Sciences, and Public Health. The stakeholders that are consulted in relation to accreditation and programing include: Association of the Chemical Profession of Alberta (ACPA); The Chemical Institute of Canada (CIC) / Canadian Society for Chemistry (CSC); Canadian Institute of Public Health Inspectors (CIPHI); and CUE Animal Care Committee.



### Goals, Priority Initiatives and Expected Outcomes

Concordia University of Edmonton will continue in a transitional phase for the coming period of 2017-2020. The changes made in 2015 in our name, vision, mission and value statements have had a renewing impact on the campus and coming changes are anticipated to keep that momentum going.

This 2017-2020 CIP is a continuation of working towards our goals and making progress on deliverables. It continues to focus on three critical areas for our continued growth and development; ***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 five priority initiatives (Indigenous strategy, mental health strategy, accountability, professional programming, Information Technology) are designed to support the institution by opening new pathways or growing capacity for our identified outcomes. The goals and priority initiatives 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. To support increased awareness of Concordia within Edmonton, all sectors of the institution are continually working to improve their outreach and connectivity with the community at large.

## GOALS, PRIORITY INITIATIVES AND EXPECTED OUTCOMES

At the program level, our professional and applied programs consistently collaborate with program advisory committees, professional associations, and regulators. In the coming years some expected changes include aligning new advisors for the Faculty of Education as they work to implement a master's degree and for the Department of Psychology as they implement a proposed doctoral degree.

Concordia's Indigenous Strategy was approved in November 2015, and has begun to shape planning and programming at the institution, especially with the 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 CUE. Furthermore, the CUE Indigenous Centre for Engagement is to be housed within a proposed expansion building and in 2016 the Faculty of Education received a grant from Alberta Education to build capacity for faculty and staff in Indigenous Foundational Knowledge.

The Concordia Institute of Christian Studies and Society (CICSS) was founded in 2015. Its purpose is to facilitate research, study, and discussion of Christian studies and societal issues across academic disciplines and in the public arena. In 2015, the Institute hosted eleven events. In 2016, there were nineteen events. These activities had internal and external speakers, and both local and international scholars. There were a variety of events: panels, workshops, public presentations (both face-to-face and Skype). Some were focused on students, some on the public, and others on the academic community. Many events focused on creating an informed awareness of current events (e.g., Assisted Death, Refugee Crisis, Mental Health, and Guaranteed Income). The response of the public has been enthusiastic, and CISS is contributing to the academic and research profile of Concordia locally and internationally.

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 new professional Canadians.

The Edmonton Institute for Community Research (EICR) was launched in the spring of 2016. Strong interest from the CUE community for EICR assistance was shown, and additional requests for expanded services prompted a revisit of the EICR mandate and name. In order to better reflect the institutional



## GOALS, PRIORITY INITIATIVES AND EXPECTED OUTCOMES

desire to foster faculty and student entrepreneurship and include a larger range of community partnerships and activities, the EICR was re-named the Centre for Innovation and Applied Research (CIAR). The new name and expanded mandate is intended to send a clear message that the CIAR continues to be “Edmonton’s Community Resource” for all CUE faculty and students by facilitating applied research opportunities between CUE and the community. The CIAR also assists in the development of an entrepreneurship ecosystem by promoting commercialization of research results and developing business incubation opportunities.

To date, the CIAR has been involved in over 30 research projects and initiatives resulting in over \$1.5M of faculty led grant submissions and sponsored research. The CIAR has facilitated the creation of two MoUs with community partners, and hosted two community outreach events. Through the CIAR, Intellectual Property has been identified as a result of two faculty-student collaborations and commercialization activities are underway. Four student and recent graduate entrepreneurship development seminars have also been delivered and further entrepreneur activities are planned. Work is underway to create a student business incubator and global business accelerator that will be launched with the opening of the CSRI building. The vision is to leverage existing partnerships with international universities that will uniquely position CUE in the entrepreneurial space within the province of Alberta.

The School of Physical Education and Wellness is dedicated to increasing the physical activity of students, faculty, staff, and the wider community by promoting a reduction in sedentary behaviours and expanding opportunities for those wishing to achieve athletic excellence in addition to a healthy mind and body. With Concordia’s amenities and unique location adjacent to the North Saskatchewan River Valley, there are a variety of opportunities available for outdoor education programs and recreational activities utilizing the natural environment. It is anticipated that as the School of Physical Education and Wellness develops, research and scholarship in the area of Physical Education and Sport Studies will broaden and deepen.



## GOALS, PRIORITY INITIATIVES AND EXPECTED OUTCOMES

### With Students:

The 2016 Canadian University Survey Consortium (CUSC) includes 34 universities and over 15,000 graduating (undergrad and grad) students from across Canada. Concordia is grouped (Group 1) with other smaller student populations, including Mount Royal University, The King's University, and the University of Lethbridge within Campus Alberta. Some of the positive statements from students about their experience at Concordia include:

- 92% of first-year students reported CUE met or exceeded their expectations.
- 91% of first-year students reported being very satisfied or satisfied with the quality of teaching at CUE.
- 96% of first-year students would recommend CUE to others.
- 85% of students are very satisfied or satisfied with concern shown to students as individuals, (11% of CUE students reported very satisfied, compared to 8% in Group 1, and 6% with all students).
- At CUE, 22% of first-year students self-identified as having a disability, and 100% reported satisfaction with the accommodations provided. For comparison, within Group 1, 62% report satisfaction with their university's accommodations, and 55% nationally.

However, some areas of challenge were also identified and will be the focus of improvements for student services on the campus over the next three years. Specifically, 73% of first-year students reported a belief in their ability to deal with stress, and 57% feel confident in their study skills. Interventions are planned to increase student wellbeing and resiliency. Additionally, 18% of first-year students report not selecting a major, so the institution will work to support students with this decision.

Of the on-campus services, housing is an identified weakness; Concordia's administration is actively pursuing opportunities with partners to increase dormitory quality and available spaces. While a high number of students report using on-campus food services (65%), only 68% of those students are satisfied with the service. Concordia's Food Services User Group is comprised of key stakeholders on campus, and working towards improving the student experience with food services. A lower percentage of students use the athletic facilities on campus (21%). 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 Bounce Back Program is aimed at an identified gap of supports for vulnerable populations and student retention. The Bounce Back Program is proposed as a one-year



## GOALS, PRIORITY INITIATIVES AND EXPECTED OUTCOMES

academic intervention program that supports undergraduate students who are required to withdraw, to re-establish satisfactory academic standing. Students are able to take up to 9 credits per term while enrolled in the Bounce Back Program, and upon successful completion can apply to return to their chosen program of study in the Faculties of Arts, Management or Science.

Concordia's Board of Governors approved the Sexual Violence Policy and Procedures in November 2015. This is a key element in Concordia's sexual violence reduction strategy that also includes creating a culture of consent and a focus on gender equity. The policy communicates Concordia's commitment to such an environment and establishes the principles and procedures that support this commitment. Further, this policy informs members of the Concordia community about behavioural expectations, so incidents of sexual violence are dealt with quickly, effectively and fairly. Concordia participated in the #IBelieveYou campaign by the Alberta Association of Sexual Assault Services because the institution agrees that believing is a powerful defense against sexual violence. The Vice-President of Student Life and Learning participates in the Campus Alberta Sexual Violence Knowledge Exchange and is a trainer for the Enhanced Assess, Acknowledge, and Act Sexual Assault Resistance Program. Additionally, the Vice-President of Student Life and Learning and the Director of Security are trained first responders to sexual assault by the Alberta Association of Sexual Assault Services.

In 2015, Concordia created a Mental Health Action Team (MHAT), key stakeholders responsible for addressing mental health on campus. The MHAT looks at mental health more broadly than just the absence of mental illness, but instead how to build and sustain mental wellness and flourishing. This coalition of diverse members created Concordia's mental health strategy, and oversee ongoing program efforts. The MHAT was guided by the National College Health Assessment 2016 survey results. The strategy has six key priorities: increased mental health awareness, identification of at-risk students, life-skill development, social network creation, adequate and accessible mental health services, and a supportive campus environment. Three priority initiatives for 2017-20 are mental health first-aid training for staff and faculty, the creation of a peer support team, and a Movies for Mental Health event with short films created by Concordia students.

Coinciding with Mental Health Week, Concordia hosted a continental fundraising breakfast that after expenses raised more than \$17,500. These funds are being used to help fund much-needed student mental health initiatives on campus.





