



2014-2017

Comprehensive Institutional Plan

Submitted to
Alberta Innovation and
Advanced Education

June 4, 2014



CONCORDIA
UNIVERSITY COLLEGE OF ALBERTA

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CONCORDIA
UNIVERSITY COLLEGE OF ALBERTA



1 EXECUTIVE SUMMARY

Concordia University College of Alberta continues to evolve as a dynamic and forward thinking post-secondary institution within Campus Alberta. Its 93 year history makes it one of the oldest post-secondary institutions in the province, with a rich tradition and excellent reputation; but its more recent history demonstrates that Concordia is not a university of yesterday, but a Concordia for Tomorrow.

“Concordia Tomorrow” was the name given to the very ambitious project that continues to guide and govern the goals and strategies that make Concordia Edmonton’s best smaller liberal-arts and professional academic university. It is this initiative that has ensured that Concordia remains an innovative, responsive, and creative institution with a superior provincial, national, and international reputation.

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

Yet not only Board governance, but the programs and degree offerings at Concordia have made Concordia one of the top-rated (smaller) post-secondary institutions in the country according to Globe and Mail and MacLean’s ratings. Student satisfaction in the majority of categories outranks virtually all other Alberta and national institutions. This has lead us to believe that we are in fact fulfilling our Vision Statement systematically, whereby we desire Concordia to be “recognized nationally and internationally for its graduates’ knowledge, skill, integrity, and wisdom”.

Concordia is accomplishing all of these goals precisely because it is an active, engaged, and collaborative partner in Alberta’s post-secondary system. In keeping with the goals of Alberta Innovation and Advanced Education (AIAE), Concordia seeks to meet the challenge of maintaining the highest standards in teaching and service, program design, faculty and staff recruitment, professional development, scholarly research, and student services. Such goals



can only be achieved with systematic planning and careful implementation of these plans. Concordia submits this Comprehensive Institutional Plan (CIP) in accordance with Alberta Innovation and Advanced Education guidelines for the Independent Academic Sector to demonstrate that plans, strategies, and clearly articulated goals are foundational to its operations. This CIP is created on the basis of Concordia's strategic goals, academic plan, research plan, internationalization strategy, business plan, the approved 2014-15 institutional budget, enrolment and retention plans and the performance measures that track their success. It is with reference to these that the university's short-term and long-term plans, goals, and resource needs are discussed in this CIP.

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

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

- superior teaching;
- student engagement in research and scholarship;
- service to all learners in the community;
- a positive learning experience for every student;
- accessibility through affordable tuition and support through scholarships and bursaries.

Furthermore, Concordia is committed to the careful stewardship of existing resources in the day-to-day delivery of our core learning so as to maintain our mission and pursue strategic and visionary long-term planning.

In this CIP we identify those areas over which Concordia has control and has sought to be innovative, effective, and efficient with the resources available. Yet we also seek to identify those areas in which the support of the provincial government and of our partners in the community remains crucial. Our new international strategy, a concerted focus on research, and the implementation of new applied degrees with an applied focus, coupled with the flexibility Concordia has demonstrated to facilitate student access, will make this apparent. A cooperative effort of all stakeholders (including federal funding agencies and professional organizations) is required for Concordia to maintain, enhance, and expand the superior educational experience it currently provides to the people of Alberta.



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

Finally, this CIP reflects the renewed optimism that has begun to permeate Alberta. Alberta is a province of opportunity and Concordia knows it can seize upon this precisely because of the support it has and continues to receive within Campus Alberta. Whether on the international front, the enhancing of our capacity to carry out pure research, or the implementation of new professional programs, schools, and centres of excellence, this CIP will demonstrate that Concordia is poised to play an ever more significant role within the diversity of the 26 publicly funded post-secondary institutions in Alberta.



CONCORDIA
UNIVERSITY COLLEGE OF ALBERTA

2 STATEMENT OF ACCOUNTABILITY

This Comprehensive Institutional Plan was prepared under the Board's direction in accordance with legislation and associated ministerial guidelines, and in consideration of all policy decisions and material, economic, and fiscal implications of which the Board is aware.

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

A handwritten signature in black ink, appearing to read "John J. McDonald III".

John J. McDonald III
Chair, Board of Governors
Concordia University College of Alberta
June 4, 2014

3 INSTITUTIONAL CONTEXT

3.1 MISSION

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

3.2 VISION

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

3.3 OPERATIONAL GOALS

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

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



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

3.4 STRATEGIC GOALS

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

- **Foster a dynamic intellectual environment...**

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

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

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

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

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

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

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

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

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

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

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



4 PLAN DEVELOPMENT

4.1 INTERNAL CONSULTATION

The development of the current CIP builds on the work of previous years and was produced by a much reduced complement of administrators and staff due to retirements and transitions. Yet it remains a well-informed document. The management of Concordia is inherently consultative and relatively flat in structure, and the current CIP is the product of this process. All major initiatives on the academic front are developed in consultation with the whole faculty, which begins with standing faculty committees to which faculty administrators belong on an *ex officio* basis and ends with the engagement and approval of the Faculty Council. Institutional policies (including Faculty Agreements) have their genesis throughout the institution. New policies and policy revisions are discussed at the departmental and divisional level, in the monthly Deans' and Directors' Meeting, as well as the President's Administrative Council, and approved and implemented with the approval of the Faculty Council. Concordia's culture is highly consultative and consensual, and the production of this CIP is no exception.

4.2 EXTERNAL CONSULTATION

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

Consultations that relate to program development specific to this CIP have invariably been vetted by external experts (e.g., the development of the Master of Information Systems Assurance Management, and the commensurate review of the existing Master of Information Systems Security Management that is due with the Quality Council in January 2016). Collaborations are being pursued with other institutions in the IAI sector, as are some collaborative initiatives with the University of Lethbridge; this CIP reflects the consultations and benefits of cooperation with these post-secondary institutions. In the process, both Presidents and Vice Presidents Academic of other institutions have been engaged in dialogue with Concordia regarding its role within Campus Alberta. Recommendations made by a number of consultants are foundational to our "Concordia Tomorrow" initiative and are woven throughout this CIP. The engagement of the President on the civic, provincial and federal level, including active participation in the AUCC, has ensured a well-informed per-



spective on various matters that are raised in the CIP. In summary, Concordia extends its internal consultative culture to the external community, producing a CIP that is open, transparent, and consistent with the goals of internal and external stakeholder interests.

5 ENVIRONMENTAL SCAN

Concordia has operated for 93 years as an educational institution in Edmonton. During those years, Concordia has evolved from being a parochial institution with the single purpose of preparing young men for ministry in the Lutheran church to becoming a full and proud post-secondary member in Campus Alberta. Offering 12 majors, 14 areas of concentration,

a number of cohort-based after degrees, as well as 2 masters' programs, Concordia continues to expand its offerings that retain a focus on the essence of a university education in order to be a full partner in the building of the knowledge-based society that the Ministry is striving to create.

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

ENVIRONMENTAL SCAN (SWOT)

Internal Conditions

Experienced and stable staff.

Enhancements to faculty.

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

Need for more diverse sources of revenue.

External Conditions

Demographic trend that diminishes population age 18 to 25.

Increased demand of professional upgrading and lifelong learning.

Trends toward on-line learning and distance education.

Effect of funding due to Government priorities.

Capital funding limitations (e.g. lack of access to ACFA loans).



5.1 INTERNAL CONDITIONS

Since its accreditation in 1987, and in keeping with the vision articulated in its mission statement, Concordia has been steadily adding new areas of concentration so that as many of its students as possible can complete their educational objectives here. This has in turn allowed for greater flexibility in meeting the needs of students seeking to transfer in to or out of Concordia from other post-secondary institutions in Alberta.

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

Concordia's enrolments have in fact stabilized, according to LERS actual counts, after several years of decline. But it is only stabilization. Concordia has been compelled to lower its expectations for the future, and has budgeted for relatively flat tuition revenue for the 2014-2015 academic year; we are in fact budgeting only modest tuition revenue increases for all the years spanning the current CIP to 2017.

Concordia's professional programs continue to provide stability and strength to the enrolment picture. The Bachelor of Environmental Health (After Degree) has been highly successful in meeting the public health needs of Alberta and the other western provinces. In fact, a third of all Public Health Inspectors in Alberta are now Concordia graduates. Student demand has led us to project an enrolment of 55 in this program in the next 3 years. The Master in Information Systems Security Management program has been building on the foundation of our science programs, while serving the needs of Albertans (and the world) in a technological area that is vital to the province's future economic development. It may be deemed notable that the MISSIM program now boasts 52 FLE students (on funding that went into base at 37 FLE). The conversion of that program from a diploma program has proven to be a more attractive option for students preparing for a career in that area of specialization. At least 25 MISSM graduates now work in government security-related positions. The implementation of the new Master of Information Systems Assurance Manage-



ment program this academic year will address a further need within the IT management sector and be of benefit to enrolments at Concordia.

Concordia's B.Ed. (After Degree) graduates continue to have success in gaining teaching positions. Concordia's Bachelor of Education (After Degree) graduates have also continued to receive a proportionately higher share of nominations for first-year teaching awards.

Also encouraging is the news that close to 100% of our graduates in Applied Psychology and Environmental Health are currently gaining employment in their fields or are entering graduate programs.