## GOALS, PRIORITY INITIATIVES AND EXPECTED OUTCOMES

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

In Concordia's efforts to align practices with the Post-Secondary Learning Act (PSLA), program accountability has been paramount. New and updated policies and procedures were approved early 2017 and are being successfully applied to processes for new program approvals, annual departmental reporting, and cyclical program reviews. Using what was learnt from the Campus Alberta Quality Council workshop held in 2016 Concordia developed learning outcomes guidelines. The current priority is to incorporate learning outcomes at the faculty, department, program and course levels by fostering a consistent approach across the institution. Cyclical reviews for the social sciences and fine arts were completed in 2016. Cyclical reviews for Philosophy, Religious Studies and Education are scheduled to be completed by end of 2017. The Faculty of Science is currently undertaking reviews for both the biological sciences and physical sciences. Cyclical reviews scheduled to commence in fall 2017 include the Department of Literature and Languages, the Faculty of Management and the Faculty of Science. Remaining programs are scheduled for the 2018-19 year. The Institutional Organizational Evaluation of Graduate-Level Programming to support increased progress within graduate studies education at Concordia was completed in 2016.

Concordia continues to emphasize niche program areas that complement established programs in the Campus Alberta system. In 2016 Concordia's dual degree, Bachelor of Management and Bachelor of Science, was approved. 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 one professionally-driven dual degree (Bachelor of Management and Bachelor of Arts). Partnerships with professional associations continue to support Concordia's academic programs. Concordia's chemistry programs achieved accreditation by the Chemical Institute of Canada (CSC) in early 2017.

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. Eight research clusters have been created: Travel; Focus on Women; Early Childhood; Public Health; Wellness; Theology and the Sciences; Fish in Alberta; Language Education. These groups, gathering faculty, students, and guests in cross-disciplinary research under identified themes encouraging participation in projects and sharing of ideas, are establishing their goals and activities with increasing research presentations. A further way of enhancing the research intensity on our campus is the inclusion of undergraduate students in faculty research projects. This subtle shift in perspective can provide faculty with valuable assistance to complete research while providing



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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. One of our highest priorities for the years until 2020 is to increase considerably the number of external research grants obtained by faculty and students.

### 2. ENSURING CONCORDIA'S FINANCIAL FUTURE

Concordia must balance its growth with the resources available on 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.

As Concordia University of Edmonton approaches its centenary, and as we evolve to become Canada's pre-eminent small university, 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 renewed emphasis, the President's Office has identified key deliverables for the coming three years.



## GOALS, PRIORITY INITIATIVES AND EXPECTED OUTCOMES

- Develop a strong “case for support” while aligning a capital campaign with immediate goal of \$5M for CSRI project.
- With the 100th celebration of the campus raising \$30M 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.

A proactive and coordinated approach to fund development is thought to be a key factor in achieving the academic and institutional goals. The President’s 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.

A key goal of the Research and International Office is to cultivate and foster meaningful professional relationships 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. Internally, workshops for faculty and students on research grant writing, tri-council opportunities, etc. will be held regularly starting in the fall 2017.

One mechanism by which Concordia intends to promote faculty research in the community is through the Centre for Innovation and Applied Research (CIAR) (former Edmonton Institute for Community Research (EICR)) and all the entities that will be housed in the new building currently under construction - the Centre for Science, Research and Innovation (CSRI) - which are labs for sciences and clinical psychology, the Indigenous Knowledge and Research Centre, incubators and business accelerators. Besides enhancing Concordia’s outreach and collaboration, the CIAR encourages entrepreneurship, commercialization, and business incubation in cooperation with partners. The initial activities of the CIAR will continue to include deliberations on intellectual property, project management, and contract negotiation. The Research and International Office (which has a full time Research Officer as of April 2017) and the CIAR will provide Faculty with project and budget development support and assistance in identifying potential funding sources.



## GOALS, PRIORITY INITIATIVES AND EXPECTED OUTCOMES

While Concordia faculty have started research partnerships with the University of Alberta and MacEwan University, as well as with University of Calgary, many international partners have also been engaged increasingly 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, Public Health, 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), and Portugal (Arts and Education).

### 3. FURTHERING CONCORDIA'S EFFICIENCY

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 reliable access and service. On-line and hybrid course delivery are an increasing focus, with our Moodle platform intended to play a central role. Communication of data, documents, and developments is being performed via the Alfresco platform, which has become increasingly central to internal communication. For example, our "Data Central" site in Alfresco houses information on course enrolments, faculty teaching, budgets and academic outcomes for use in the departmental annual reporting process. A central, coordinated Alfresco site has also been established for documentation relevant to faculty and staff. The "Concordia Home" website continues to be key in supporting communication between administration, faculty and staff, and is expected to be expanded to students in the near future. Document management and communication will both require further evaluation and establishment of procedures in the short term.



## GOALS, PRIORITY INITIATIVES AND EXPECTED OUTCOMES

Access depends on maintaining modern and effective systems. The emphases for the coming period are course-specific technology (simulation, lab apps, and other such tools), enhancing mobile accessibility, Internet services, and video delivery. To support the changing research environment, access to research networks will be a focus, with dedicated fibre optic connections being established between Concordia and CyberaNet and other locations in downtown Edmonton. Concordia continues to make an active effort to share experience and expertise with other institutions.

Service to students continues to emphasize on-line and automated delivery. Supporting student learning platforms will be the task of the On-line Learning Task Force. A coordinated and centralized service management platform has been adopted to improve the timeliness of delivering on requests, and online services have been enhanced to reduce the number of processes requiring in-person visits and manual processing.



## GOALS, PRIORITY INITIATIVES AND EXPECTED OUTCOMES

Type	Description	Expected Completion Date
<b>Goals</b>		
<b>G1</b>	Enhance <b>Concordia's community</b> reputation by: <ul style="list-style-type: none"> <li>• Implementation of the Edmonton Institute for Community Research (EICR), now known as the Centre for Innovation and Applied Research (CIAR)</li> <li>• Increasing community outreach through Concordia's Schools and Institutes</li> <li>• Increasing support for underrepresented learners through the Bounce-Back Program</li> </ul>	2016-17  2016-17 Fall 2017
<b>G2</b>	Enhance <b>internationalization</b> on Concordia's campus by: <ul style="list-style-type: none"> <li>• Increasing the numbers of students going abroad (current ratio of incoming and outgoing went from 10:1 to 4:1. We aim to increase it to 3:1)</li> <li>• Increasing Undergraduate international students to 15%</li> <li>• Continue to encourage faculty to engage with research partners abroad</li> <li>• Continue developing the Centre for Chinese Studies: first programs starting in the summer of 2017</li> </ul>	2017-19  2020 2018 2020
<b>G3</b>	Increase <b>financial security</b> and independence by: <ul style="list-style-type: none"> <li>• Heightening activity in the Office of Development &amp; Alumni Relations</li> <li>• Encouraging entrepreneurship and commercial collaboration through the CIAR</li> <li>• Increasing internationalization on campus</li> <li>• Increasing faculty funded research</li> </ul>	2017-19 2018  2017-20 2017-20
<b>G4</b>	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>• Developing an IT degree</li> <li>• Developing a Doctor of Optometry degree</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 2019 Fall 2019 Fall 2020 Fall 2017
<b>G5</b>	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>	2017  2017  2017-18
<b>G6</b>	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 Mental Health Strategy</li> <li>• Ensuring compliance with campus diversity initiatives (e.g. gender, consent, tolerance, and mental health projects)</li> </ul>	2016-17 2017-20 2017-18



## GOALS, PRIORITY INITIATIVES AND EXPECTED OUTCOMES

Description		Expected Completion Date
<b>Priority Initiatives</b>		
<b>Pi1</b>	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>	<b>2019</b> <b>2016-17</b> <b>2017-18</b> <b>2017-18</b>
<b>Pi2</b>	Implement Concordia's <b>Mental Health Strategy</b> by: <ul style="list-style-type: none"> <li>Launching the mental health strategy</li> <li>Raising awareness and promoting well-being</li> <li>Enhancing early identification and response</li> <li>Providing direct service and support</li> <li>Aligning institutional policies, processes, and procedures</li> <li>Creating and sustaining a supportive campus environment</li> </ul>	<b>Fall 2017</b> <b>2017-18</b> <b>2017-20</b> <b>2017-20</b> <b>2017-18</b> <b>2017-20</b>
<b>Pi3</b>	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>	<b>2016-19</b>  <b>2018</b>  <b>2016-19</b> <b>2018</b> <b>2016</b>
<b>Pi4</b>	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 the Alternative Dispute Resolution Institute of Alberta</li> <li>Building the Concordia Science, Research and Innovation Facility</li> </ul>	<b>2017-18</b> <b>2017-18</b> <b>2016-17</b> <b>2016-17</b> <b>2016-18</b>
<b>Pi5</b>	Integrate institutional information technology <b>to improve efficiency</b> 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>	<b>2017-19</b>  <b>2017-19</b>