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

5.2 EXTERNAL COMPETITION AND STUDENT DEMOGRAPHICS

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

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

Concordia at a Glance

Concordia in the 2013 year was:

Serving 1422 (1,168 FLE) Students

Offering 26 Undergraduate Degree Programs in

The Arts (5 four year; 10 three year)

The Sciences (4 four year; 4 three year)

Management (four year)

Education (After Degree)

Environmental Health (After Degree)

Offering 3 Graduate Degrees

Master of Information Systems Security Management

Master of Information Systems Assurance Management

Master of Arts in Biblical and Christian Studies

Employing 174 Full -Time Faculty and Staff

(Issuing 491 T4s for 2013)

Retaining membership in:

Association of Universities and Colleges in Canada

Association of Commonwealth Universities

Canadian Association for Graduate Studies

Western Canadian Deans of Graduate Studies

On the one hand, the high duplication rate has its advantages, as it shows clearly that Concordia remains one of the top three choices for applicants in the Edmonton region. On the other hand, the fact that the other two institutions are able to offer equivalent educational opportunities at a lower tuition rate (due to higher government support) adds to the challenge. Nevertheless, we are becoming increasingly successful in convincing applicants to consider Concordia their institution of choice. An entrance scholarship program introduced five years ago, and recently expanded to allow for the renewal of these scholarships, has done much to enhance our recruitment initiatives.

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

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



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

<https://alis.alberta.ca/pdf/transferralberta/BiologicalSciences.pdf>

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

5.3 MARKET DEVELOPMENTS

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

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

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



5.4 FINANCIAL CONSIDERATIONS

In a year of severe financial cuts, Concordia has been spared the worst of the current provincial budget cuts, albeit with the understanding that the anticipated freezing of funding in the next three years is going to put severe strain on an already stretched budget. This is especially the case since the full responsibility for the funding of capital projects remains within the institutions in the Independent Academic Sector. Concordia's last capital campaign involved increased fund-raising efforts in the community and within Concordia's natural constituency to produce the funds to finance the new academic building. Given the fact that none of the funding for such a building came directly from government sources, Concordia maintains that it continues to be an exceptional post-secondary educational value and superior educational choice for the people of Alberta.

Key Challenges and Opportunities 2014-2017

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



6 GOALS, PRIORITY INITIATIVES, EXPECTED OUTCOMES AND PERFORMANCE MEASURES

Concordia's CIP for 2014-2017 incorporates the major goals which are particularly relevant to the Strategic Priorities outlined in Alberta Innovation Education and Technology's 2014-2017 Business Plan as it relates to Campus Alberta. Concordia's unique goals, which meet the niche criteria of the Roles and Mandates Policy Framework, as well as align with the *Goals, Priority Initiatives, Expected Outcomes and Performance Measures* articulated in the 2014-2017 Business Plan, are presented below.

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

A number of key elements will be discussed in the text which follows, but which are summarized immediately below to highlight the goals Concordia has set for itself in preparing for the next triennium.

6.1 WHAT'S NEW IN THE 2014-2017 CIP

6.1.1 GOVERNANCE

In keeping with its commitment to accountability as demonstrated in the amended Bylaws adopted in February 2014, Concordia has completed expanding its Board of Governors to include the following public members (as specified by the PSLA):

Chancellor (Hon) Allan Wachowich, QC, LLD Mr. John J. McDonald III (Chair) Mr. Lyle Best (Chair Initiatives Committee) Rev. Ken Eifert Mr. Ron Glen Mr. Al Huehn	Ms. Karen Leibovici Ms. Lynn Mandel Mr. Stewart Maschmeyer Mr. Reg Milley (Vice-Chair) Mr. Prem Singhmar
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6.1.2 STUDENT INITIATIVES

6.1.2.1 STUDENT HOUSING

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

6.1.2.2 STUDENT RECRUITMENT AND RETENTION

Concordia concluded its relationship with Noel-Levitz late last year and is now implementing the student recruitment, retention, and success strategy that was developed through this consultation. This strategy has already shown great promise with the initial implementation of the final recommendations. We can already anticipate that the full implementation of the Noel-Levitz strategy will continue to have a significant positive impact on the student experience at Concordia, from first contact to graduation. Supplemental to this initiative is the relocation of all marketing and design to exceptionally competent staff that has been re-tasked with this role.

6.1.3 INTERNATIONALIZATION

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



6.1.4 COLLABORATIVE OPPORTUNITIES

The University of Lethbridge (Edmonton Campus) has found a willing partner in Concordia. The U of L and Concordia had reached a collaborative agreement whereby synergies and opportunities for extensive collaboration and laddering of programs have been implanted and are going to expand in a reciprocal manner. While a recent report indicates that both institutions should have a more regional focus, Concordia and the U of L have found that a complementary approach that supersedes mere collaboration will achieve much greater institutional success and enhance student opportunities beyond regional limitations. Consequently, rather than curtailing the existing relationship, Concordia intends to foster greater collaboration with the U of L. Concordia will also revisit existing relationships with other Campus Alberta partners and capitalize on the international opportunities that have been presented to us.

6.1.5 OPERATIONAL RESTRUCTURING

Concordia University College of Alberta has undergone significant reorganization to gain efficiencies and enhance its services to students and our stakeholders. While many middle management (staff) positions have been eliminated (and will remain unfilled in the near future), we have returned to the initial recommendations of our “Concordia Tomorrow” strategy for university academic operations. While Concordia is now without Directors of HR, Development, Professional Programs, Upgrading, etc., it has full- and part-time deans in the following areas: Research, Graduate Studies, Arts, Science, Management, and Education. Faculties and programs were realigned accordingly. Overall, this restructuring is going to provide superior student advising, responsiveness to student need, and the building of more robust and rigorous academic units.

6.1.6 KEY PRIORITY INITIATIVES

6.1.6.1 KEY INITIATIVES IN PUBLIC HEALTH

Concordia is poised to expand its expertise in the delivery of cost-effective, innovative, and dynamic professional programs in the Health Care field. Key among these are the proposals for a Master of Public Health, a PsyD (Doctorate in Clinical Psychology), and an OD (Doctor of Optometry) program.

6.1.6.2 KEY INITIATIVES IN SOCIAL, CULTURAL AND RELIGIOUS STUDIES

Supplementing these is a new initiative that builds upon the strength of our liberal arts tradition in Religion, History, Sociology and Philosophy with the creation of a School of Theology that will encompass the currently successful (and SSHRC funded) *CDN Centre for Scholarship and the Christian Faith* and our *MA in Biblical and Christian Studies*. The establishment of a School of Theology seeks to address the AIAE's Social Innovation Endowment proposal by adding to Concordia's offerings a Centre for Personal and Professional Ethics as well as programs in Linguistics and Cross-Cultural Communication.

6.2 GOALS

The goals, operational strategies, expected outcomes and performance measures identified in this CIP are geared to achieve the realization of the Strategic and Operational Goals already outlined in Concordia's 2013 CIP. These continue to be articulated in the seven directional statements of our "Concordia Tomorrow" program. These were the guiding principles that led to the development of the Academic Plan that is summarized in key points in this CIP.

- Concordia will continue to be **student-centred**.
- Concordia will be of **sufficient size** to prosper and be able to weather major demographic variables.
- Concordia will distinguish itself through the development and implementation of **superior program designs and program delivery**.
- Concordia will **seek out and initiate collaborations** in areas where clear mutual benefit can be demonstrated.
- Concordia will **encourage and support research** by all faculty and academic staff as well as by individual and groups of students when appropriate.
- Concordia will **provide a foundation of faith and intellectual integrity** that supports a scholarly community based on acceptance and respect.
- Concordia will **establish, maintain, and review administrative and policy structures** that satisfy the criteria of Campus Alberta for the efficient and successful operation of a post-secondary institution.

Concordia's strategic goals and "Concordia Tomorrow" strategies support the Government of Alberta's higher education goals as articulated in Alberta Innovation and Advanced Education Business Plan for 2014-2017 and with reference to the 2013 Campus Alberta Planning Resource (CAPR) report, as will be demonstrated below.



6.3 QUALITY

Concordia's enrolments are recovering, though not to the 2000+ Headcount (1536+ FLE) counts of the 2004/2005 academic year. Yet Concordia remains undeterred and is seeking to reach its target (and ultimate maximum) enrollment of 3000 FLE students within the decade. While demographic shifts, the advent of duplicate programming, and excess capacity in undergraduate study spaces in the capital region may make this seem ambitious, Concordia remains optimistic regarding its future growth. The strategies currently implemented are already opening doors to a broader spectrum of students which, in combination with an enhanced international reputation, will serve to expand our enrolments to levels that will maximize efficiencies in space and operations, and which we believe the 3000 FLE number represents.

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

We continue to reap the benefit of the investment by the federal government through the Knowledge Infrastructure Program (KIP), which has resulted in the development of enhanced research and teaching spaces at Concordia. This rejuvenated space, in combination with the resources for research provided by the funding councils, foundations, and programs are the cornerstones that enhance Canada's competitiveness, productivity, and prosperity, and Alberta's innovation initiatives. However, in spite of the widespread positive impact of such investments in Concordia, the scale that Concordia represents limits its capacity to be all that it could be. To reiterate: an increase to 3000 FLE is crucial for Concordia's long-term viability and effectiveness.