## GOALS, PRIORITY INITIATIVES AND EXPECTED OUTCOMES

Type	Description	Expected Completion Date
<b>Expected Outcomes</b>		
<b>EO1</b>	<ul style="list-style-type: none"> <li>Concordia's <b>community reputation</b> as a quality educational institution increases in the community, with community and industry outreach and research partners, internationally, and through our students</li> </ul>	<b>2017-20</b>
<b>EO2</b>	<ul style="list-style-type: none"> <li>Concordia's <b>financial future</b> is further secured through increased student recruitment and retention, development fundraising, and research grants and commercialization opportunities</li> </ul>	<b>2017-20</b>
<b>EO3</b>	<ul style="list-style-type: none"> <li>Concordia's <b>institutional efficiency</b> is enhanced through effective application of integrated information technology, student services, funds development, and academic collaboration</li> </ul>	<b>2017-19</b>
<b>Performance Measures</b>		
<b>PO1</b>	<ul style="list-style-type: none"> <li>Concordia's student body increases steadily towards the long-term target of 3000 FLE at least at the sustainable rate of 5% per year</li> </ul>	<b>2017-20</b>
<b>PO2</b>	<ul style="list-style-type: none"> <li>Concordia's faculty access to resources for professional development and research grows steadily towards an interim target of 60% of faculty accessing such resources and reporting on deliverables</li> </ul>	<b>2016-19</b>
<b>PO3</b>	<ul style="list-style-type: none"> <li>Concordia's student satisfaction is increased above the 2015 graduate survey results in those areas identified as challenges (timely degree completion, housing, food services, and IT support)</li> </ul>	<b>2016-19</b>
	<ul style="list-style-type: none"> <li>Recruiting, training and supporting 5 students as peer supports annually (Mental Health Strategy)</li> </ul>	<b>2017-20</b>
	<ul style="list-style-type: none"> <li>Mental Health First Aid training for 60 faculty and staff</li> </ul>	<b>2017-18</b>
	<ul style="list-style-type: none"> <li>Hosting Movies for Mental Health in November 2017, with a minimum of 3 short-films created by Concordia students on an annual basis</li> </ul>	<b>2017-20</b>





# Appendices





# Appendix A

### Appendix A: Financial and Budget Information

#### FINANCIAL RESULTS (YEAR END 2015-16, FORECAST 2016-17)

Concordia ended fiscal year 2015-16 with excess revenue over expenses of \$1,880,913, driven largely by continuing growth in student enrolment. Over the last five years, Concordia has seen very robust enrolment growth largely attributed to official recognition of Concordia's university.

Total revenue from all sources grew by \$1.379 million (5%) in 2015-16 over the previous year. Most of this is attributed to increase in tuition revenue. This was augmented by increases from the Government of Alberta base funding and a number of Government of Canada research grants.

Concordia continues to voluntarily comply with a province-wide tuition freeze, without an offsetting 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 \$1.480 million in 2015-16, and are expected to increase by another \$1.772 million in 2016-17. Enrolment growth impacts quite favorably upon Concordia, although future growth of both domestic and international student enrolment is expected to moderate in the foreseeable future.

Operating expenses also increased by \$1.412 million in 2015-16. Although expenses remain largely in line with projected budget, increasing enrolment is creating a need for more instructional capacity, with additional faculty and classroom capacity also needed. Support services are also strained with added requirement to support an expanding student population. Operating expenses will also increase by \$1.885 million in 2016-17 as new faculty and support staff are hired to meet the needs of the expanding student population.

Capital expenditures were \$1,089,983 in 2015-16, and projected at \$3,384,846 for 2016-17. Most capital expenditures are related to normal upgrades and improvements and renovations needed to maintain the aging Concordia facility. In the 2016-17 fiscal year, however, construction on a new Centre for Science Research and Innovation began. This is a \$16.3 million project funded in part with a \$6.7 million SIF grant from the Government of Canada.

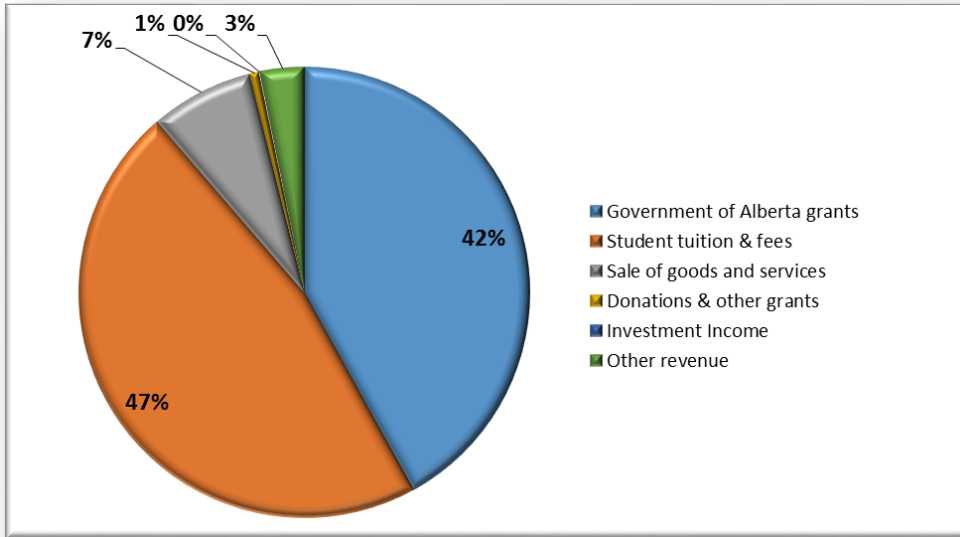


## APPENDIX A: FINANCIAL AND BUDGET INFORMATION

A graphical summary of 2015-16 revenue and expense is provided in Figures A1 through A3.

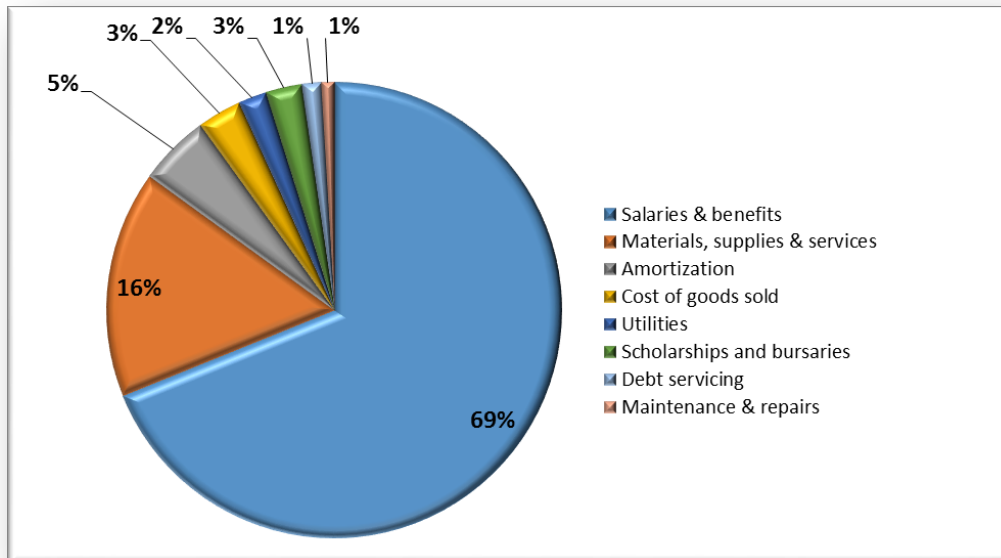
**Figure A1: Sources of Revenue 2015-16**

2016 REVENUE \$29.145 million



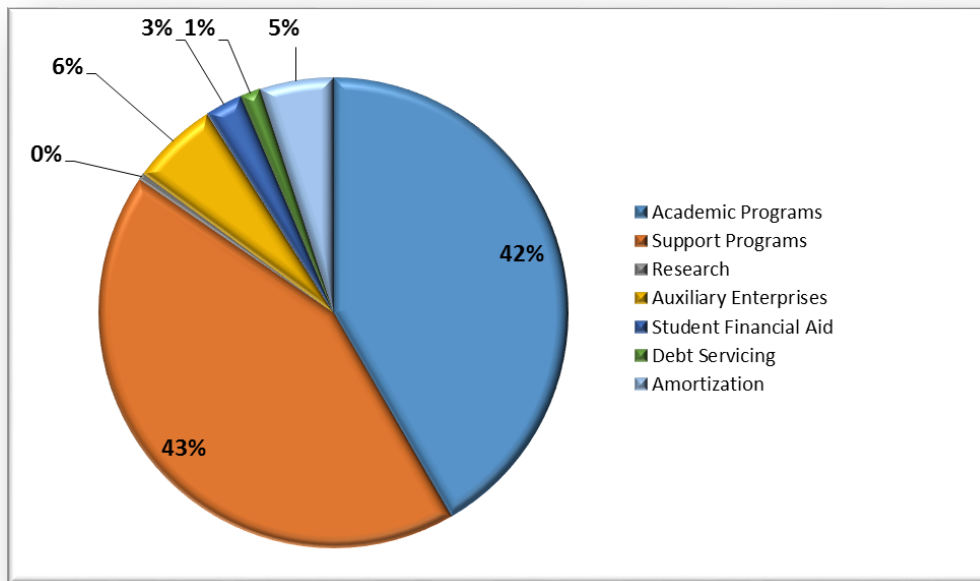
**Figure A2: Operating Expense by Object 2015-16**

2016 EXPENSE BY OBJECT \$27.264 million



## APPENDIX A: FINANCIAL AND BUDGET INFORMATION

**Figure A3: Operating Expense by Function 2015-16** 2016 EXPENSE BY FUNCTION \$27.264 million



### Financial Stability

Provincial government funding accounts for 42% of all revenue at Concordia, and is slightly under tuition revenue, which accounts for 47%. With the past three 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. Directives from the provincial government suggest that government funding may not continue to increase at this level over the next two years. Concordia's financial forecast reflects this curtailment.