In order to achieve this target Concordia aims to put to good use the provincial funding sources to which we have access and to enhance our funding sources through entrepreneurial initiatives. We have already located the Alberta branch of the [Alternative Dispute Resolution Institute](#) on our campus (both for the purpose of lease revenue and to enhance our programming via Royal Roads University with which it is connected). Concordia has also partnered with a UBC subsidiary, [Paragon Testing Centres](#), which tests for [CELPIP](#) (Citizenship) and [LIP](#) (Language Proficiency).

CUCA Alignment with AIAE Goals and Priorities

Concordia is:

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

Furthermore, the funding of new (albeit unsupported) programs already approved by the Campus Alberta Quality Council and the Minister will require the careful reallocation of resources from existing programs, the seeking of stakeholder support, and creating efficiencies in content delivery through distributed learning models. That said, three new program proposals, all related to Health Care and insofar as they align with the ministry's priorities, are expected to receive the strategic funding that has been under discussion in the Campus Alberta Strategic Directions Committee (CASDC) and several offices within the ministry.

Concordia can in no way compromise its commitment to the maintenance of the highest program quality in order to attract and retain students, as we continue to place priority on the overall student experience, engagement, retention, and completion rates.

Concordia has begun to invest significant resources in order to recruit students internationally and to provide opportunities for our domestic students' international experiences. Concordia is increasing the budget to expend resources in the pursuit of international students, and the means of supporting international students with services that are needed and expected by international students once on campus. As of the 2013/14 year, 7.2 % of Concordia's student body are visa students, most in our graduate program. This number is growing rapidly, due to our concerted efforts to recruit international students for Concordia. We hope to increase this to 20% in the coming ten years (down from the anticipated 30% of last year). While international participation has many advantages, it also creates volatility in enrolments and stresses on supports that need to be measured. Nevertheless, new applications are coming from across the world, especially through our partner universities. A more fully articulated enrolment strategy, both domestically and internationally is developed in this CIP.

6.4 ACCESS

Advanced education is critical to the maintenance of a civil society. This first goal of AIAE in its 2014-2017 Business Plan recognizes the importance of encouraging a greater percentage of students to attend university for the love of learning, and the opportunity to mature and

CUCA as a Learner Centered Accessible Institution

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

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

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

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

6.4.1 ADDRESSING THE MINISTRY'S STRATEGIC PRIORITIES

Concordia has consistently sought to align itself with the Ministry's strategic priorities. Already discussed above were the internationalization initiatives that address point 1.7 of the first goal stated in the 2014-2017 Business Plan for Campus Alberta. In broad terms, the first Goal of this year's Business Plan that states our Campus Alberta institutions are to ensure that we need to "*Optimize our Human Potential*" accords with Concordia's own mission statement: "... preparing students to be independent thinkers, ethical leaders, reflective servants in their occupations, and citizens for the common good."

Finally, Concordia believes it is especially well-positioned to fulfill its role within a Campus Alberta because it contributes significantly realizing just the human potential that the ministry seeks. Concordia plays a vital role in helping develop this culture for all learners who study here, and we will endeavour to strengthen this goal in all undergraduate programs and the professional and graduate programs that contribute to it.

6.4.1.1 EXPECTED OUTCOMES AND MEASURES

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

In 2014-2017 Concordia will also continue its program review policy, which calls for the evaluation and review of all academic programs on a five- to seven-year rotating basis. A new policy will be implemented to enhance quality in the development of distance learning courses.



6.4.2 TUITION PROJECTIONS

Concordia University College of Alberta has maintained a measured tuition policy, taking into account the university's operational and growth needs, while also recognizing the necessity to maintain accessibility and affordability for Alberta learners. Undergraduate tuition in the coming years will be tied to that of other institutions within Campus Alberta. The CPI was the guiding principle for this year, as it is for most of the other institutions in this province. Any institutional tuition policy will be referenced to and take into account the tuition reviews and conclusions reached within the CASDC.

6.5 PRIORITY INITIATIVES

6.5.1 PRIORITY INITIATIVE: MASTER IN PUBLIC HEALTH

Concordia's proposal for an on-line **Master in Public Health** is once more being considered by the System Review vetting process, though a verdict has not yet been delivered.

6.5.2 PRIORITY INITIATIVE: DOCTOR IN PSYCHOLOGY (PSYD)

Supplementing this health initiative is the proposal for a **PsyD**, the result of Concordia's response to a specific request from the [Psychologists' Association of Alberta](#). Extensive consultations locally and nationally (in fact, internationally) have followed. The net result is that the proposal for a PsyD has just passed the internal academic processes of Concordia University College of Alberta and will be submitted for system review in June 2014. Concordia and the stakeholders in this health care field are confident Concordia can deliver this program according to the rigorous standards of this profession.

6.5.3 PRIORITY INITIATIVE: DOCTOR IN OPTOMETRY (OD)

As in the case above, Concordia was approached by the College of Optometrists regarding the need for a Western School of Optometry. The process to investigate and develop a proposal has taken several years. The consultations that have taken place validate the need for such a school in Western Canada and also demonstrate that in Alberta, Edmonton is the place for such a school, and that Concordia is well positioned to establish the program as one of its offerings in the (applied) public health sphere. National consultation and widespread support for the Western School of Optometry has been obtained and a timeline for

development and implementation has been drawn up. It is conceivable that a Western School of Optometry is a reality within the scope of the current CIP.

6.5.4 PRIORITY INITIATIVE: SCHOOL OF THEOLOGY (ETHICS)

Concordia’s Academic Plan 2012-2018 articulates that: “Building on its Christian foundation, Concordia will be a diverse community where people of all faiths and worldviews are encouraged to explore, share, question and develop in a safe environment that is respectful of all traditions.”

Concordia’s current undergraduate and graduate programs in Religious Studies, along with various diploma and certificate programs, provide an excellent starting point for a School of Theology. Concordia is currently conducting a review of our MA program. The review will include ways in which the program can be improved and expanded to make it more appealing and useful for a much wider variety of potential students.

Concordia’s School of Theology will respond to the universally-agreed-upon need within our society for Ethics. Breaches of standards of personal or professional ethics fill the media. There is clear demand for ethical training for public servants, business leaders, and members of various professions. As a branch of Philosophy (arguably) requiring a religious foundation, Concordia’s School of Theology has the opportunity to respond to this need. Concordia already offers significant programming in the area—one Religious Studies Ethics course, two Philosophy Ethics courses, two Business Ethics courses, one course on professional ethics within the field of Psychology, another course within Political Science, other courses in our professional after-degree and graduate programs.

A Concordia School of Theology would almost certainly develop more certificate or diploma programs at both the graduate and undergraduate levels. Building on our strength in Philosophy of Religion, we could develop a certificate in Christian Apologetics. We could bundle courses from our Applied Religion program and Psychology program to develop a certificate in Christian Counselling. Other potential certificate into the future may be certificates in such areas as Biblical Studies, Church History, Systematic/Comparative Theology, Christianity and the Arts, Christianity and the Academy, Religion and the Natural Sciences, or Philosophical Theology. Visiting scholars would be engaged to supplement our own faculty.

6.5.4.1 CENTRE FOR PERSONAL AND PROFESSIONAL ETHICS

The institution is already in the midst of considering Ethics as a central focus within its undergraduate programming. A Centre for Personal and Professional Ethics will be created to meet a clear societal need. Related to this Centre, the School of Theology could bring to-



gether our current offerings in Ethics and build upon them to create significant new opportunities. Courses could be developed to provide professional development in Ethics to working professionals. Courses would be bundled into Certificates or Diplomas. These may provide Ethics credentialing for public servants, working professionals, and members of industry. Courses and programs could focus on ethical challenges within distinct areas—ethics in business, ethics in health care, ethics and the law, ethics in politics, the ethics of the environment, the ethics of international relations. A Centre for Ethics could also sponsor conferences, workshops, host presentations and debates, and provide a place for scholars in the area of Ethics to come together to collaborate. Reinforced by the possible addition of a professional ethicist on Concordia’s Faculty, Concordia’s School of Theology could take this opportunity to distinguish the institution by meeting this societal need.

6.6 CONTINUED COMMITMENT TO UNDERGRADUATE EDUCATION

As a university, Concordia is also committed to maintaining and enhancing academically rich programs in Arts and Science for students who are intellectually gifted and who will be in the forefront of a knowledge-based society. Only such graduates will be equipped with the breadth of knowledge, skills, and attributes necessary for fast-changing professions and careers in an equally fast-paced economy. Concordia will therefore increase its research-intensive focus, as already demonstrated by the several hundred-thousand dollars in research grants received this year by virtue of initiatives of Concordia’s faculty. This success is partially based upon Concordia’s ability to grant masters’ degrees. A particular focus will be enhancing the research skills and experience of all students.

Concordia will therefore serve qualified students in Arts and Science, maintain consistent cohort-based enrolment in programs like Education and Environmental Health that are currently at their maximum capacity and continue to expand access to its Bachelor of Management program.