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. For the past two years, increases from government funding has been offset by tuition freezes. Concordia voluntarily complies with provincially mandated tuition freezes. Concordia receives no tuition subsidy to offset loss of increased tuition income.

## APPENDIX A: FINANCIAL AND BUDGET INFORMATION

The combined effect of less government funding and frozen tuition levels would curtail revenue to a point that might require reduction in operational expense, and limit program expansion. Although generally speaking tuition fees remain frozen, fees for international, professional, and graduate level students are under review and may significantly increase. For the foreseeable future revenue increase will come as a result of enrolment increase and not from tuition fee increase. For the past three 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 creates capacity issues, resulting in a need for more staffing and classroom space. In the 2016-17 budget year, Concordia hired 10 faculty members, as well as additional academic support services staffing. 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, in addition to the enhanced research space that will be provided through the new Centre for Science Innovation and Technology.



Construction of the new \$16.3 million Centre for Science Research and Technology began in January 2017. The facility supports a number of new research initiatives at Concordia and is supported by a Federal Government Strategic Initiatives Fund (SIF) grant for \$6.7 million. Concordia must cover the remaining portion of the building cost with residual reserves, bank financing, and fund-raising.

Plans have been in place for a number of years to build a new residence building on the property that Concordia owns along 112 Avenue. Building construction is postponed until after construction of new science facility. Discussions also continue with respect to possible construction of a joint use residence facility on the Northlands site north of the Concordia campus.

## APPENDIX A: FINANCIAL AND BUDGET INFORMATION

Concordia carries capital debt totaling \$7.175 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 2019-20 are shown in Table A1. Capital expenditure and debt requirement projections until year-end 2019-20 are provided in Table A2.

**Table A1: Pro-forma statement of income and expense 2015-16 to 2019-20**

	Actual 2015-16	Actual 2016-17	Forecast 2017-18	Forecast 2018-19	Forecast 2019-20
<b>Revenue</b>					
Student Fees	13,644,780	15,416,493	15,878,506	16,387,435	17,471,028
Government of Alberta Grants	12,245,231	12,687,226	12,696,773	12,696,773	12,912,618
Government of Canada Grants	202,084	156,662	41,500	176,500	177,801
Other Grants, Donations, Miscellaneous	510,694	547,287	427,900	554,400	561,700
Investment Income	-23,861	298,003	175,000	250,000	252,975
Student Activities	241,711	210,278	266,330	266,330	266,330
Auxiliary Services	2,164,628	2,073,474	2,014,200	2,014,200	2,048,441
Designated Revenue	159,551	295,218	296,759	302,694	302,694
<b>Total Revenue</b>	<b>29,144,818</b>	<b>31,684,641</b>	<b>31,796,968</b>	<b>32,648,332</b>	<b>33,993,587</b>
<b>Expenses</b>					
Capital Asset Amortization	1,376,553	1,361,544	1,300,000	1,652,000	1,678,520
Teaching Operational	11,349,288	12,481,845	13,373,344	13,620,504	14,411,349
Research	133,736	197,206	166,933	199,471	202,061
Student Financial Aid	702,120	898,925	765,525	890,836	906,452
Academic Support and Student Services	3,235,801	3,347,905	3,988,099	3,966,761	4,061,097
Institutional and Operational	8,467,453	9,098,636	9,765,183	10,103,624	10,353,578
Auxiliary Services	1,617,713	1,405,532	1,551,193	1,560,650	1,591,863
Interest on long term debt	381,242	357,029	360,000	367,200	374,544
<b>Total Expenses</b>	<b>27,263,905</b>	<b>29,148,623</b>	<b>31,270,277</b>	<b>32,361,046</b>	<b>33,579,464</b>
<b>Excess/ (deficiency) revenue over expenses</b>	<b>\$1,880,913</b>	<b>\$2,536,018</b>	<b>\$526,691</b>	<b>\$287,286</b>	<b>\$414,123</b>



## APPENDIX A: FINANCIAL AND BUDGET INFORMATION

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

	Actual 2015-16	Actual 2016-17	Forecast 2017-18	Forecast 2018-19	Forecast 2019-20
<b>Capital Expenditures</b>					
Capital Upgrades, Equipment, Furnishings	1,089,983	1,235,133	752,999	768,059	783,420
CSRI Building	-	2,149,713	14,200,287	-	-
Repayment of Bank Loans	470,917	486,223	501,016	711,294	733,586
<b>Total Expenditures</b>	<b>\$1,560,900</b>	<b>\$3,871,069</b>	<b>\$15,454,302</b>	<b>\$1,479,353</b>	<b>\$1,517,006</b>

### IMPLICATIONS OF EXTERNAL FINANCIAL ENVIRONMENT

#### Economic Climate

Through 2015-16 the economic climate in Alberta continued to lag, with the prospect of only modest recovery in the foreseeable future. This may have ramifications for Concordia in a number of ways.

First, because the provincial government deals with a burgeoning financial deficit there is uncertainty that current levels of provincial government funding for the post-secondary sector can be sustained. If this happens Concordia may have to curtail programs and services, or seek other sources of revenue. Second, the donor environment will be more restricted as corporations and individuals have less discretionary income normally associated with charitable giving. The university may have more difficulty fundraising for new capital projects, program initiatives, and financial aid to students.

Third, high unemployment may mean that higher education is 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. The effect of this may be that enrollment may increase but more students will be seeking financial assistance.





## APPENDIX A: FINANCIAL AND BUDGET INFORMATION

### Changing Priorities in Advanced Education

Advanced Education providers are under increasing pressure to demonstrate their relevance to enhancing the innovation, productivity, and the economic development of the communities in which they reside. Government funders, as they face political pressure from taxpayers, may reassess priorities for funding and require more accountability.

This means that Concordia, and other post-secondary education providers, may have to assess and improve instructional quality, technology, 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 programs and services.

### Student Demographics

The cohort of students between the ages of 18 to 24 seeking advanced education is low and likely to grow only slightly (3.1%) over the next 5 to 10 years. The effect of the “demographic dip” is exacerbated by an increased number of available university spaces for university students through the expansion of other universities. The result is more competition for a smaller cohort of new students.

To offset this trend, Concordia will need to attract more non-traditional students. These may include mature students outside of the normal undergraduate demographic, students from rural Alberta, First-Nations and Aboriginal students, and international students.



## APPENDIX A: FINANCIAL AND BUDGET INFORMATION

### International Competition for Students and Resources

Concordia has been successful in its effort to attract more international students, as international student enrolment approaches 12.0% of the entire student body. International competition for students and resources will likely increase. Concordia will need to be very deliberate in developing structures and support services to meet the unique needs of these students if it is to remain a preferred destination.

### Student Tuition Trends

The university is under increasing pressure to limit tuition increase. There is a tuition disparity between Concordia and what students in the public sector pay; and limiting tuition increases may be difficult in an environment where costs are escalating. Efforts to increase tuition will likely be met by strong opposition from students. To date Concordia has voluntarily complied with provincial government tuition freezes, but without subsidies that have been given to public post-secondary institutions. Concordia at some point may need additional support from the provincial government if it is to maintain a competitive tuition structure.

### Human Resource Issues

Concordia's reputation is built upon its ability to attract and retain highly qualified faculty and staff. To continue doing so, the university must ensure alignment of internal compensation for staff and faculty with salary and compensation in the broader advanced education community.



## APPENDIX A: FINANCIAL AND BUDGET INFORMATION

### OPERATING IMPLICATIONS FOR CONCORDIA

#### Revenue Trend

Revenue is expected to increase 7.3% over the next 4 years. This presents some challenge in that operational expenses are likely to increase 15.2% over the same period. This is illustrated in Table A3.

Growth in provincial government funding is expected to be minimal, and not keep pace with cost of living increases. Provincial funding will not be provided for new programs. Tuition fees for most programs will be frozen, with the exception of fees for international students and for professional programs. Revenue from student fees will grow by 13%, but this will largely be driven by enrolment increase.

In order to attain desired enrolment targets, Concordia will need to be very strategic to attract 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. This means that the university's capacity to handle the consequent added operational burden will be limited.

#### Expense Trend

Direct teaching expenses are expected to increase 15.50% (\$1.953 million), driven largely by staffing increases needed to accommodate increased student enrollment, compensation increases, and implementation of new Psychology Doctorate programs, and Master of Education Leadership programs (neither of these yet have Quality Council approval).

Academic and student support services costs, and institutional and operational costs, will increase in a similar way as the support platform to support the expansion of facility and academic programs grows.

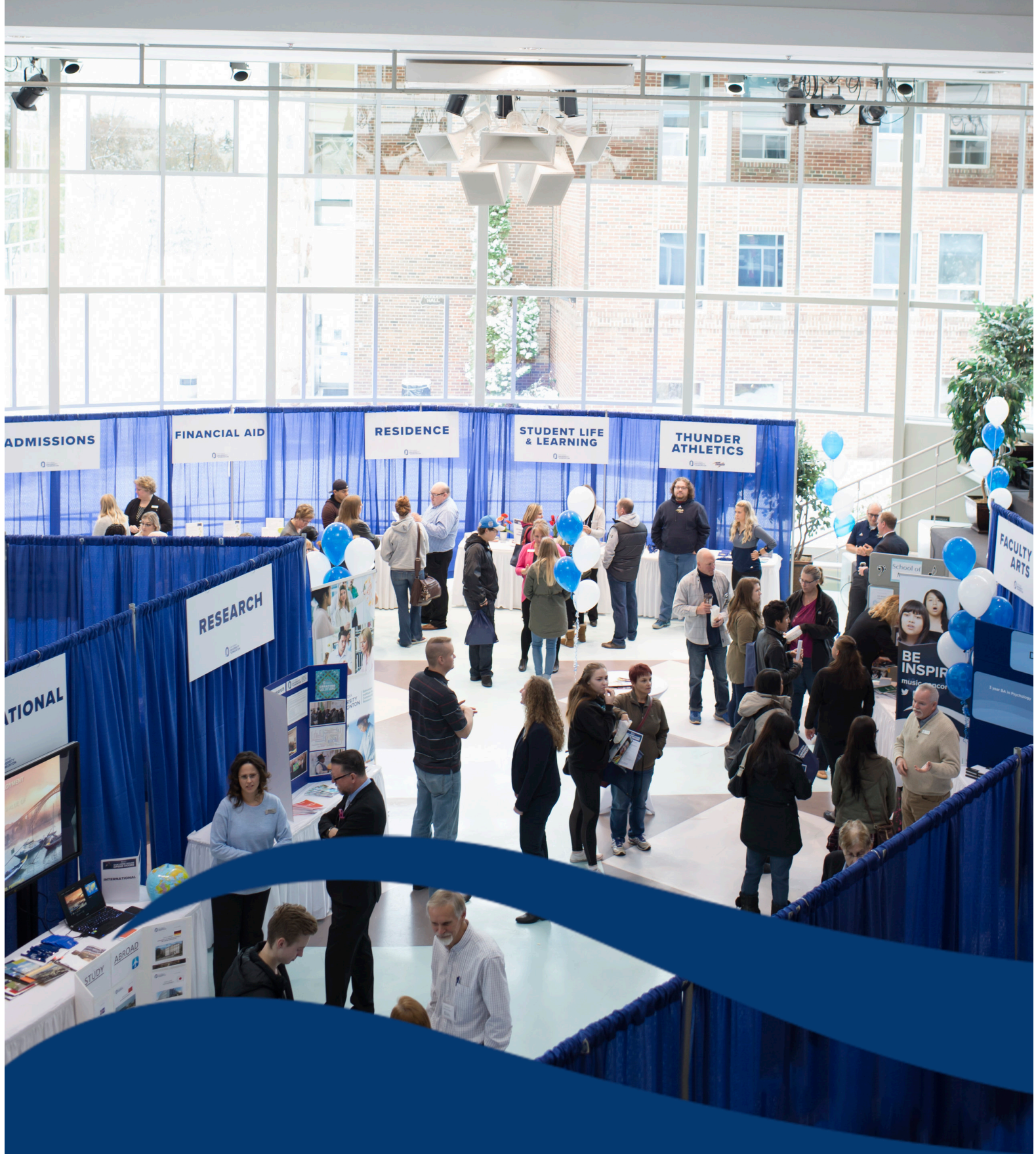
Expenses are expected to increase 15.24% (\$4.442 million) over the three-year period. Revenue and expense trends over the period 2016-17 to 2019-20 are shown in the table A3.



## APPENDIX A: FINANCIAL AND BUDGET INFORMATION

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

	Forecast 2016-17	Forecast 2019-20	Net Change %
<b>Revenue</b>			
Student Fees	\$ 15,416,493	\$ 17,471,028	13.3%
Government of Alberta Grants	12,687,226	12,912,618	1.8%
Government of Canada Grants	156,662	177,801	13.5%
Other Grants, Donations, Miscellaneous	547,287	561,700	2.6%
Investment Income	298,003	252,975	-15.1%
Student Activities	210,278	266,330	26.7%
Auxiliary Services	2,073,474	2,048,441	-1.2%
Designated Revenue	295,218	302,694	2.5%
<b>Total Revenue</b>	<b>31,684,641</b>	<b>33,993,587</b>	<b>7.29%</b>
<b>Expenses</b>			
Capital Asset Amortization	1,361,544	1,678,520	23.28%
Teaching Operational	12,481,845	14,416,968	15.50%
Research	197,206	202,061	2.46%
Student Financial Aid	898,925	906,452	0.84%
Academic Support and Student Services	3,347,905	4,061,097	21.30%
Institutional and Operational	9,098,636	10,353,578	13.79%
Auxiliary Services	1,405,532	1,597,564	13.66%
Interest on long term debt	357,029	374,544	4.91%
<b>Total Expense</b>	<b>\$ 29,148,623</b>	<b>\$ 33,590,783</b>	<b>15.24%</b>
<b>Excess/ (deficiency) revenue over expenses</b>	<b>\$ 2,536,018</b>	<b>\$ 402,804</b>	



# Appendix B

## APPENDIX B: ENROLMENT PLAN AND PROPOSED PROGRAMMING CHANGES

### 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 these data at the program level. For comparison, data values are shown as FLE.

**Table B1: Concordia Enrolment projections by FLE and Headcount, 2015-2020**

	2015-2016 Actual	2016 -2017 Preliminary	2017-2018 Projected	2018-2019 Projected	2019 – 2020 Projected
Total Headcount	1,975	2,164	2,315	2,431	2,553
<b>% Change each year</b>	8.8%	9.6%	7.0%	5.0%	5.0%
Total FLE	1,433.9	1,603.8	1,716.0	1,801.8	1,891.9
<b>% Change each year</b>	14.6%	11.8%	7.0%	5.0%	5.0%

An institutional level of growth of 7% is projected for 2017-18, while a 5% increase per year is seen as sustainable for the period 2018-20. Substantial enrolment growth (FLE) of 8.8% and 9.6% was observed in 2015/16 and 2016/17 respectively. This growth is due to the retention of students and the intake of new students into the 4-yr BA in General Psychology, which was successfully introduced in 2014-15.

The degree programs targeted for significant growth are Arts and Management (Table B2). The Open Studies component of the institution has traditionally had a somewhat steady growth and is anticipated to increase moderately. The after degree program in Education and the Master of Information Systems Security Management are fully subscribed at the maximum capacity. Should new programs, currently going through the Campus Alberta Quality Council (CAQC) process (Doctor of Psychology and Masters of Education) be approved and introduced, the initial growth in those programs will enhance the graduate student numbers.



## APPENDIX B: ENROLMENT PLAN AND PROPOSED PROGRAMMING CHANGES

**Table B2: Concordia Enrolment projections (FLE) by program, 2015-2020**

	2015-2016 Actual	2016 -2017 Preliminary	2017-2018 Projected	2018-2019 Projected	2019 – 2020 Projected
<b>Degree</b>					
Bachelor of Arts 4 Yr.	210.5	287.4	359.3	416.7	466.7
Bachelor of Arts 3 Yr.	425.1	427.5	448.8	460.0	471.5
Bachelor of Education After Degree	138.0	141.1	141.1	141.1	141.1
Bachelor of Environmental Health After Degree	48.8	42.3	43.5	45.0	46.6
Bachelor of Management	154.7	166.2	176.9	185.8	193.2
Bachelor of Science 4 Yr.	202.8	245.0	245.0	245.0	257.3
Bachelor of Science 3 Yr.	64.7	80.1	82.5	84.9	87.5
Master of Arts in Biblical and Christian Studies	5.1	3.7	3.7	3.8	4.0
Master of Information Systems Assurance Management	21.7	19.3	20.3	21.2	22.6
Master of Information Systems Security Management	79.8	89.2	89.2	89.2	89.2
<b>Non-credential</b>					
Open Studies	83.1	102.2	105.8	109.0	112.2
<b>Total</b>	<b>1,433.9</b>	<b>1,603.8</b>	<b>1,716.0</b>	<b>1,801.8</b>	<b>1,891.9</b>