Quality of Programs

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

Access to Programs

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

Support for Programs

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

Review of Programs

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

Building on the success of its block transfer agreements in Management with Grant MacEwan College, NAIT, Grande Prairie Regional College, Keyano College, and Red Deer College, Concordia will continue to articulate agreements with post-secondary partners to increase accessibility and learner choice. Further collaborations are envisioned, especially with the University of Lethbridge. Also, new opportunities afforded all 26 Campus Alberta institutions through the eCampusAlberta consortium that will facilitate Concordia's ability to build into its programs enhanced distance delivery and distributed learning methods to provide opportunity for students who are not able to obtain their education on site. Course offerings during weekend, evening, and spring and summer session will be reviewed to provide opportunity for those who are unable to attend weekday sessions.

Concordia has increased space to accommodate a significant number of additional students by the building of the Hole Academic Centre. During the next three years, Concordia will also manage its financial resources efficiently to maintain the affordability of its education to all students.

6.7 STUDENT LIFE AND LEARNING

The initiatives above are something of a summary of Concordia's commitment to providing our students with the best possible university experience, helping students excel with their abilities and helping them overcome their disabilities.

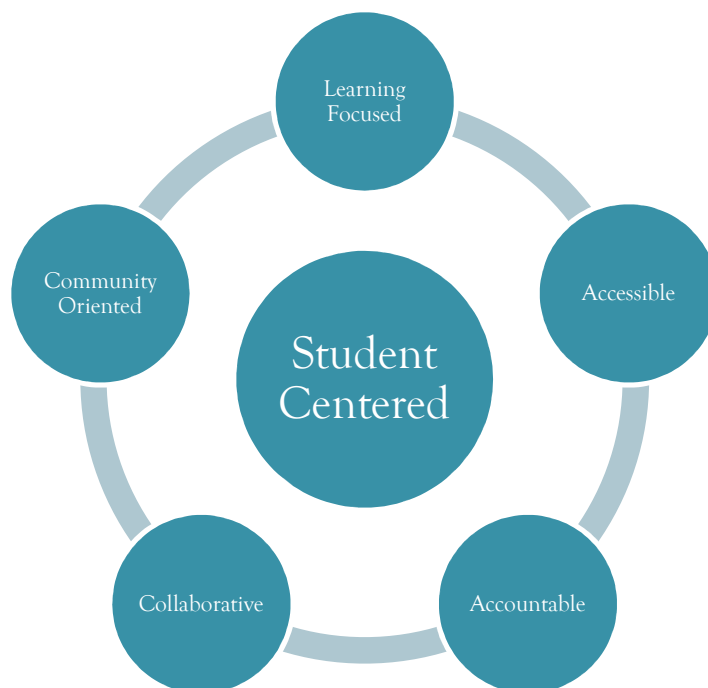
Concordia's Dean of Students, in conjunction with her team within the Student Life and Learning (SLAL) area, has developed a comprehensive approach to assist students in their academic career at Concordia.



The mission of our SLAL initiative is drawn from Concordia’s overall mission and the directional statements that inform all areas of student life at Concordia.

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 has adopted key accountability principles that are meant to guide discussions and decisions that are made in order to enhance and improve student learner outcomes.



The values identified in the diagram above provide a framework for student services providers to use in exploring their programs and services and are the driving forces for student services throughout Concordia. The principle at the centre of the model is “student cen-

tred.” This reflects the fact that, at Concordia, students are the priority. The remaining principles further articulate the values delivered by student services providers - values that are found in all aspects of the Concordia experience. (Note that the Access piece has been explored fully above).

6.7.1 STUDENT CENTRED

Concordia’s core purpose is to serve students and Student Life and Learning plays an integral role in helping students achieve their goals, become active in their community, and develop as lifelong learners. With limited human resources, all staff and initiatives focus on relevant, targeted, responsive, applicable, and appropriate services.

Goals

Services for students will be:

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

6.7.2 ACCOUNTABLE

Service providers are required to demonstrate evidence of service efficacy measured by key performance indicators. For example, in Career Services a new initiative of a Job Club, where a group of students met weekly with the Coordinator, Employment and Student Engagement to discuss career planning, resumes, job postings, interview techniques, etc. was launched in the Winter 2014 semester, and due to measurable indicators such as attendance, participation, and successful attainment of summer or career employment, new Job Club groups are planned for the coming academic year.



Goals

Services for students will be:

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

6.7.3 COMMUNITY ORIENTED

Service providers purposefully provided services that develop a sense of community and responsible citizenship. For example, in the 2013-14 year, a weekly mixer for International and Canadian students allowed International students to build connections with domestic students while practicing their conversational English skills in a relaxed, welcoming environment.

Goals

Services for students will provide:

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

6.7.4 COLLABORATIVE

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

Goals

Services for students will encourage:

- sharing of knowledge and best practices

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

6.7.5 LEARNING FOCUSED

Student Life and Learning staff ensured services for students are aligned with, and support, Concordia's Academic Plan. For example, this included engaging students and supporting faculty demonstration of Concordia's career leadership.