## APPENDIX B: ENROLMENT PLAN AND PROPOSED PROGRAMMING CHANGES

**Table B3: Enrolment increase by program, 2014-15 to 2016-17**

Program specialization	2014-2015	% change	2015-2016	% change	2016-2017
<b>Degree</b>					
Bachelor of Arts 4 Yr.	115.6	<b>82.1</b>	210.5	<b>36.6</b>	287.4
Bachelor of Arts 3 Yr.	412.5	<b>3.0</b>	425.1	<b>0.6</b>	427.5
Bachelor of Education After Degree	133.4	<b>3.4</b>	138.0	<b>2.2</b>	141.1
Bachelor of Environmental Health After Degree	53.8	<b>-9.3</b>	48.8	<b>-13.3</b>	42.3
Bachelor of Management	124.3	<b>24.5</b>	154.7	<b>7.4</b>	166.2
Bachelor of Science 4 Yr.	192.2	<b>5.5</b>	202.8	<b>20.8</b>	245.0
Bachelor of Science 3 Yr.	66.9	<b>-3.2</b>	64.7	<b>23.7</b>	80.1
Master of Arts in Biblical and Christian Studies	4.8	<b>5.1</b>	5.1	<b>-27.8</b>	3.7
Master of Information Systems Assurance Management	20.5	<b>5.6</b>	21.7	<b>-10.9</b>	19.3
Master of Information Systems Security Management	63.0	<b>26.6</b>	79.8	<b>11.8</b>	89.2
<b>Non-Credential</b>					
Open Studies	64.9	<b>28.0</b>	83.1	<b>23.1</b>	102.2
<b>Total</b>	<b>1251.7</b>	<b>14.6</b>	<b>1433.9</b>	<b>11.8</b>	<b>1,603.8</b>

As Concordia University of Edmonton is experiencing growth 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. The areas of notable enrolment increases over the past two years have been in Psychology, Fine arts, Management (undergraduate and graduate) and Biology. 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 Education, Social Sciences and Philosophy. After experiencing some enrolment challenges due to the retirement of faculty in the French program, Concordia has hired new faculty and the modern languages are now gaining momentum and experiencing increased participation, seen especially as minors with other degrees.





## APPENDIX B: ENROLMENT PLAN AND PROPOSED PROGRAMMING CHANGES

Areas with some enrolment challenges requiring evaluation include Religious studies and Environmental health.

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 out any particular credential types at this time.

### International students

Table B4 shows CUE's three-year projections for international student enrolment (FLE) as a percentage of our total projected enrolment. The aim is to maintain overall international representation at 10-13% of the total, recognizing that the international component should not be higher than 15% at Alberta institutions.

**Table B4: International student enrolment for all programs, 2015-2020**

	2015-2016 Actual	2016 -2017 Preliminary	2017-2018 Projected	2018-2019 Projected	2019 – 2020 Projected
Total FLE	1,433.9	1,603.8	1,716.0	1,801.8	1,891.9
Total Intl FLE	148.2	165.7	177.3	186.1	195.4
% of Total FLE	10.3%	10.3%	10.3%	10.3%	10.3%
% Change each year	20.6%	11.8%	7.0%	5.0%	5.0%

At the present time, the highest proportion of our international students are in two graduate programs, namely Masters of Information Systems Assurance Management and Masters of Information Systems security Management (Table B5). The intent is to decrease the values in these competitive and fully prescribed graduate programs and encourage the growth of international students in the undergraduate programs, most especially in the areas of management and the arts. Concordia is actively advertising and promoting these two Masters programs to Canadian students. Concordia is also developing a stand-alone undergraduate degree in Information Technology (IT) that will also serve as a foundational preparatory degree for admission into the Masters in Information Systems and Systems Security degrees. The undergraduate degree would target Canadian students, who on completion would be able to apply for these Master's programs.



## APPENDIX B: ENROLMENT PLAN AND PROPOSED PROGRAMMING CHANGES

**Table B5: International student enrolment exceeding 15% by program, 2015-2020**

	2015-2016 Actual	2016 -2017 Preliminary	2017-2018 Projected	2018-2019 Projected	2019 – 2020 Projected
<b>Headcount</b>					
<b>Master of Information Systems Assurance Management</b>					
Total students	31	27	28	29	30
Total International	28	25	24	23	21
% International	90.3	92.6	85.0	78.0	71.6
<b>Master of Information Systems Security Management</b>					
Total students	124	112	118	123	130
Total International	118	105	103	100	97
% International	95.2	93.8	87.5	80.8	74.7
<b>FLE</b>					
<b>Master of Information Systems Assurance Management</b>					
Total students	21.7	19.3	20.0	20.7	21.4
Total International	19.7	18.5	17.6	16.7	15.9
% International	91.0	95.9	88.0	80.8	74.1
<b>Master of Information Systems Security Management</b>					
Total students	79.8	89.2	93.7	98.3	103.3
Total International	76.1	84.2	81.7	79.2	76.8
% International	95.4	94.4	87.2	80.6	74.4

### Proposed programming changes

Concordia is developing programming in fields where it already has established expertise. Two proposed graduate level programs are currently being reviewed by CAQC. The first is the proposed Master of Education in School Leadership program, which builds on the successful Bachelor of Education (After Degree) and is designed for practicing teachers who desire professional development in educational leadership. The second is the proposed Doctor of Psychology, which builds on the 4-year B.A. in Applied Psychology providing advanced education in the critical area of clinical psychology. As part of the review process for the newly proposed graduate programs, Concordia successfully underwent an institutional organization review in spring 2016. Concordia is currently investigating and consulting with relevant organizations on the development of a proposal to establish a Western Canada Optometry school.



## APPENDIX B: ENROLMENT PLAN AND PROPOSED PROGRAMMING CHANGES

At the undergraduate level, the Faculties of Management and Science partnered to create a new dual degree in Management and Science, which will commence in fall 2017. The Faculty of Arts and the Faculty of Science are working together to create opportunities for dual degrees. Concordia is currently developing an IT undergraduate qualification that can also serve as a foundational preparatory degree for admission into the Masters in Information Systems degrees. The Department of Modern Languages continues to focus 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.





## Appendix C

### Appendix C: Research, Applied Research and Scholarly Activities

At Concordia University of Edmonton, research takes an integrative approach that supports discovery research, creative activity, and applied research and innovation. As stated in our current strategic research plan – to be replaced in 2018 – Concordia’s main focus is to develop a strong research culture that works towards increasing the number of partnerships and external research grants.

In 2018 Concordia will develop a new strategic research plan and a new academic plan. In developing our current Strategic Research Plan (2012 - 2017), we identified four main objectives:

1. Promote an institution-wide culture of scholarship and research
2. Facilitate collaboration
3. Enhance the profile of research and scholarship at Concordia University of Edmonton internally and publically, and
4. Focus on areas of research strength while respecting individual research agendas.

These objectives are aligned with Strategy 11 of our 2012 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.” These objectives also reflected the 2012 Alberta Research and Innovation Plan’s main focus of “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).

While Concordia University of Edmonton is still in the early phases of developing a prominent research record, as a small institution we continue to make strides towards growing a vibrant research and scholarship culture that supports faculty and student engagement.



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

There has been enhancement of individual research activities, with increased funding through internal grants and through an Aid to Small Universities grant provided by the Social Sciences and Humanities Research Council (SSHRC). The grouping of individual researchers in common areas of interest has brought forth a series of new interdisciplinary Research Clusters, and, resulting from a collaboration with International partners in Brazil, the creation of our new Centre for Innovation and Applied Research (CIAR; formerly Edmonton Institute for Community Research (EICR)) that is developing its first projects.

### THREE-YEAR RESEARCH OBJECTIVES – 2017-2020

#### 1. OPENING THE NEW CENTRE FOR SCIENCE, RESEARCH AND INNOVATION (CSRI) BUILDING

In 2016, Concordia University of Edmonton was awarded \$6.72-million from the Government of Canada Post-Secondary Institutions Strategic Investment Fund for two projects: the construction of the new Centre for Science, Research and Innovation, and the renewal and renovation of labs in the Department of Biological and Environmental Science. This significant investment will ensure that Concordia University of Edmonton fulfills its commitment to become a leader in applied research and innovation.

The Centre for Science, Research and Innovation will house the Centre for Innovation and Applied Research (CIAR) as well as an Indigenous Centre for social and scientific research. The 30,000 square foot facility will also serve as an incubator for industry and an innovation hub enabling international research collaborations, and the commercialization of innovative technologies.

#### 2. RESEARCH ADMINISTRATION INFRASTRUCTURE

As Concordia University of Edmonton, eligible to receive Tri-Agency grant funding, develops long-term goals for increasing research capacity, administrative supports are being put into place to ensure that research conducted at Concordia University of Edmonton complies with Tri-Council Policy on the Ethical Conduct of Research, the Framework for the Responsible Conduct for Research Financial Management of grant funding. Research policies are being reviewed and refreshed to better reflect an increased focus on successfully obtaining Tri-Agency grant funding and attracting top international researchers through the Canada Research Chairs Program.



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

### 3. FOSTERING NEW RESEARCH CLUSTERS

The creation and development of thematic interdisciplinary Research Clusters is supported through a simple internal procedure 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 continue fostering 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, Ethnics, 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's new research clusters will increase their activities. They represent the following areas: Wellness; Public Health; Theology and the Sciences; Early Childhood; Biological Effects of Contaminants on Fish and Invertebrates in Alberta;

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

- Each cluster to contain a combination of faculty members, undergraduate students, and guest researchers, including our international constituency, growing the membership.
- 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 CIAR, concrete joint projects develop between CUE and the industry/community (University-Industry/Community-Government).



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

### 4. KNOWLEDGE MOBILIZATION AND KNOWLEDGE TRANSLATION

Areas of intense research at Concordia are concentrated at the Faculty of Education, with internationally recognized research on inclusive education, in the Psychology and Philosophy and Religious Studies departments, and in the Faculties of Arts and Science. 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.

### 5. STRENGTHENING STUDENT ENGAGEMENT AND INTERACTION WITH FACULTY

After our second annual general Research Forum (Poster Exhibit) last April we will continue fostering 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 scientific 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 Forum with poster exhibits.

### 6. NATIONAL AND INTERNATIONAL RESEARCH COLLABORATIONS

CUE faculty have started research partnerships with the University of Alberta, MacEwan University, and several international partners in Brazil, France, Portugal, Germany, Spain, Australia, India, UK, Bulgaria, Poland, Japan and China. 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.

### 7. APPLIED RESEARCH AND INNOVATION

CUE's Centre for Innovation and Applied Research (CIAR) functions as a coordinating hub for applied research using the faculty and student research talents of Arts, Management, Science and Education.





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

The CIAR works to empower innovation by facilitating CUE industry-driven collaboration, promoting faculty applied research, encouraging student applied research, innovation and entrepreneurship, and enabling Edmonton Capital Region enrichment through outreach activities.

The CIAR provides a streamlined community-friendly approach for applied research, consulting, information access, project collaboration, and business incubation services. In addition, the CIAR is participating in the review and expansion of CUE IP policies and procedures in order to prepare the way for startups and business incubation in cooperation with relevant agencies in Edmonton.

The vision for the CIAR is to be recognized as Edmonton's community resource and has the potential to both increase Concordia's reputation within the community of Edmonton and beyond, but also to advance the research interests of faculty.

### **Indicators of success:**

CUE faculty and students participate in research partnerships with industry and community that result from relationships developed and facilitated by the CIAR.

- The CIAR facilitates external funding to support joint research projects.
- The CIAR develops and implements strategies for IP and business incubation services.
- CUE faculty and students actively pursue the commercialization of research activities.
- The CIAR becomes financially self-sustaining.

In the next three years, CUE's Office of Research will strengthen its new research clusters, offer increased services and workshops to faculty and students on tri-council grants, 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 CIAR.





## Appendix D

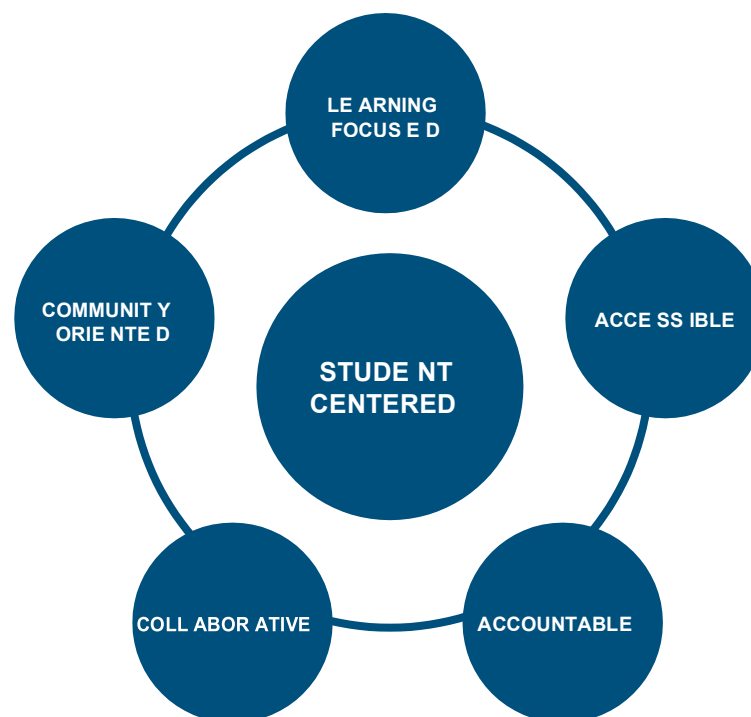
## APPENDIX D: COMMUNITY OUTREACH AND UNDERREPRESENTED LEARNERS

### Appendix D: Community Outreach and Underrepresented Learners

Concordia University of Edmonton's Student Services Strategic Plan was adopted in May 2013. For the past four 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.



## APPENDIX D: COMMUNITY OUTREACH AND UNDERREPRESENTED LEARNERS

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 2017-18 academic year that will carry forward focus on consent education, mental health initiatives, and supporting Concordia’s diverse community.

### 1. 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 first and second “I Believe You” campaigns by the Association of Alberta Sexual Assault Services. New students receive information about consent and Concordia’s policy at new student orientation, and a Concordia Talks Consent movie night presenting 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. As of June 2016, Concordia’s Vice-President Student Life and Learning facilitated several Enhanced Assess, Acknowledge and Act (EAAA) Sexual Assault Resistance Education Program workshops. The EAAA sexual assault resistance education program is a 12-hour small-group empirically based intervention designed specifically for university women. The EAAA program is based on theory, research evidence, and best practices for helping women resist acquaintance sexual assault.

### 2. 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 collaboration between the 26 publicly funded post-secondary institutions, students, government, and community partners. Concordia created the Mental Health Action Team in 2015, a committee of key stakeholders responsible for addressing mental health on campus, comprised of students, faculty, staff, and administrators. The Mental Health Strategy will



## APPENDIX D: COMMUNITY OUTREACH AND UNDERREPRESENTED LEARNERS

launch in September 2017, with the goal of promoting the core values of Concordia, including support, collaboration, and school/work-life balance to optimize mental health.

The priority initiatives include the following significant strategic actions:

- Raising awareness and promoting well-being
- Developing resilience and self-management
- Enhancing early identification and response
- Providing direct service and support
- Aligning institutional policies, processes, and procedures
- Creating and sustaining a supportive campus environment

To this end, the three expected outcomes for 2017-18 are:

- Mental Health First Aid Training for faculty and staff to provide initial support to campus community members developing a mental health problem or experiencing a mental health crisis
- Creating a peer support program focused on mental health for students in which peer mentors are linked directly to mental health professionals for training, support and consultation
- Training Movies for Mental Health, a short-film festival focused on mental health, featuring films created by Concordia students.

The performance measures for these outcomes include:

- Mental Health First Aid training for 60 faculty and staff
- Recruiting, training and supporting 5 students as peer supports
- Hosting Movies for Mental Health in November 2017, with a minimum of 3 short-films created by Concordia students.

### 3. 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.



## APPENDIX D: COMMUNITY OUTREACH AND UNDERREPRESENTED LEARNERS

### **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 Lesbian Bisexual, Gay, Transgender, Questioning (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. In March 2017, Concordia, the Concordia Students' Association and the Pride Club hosted Concordia's first Pride Day. Planning is underway for an even broader Pride Day in 2018.

### **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 in the coming years.



## APPENDIX D: COMMUNITY OUTREACH AND UNDERREPRESENTED LEARNERS

### **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, as well as being the home of a significant Inuit population today. Accordingly, it engages Indigenous peoples in productive and supportive relationships. After extensive consultation and planning, the Board of Governors approved in November 2015 an Indigenous Strategy that contained 15 recommendations. Indigenous strategic planning is an ongoing process and will require continual engagement with Indigenous communities to identify necessary areas of action and engagement. The students in the recently formed Indigenous Student Council will work closely with Concordia's administration to enhance the services and supports available. And the CUE Indigenous Centre for Engagement is to be housed within the new CIAR building, to open in spring 2018.



## APPENDIX D: COMMUNITY OUTREACH AND UNDERREPRESENTED LEARNERS

Concordia University of Edmonton, University of Alberta, MacEwan University, and Yellowhead Tribal College partner with Edmonton Public Schools to offer a CALM 20 summer course in the summer, 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's Academic Bounce Back Program is a one-year academic intervention program that supports undergraduate students who are required to withdraw, to re-establish satisfactory academic standing. Students may take up to 9 credits per term while enrolled in the Bounce Back Program, and upon successful completion, can apply to their chosen program of study in the faculties of Arts, Science or Management.

Over the past decade, Concordia supported at-risk students with one-on-one advising from Academic Strategists offering the opportunity to assess their academic choices, analyze challenges, strengthen skills, and develop strategies for personal and academic success.

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 2016-2017 academic period, Concordia has supported more than 136 individual students with disabilities who have required various levels of support, a number that has more than doubled since 2009-2010; equating to approximately 8% of the current student population. LAS supervised more than 1,900 accommodated exams in its 36-seat Testing Centre, along with other rooms, during the 2016-17 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





## APPENDIX D: COMMUNITY OUTREACH AND UNDERREPRESENTED LEARNERS

has not been sufficient to cover the continuous supervision hours needed. For the 2016-2017 academic year, it was 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.

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

### Appendix E: Internationalization

Concordia is still operating under the strategies, initially set in 2012, of working towards developing our key themes: “People, Ideas, Places, Programs and Global Awareness”. The Internationalization task at Concordia is seen as comprehensive and ongoing. In the broad web of international institutional partners we are now looking into developing shared programs and curriculum with strategic partners (France, China). On campus, our supports for faculty and student international interaction is being expanded through better human resources and strategies, and the awareness of global cooperation is increasing, with the addition of Erasmus+ partnerships and growing exchange of faculty, staff and students. We also intend to continue expanding our intercultural awareness, with more events on campus and a broader net of partners among the heritage circles in Edmonton.

Concordia is assessing all initial agreements (MOUs) with the view of renewing these or terminating were conditions have changed. At the same time Concordia is currently working on developing learning outcomes. International awareness is part of the process, cf. strategy #13 of our Academic Plan, which states that Concordia’s intention is 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 has established the following objectives for 2018-20:

#### 1. PLACES

To review current partnerships (reaching the three-five year span) and to add strategic partnerships.

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

- Continue exploring partnerships in Australia and New Zealand. Confirm active partnerships and determine strategic partners in the current network.
- To deepen institutional relationships with current partners (review and assessment in process, expanding a well started education abroad and academic cooperation).



## APPENDIX E: INTERNATIONALIZATION

### 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 2017 we sent our first faculty-led trip to Brazil. Professors and students spend two weeks in southern Brazil exploring different environmental issues while using the world-class environmental research centre Pro-Mata that belongs to our partner, PUC-RS. Concordia will also send a group of students for a two-week internship in health and psychological science to our partner Univates, based in southern Brazil. This initial internship will hopefully become an annual event organized by the International office for students at CUE. Concordia was also able to send a professor from the MISSIM department for a two-week teaching visit to Univates in Brazil.

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

- To go to the next phase of developing research and program cooperation in Public Health with one (Unilasalle) or more of the mentioned partners.
- To continue exploring research and program cooperation in Information System Security and Assurance with one of the mentioned partners.
- To establish meaningful interaction between the Techno parks of mentioned universities and the Centre for Innovation and Applied Research (CIAR), housed at Concordia, especially in applied research aiming to connect to industry, enhance community and interaction between incubators and companies.
- To inaugurate the Centre for Science, Research and Innovation (CSRI), currently under construction for April 2018.
- To continue a meaningful dialogue and knowledge sharing with UNEAL in view of Concordia's Indigenous strategy, inviting the president to the Model UN Banff 2017 conference, hosted by Concordia.
- 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 University of Porto (research project with CUE professor regarding the Indigenous population in Brazil) and also administrative staff from Coventry University, University of Applied Sciences Darmstadt, and University of Porto. We were able to send 3 faculty members to Spain and Portugal and one administrative staff to Germany, and will increase these numbers.



## APPENDIX E: INTERNATIONALIZATION

### Indicators of success:

- Growing the number of faculty exchanges in Europe.
- To continue the 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 expand the network of Erasmus+ program opportunities with University of Malaga, Spain and University of Szczecin, Poland.
- To finalize faculty of Management's double degree project with a partner in China, to continue with the double degree project in French with a partner in France and develop further 2+2, 2+1, double degree models with international partners.

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. The finalizing of a double degree project between the Faculty of Management and the Beijing Foreign studies University (BFSU).

### Indicators of success:

- To expand the existing Centre for Chinese Studies (CCS) at Concordia, in cooperation with partner Qilu Normal University, in Shandong and with Hanban. Said Centre has started teaching activities and plans special programs for summer 2017.
- Faculty of Management representative visited China in 2017 in order to develop a 2+2 double degree with a Chinese partner.
- To increase the number of programs offered through Centre for Chinese studies, namely teacher training for teachers of Chinese language and courses of English language including summer programs.
- To establish research cooperation in Public Health with Japanese partners (School of Medicine of Tohoku University, Sendai, and Tohoku Fukushi University).

Research, Innovation and Entrepreneurship: Overall, Concordia, with its new CIAR, 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 expand first workshops for students for entrepreneurship, held in 2017.
- To foster knowledge transfer between institutes. CUE has joined the AUTM (Association of University Transfer Managers) in 2017.



## APPENDIX E: INTERNATIONALIZATION

- To link joint international projects with Edmonton and region and to foster Edmonton outreach to international markets/constituencies. This will be enhanced by the inauguration and the operations of the new CSRI currently being built with support from the Federal Government, housing the CIAR and other research entities.

### 3. EDUCATION AND STUDY ABROAD

Concordia has managed to increase exponentially the number of students going abroad in exchange in the last 12 months. The former ratio of 10:1 (incoming: outgoing students) has improved to 4:1. Even though the numbers of incoming and outgoing students are still not balanced, the popularity and knowledge about study abroad opportunities are growing rapidly. We have started a new awareness strategy including special sessions aiming at different faculties as well as social media campaign and growing number of international events where CUE students can meet the International office.

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

- To double the number of outgoing exchange students (that has been tripled in the last 12 months)
- To offer a variety of models for study abroad (semester, short-term immersions, internships).
- To insert the 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, academic administrators and faculty, ways to incorporate global competency outcomes in curricula and Concordia's learning outcomes.
- Steps towards adapting curriculum and programs to include 'internationalization'.





## Appendix F

## Appendix F: Capital Plan

### Four-Year Capital Expenditure Forecast

The table below provides a forecast of capital projects which include the Centre for Science, Research, and Innovation, as well as other capital expenditure related to normal upgrades and improvements needed to maintain dated Concordia equipment and facilities.

**Table F1: Four-Year Capital Expenditure Forecast**

	2016-17	2017-18	2018-19	2019-20
Academic Services Equipment	297,929	86,400	88,128	89,891
Building Renovations	59,084	263,000	268,260	273,625
Campus Furnishings and Equipment	99,563	56,030	57,151	58,294
CSRI Project	2,149,713	14,200,287	-	-
Information Technology	85,278	173,460	176,929	180,468
Library Equipment and Furnishings	7,420	7,000	7,140	7,283
Library Books and Resources	26,964	-	-	-
Maintenance Vehicles	42,930	25,900	26,418	26,946
Music	-	7,729	7,884	8,041
Residence Purchase, Furnishings, and Equipment	351,242	5,480	5,590	5,701
Site Improvements	117,386	-	-	-
Student Residence Building Improvements	147,336	128,000	130,560	133,171
<b>Total</b>	<b>\$ 3,384,846</b>	<b>\$ 14,953,286</b>	<b>\$ 768,059</b>	<b>\$ 783,420</b>





**Appendix G**

### 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

- Continued upgrades to network infrastructure allowing for faster connectivity and increased redundancy to the Library, Faculty House, Alumni House, Eberhardt Hall, Alumni Hall, and Tegler Centre
- Reduced technology hardware costs by entering group purchasing agreements for networking hardware and end user technology in collaboration with Cybera and 13 Alberta PSIs
- Increased external campus connectivity by working with Cybera, CANARIE, AAHEIT, and the City of Edmonton to build out fibre optic cable to Enterprise Square, including dedicated access to Cybera, Alberta's Research Network
- Worked with Concordia's Marketing department to migrate to a new public website
- Implemented numerous improvements to our internal web development environment to allow for more flexible, rapid, and reliable development of web applications
- Continued maintenance of core services offered, including significant software upgrades to Moodle LMS, PaperCut print management, Alfresco document management, backup management tools, and network router systems
- Performed substantial testing of data restoration capabilities simulating catastrophic data loss and malicious attack
- Implemented new unified single sign-on system based on Shibboleth and began adoption of SSO across campus web services
- Modernized Concordia's central database platform, increasing security as well as introducing newer functionality to enhance productivity
- Development of automated data integrity testing and monitoring, allowing proactive detection of data inconsistencies, including errors originating in external data or miskeyed end-user data entry
- Development of the automated Transfer Credit database system, allowing automated transfer credit granting based on transfer credit agreements in place with other PSIs
- The introduction of more formalized process management, in the form of a centralized Service Desk system and broader adoption of Service Level Agreements



## APPENDIX G: INFORMATION TECHNOLOGY

- Modernized desktop hardware in Library computing labs as well as other drop-in computing labs throughout campus
- Established an additional fully functional teaching classroom equipped with presentation and computing hardware
- Conducted security awareness training for staff and faculty to keep them informed and mitigate the effects of security threats related to everyday tasks and actions





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