Goal

Services for students will:

- be aligned with Concordia's future Academic Plan

Concordia has won several awards and significant recognition in the area of student accommodation, including recognition from AACL for our work with students with profound disabilities. Yet this is not without cost. Alberta Innovation and Advanced Education recognizes the extra cost in accommodation of students with special needs (Concordia serves over 90 such students): and these needs span learning issues such as ADHD to accommodation for deaf and/or blind students, to students with more severe handicaps that require special assistance. Unfortunately, while a grant of some \$46,000 has been allocated to meeting these needs, the resources provided by AIAE do not even cover the cost of helping one of our deaf students, as demonstrated below. It follows that it is the tuition paid by students without special needs that supplements the services to students with such needs as no other funding is available. Concordia's administration fears the point at which it may have to claim financial exigency and limit acceptance of students who require extraordinary services.

6.8 RETENTION GOALS

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

- **Goal 1:** To assist with the creation and maintenance of an organizational climate and educational environment conducive to student achievement and the



cultivation and promotion of connective relationships, which foster retention persistence, and graduation rates for our students.

- **Goal 2:** To promote academic programming designed to assist students in their successful matriculation.
- **Goal 3:** To promote instructional support services designed to assist students in their successful matriculation.
- **Goal 4:** To recommend the provision of a range of curricular and extracurricular student services and activities that enhances and diversifies the quality and breadth of the undergraduate experience.
- **Goal 5:** To examine and make recommendations on a comprehensive approach that addresses the financial needs of students and the use of financial resources to support student persistence.

6.8.1 RETENTION PLAN TARGETS

Concordia’s Retention Plan set the following targets for the 2013-14 Academic Year, which were met as follows:

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

Concordia’s Retention and Persistence numbers from Fall 2012 to Fall 2013 are presented below. The 2013-14 numbers will be available following census day in September 2014, and at that point used to benchmark year-to-year retention rates.

Retention 2012-2013	Persistence 2013-14
Bachelor of Arts 3 year: 67.97%	Bachelor of Arts 3 year: 91.02%
Bachelor of Arts 4 year: 68.09%	Bachelor of Arts 4 year: 89.52%
Bachelor of Management: 82.00%	Bachelor of Management: 94.64%
Bachelor of Science 3 year: 52.24%	Bachelor of Science 3 year: 87.67%
Bachelor of Science 4 year 71.52%	Bachelor of Science 4 year 92.20%
Open Studies (Undergraduate): 30.09%	Open Studies (Undergraduate): 72.81%



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

Among the retention initiatives implanted is the piloting of an Introduction to University course titled University Foundations 199. This will add to the already implemented successful on-boarding/orientation activities, first-year learning communities, early alert supports, supplemental instruction programming, and student feedback through focus groups and regular surveying.

The 2014-15 academic year will see the addition of a Learning Services position within the Student Life and Learning team. This new position will focus on supporting the academic careers of students through peer mentoring, tutoring, and academic honor programming. Crucial components of student retention under the influence of an institution include curricular and co-curricular activities that foster a sense of connection to the campus community leading to commitment to the institution and intrusive advising and support.

The primary goal of the Retention Task Force for the 2014-15 academic year is the development and implementation of Faculty Academic Advising. The Retention Task Force will collaborate with Concordia's Academic Services to promote and support high quality academic advising.



6.9 ENROLMENT PLAN

6.9.1 ENROLMENT GOALS

Concordia is endeavouring to develop a realistic enrolment strategy in view of the considerations explored above, and will do so in consultation with Noel-Levitz. Included in these considerations is a more aggressive local and international strategy, which includes engaging in the initiatives that are sponsored by the Association of Universities and Colleges in Canada (AUCC). While fiscal constraints precluded Concordia’s participation in the Brazil mission that it had sponsored, Concordia pursued its own course, and at a cost of under \$3000 capitalized, on the experience and relationships of its VP International to secure a number of memoranda and exchanges already described above. It is clear to Concordia’s administration that the establishment of duplicate programs at various post-secondary institutions in the capital region leaves many seats unfilled, including those at Concordia. To fill those spaces, other markets need be explored, and Concordia is compelled to expend its resources to pursue those markets. The enrolment projections in Table 2 are the conservative estimates predicated on a shrinking domestic demographic (Table 1), variable economic conditions, and unrealized international participation. Subsequent CIPs are expected to present a more optimistic picture, as strategies of the “Concordia Tomorrow” initiative are effectively implemented.

Table 1: Demographic Trends

Population by Grade (2013/14)	Edmonton	Calgary	Alberta	Approx. Year Born	Typical University Entrance - September
Grade 12	13783	17198	66826	1997	2014
Grade 11	9141	12537	48091	1998	2015
Grade 10	9166	12513	48472	1999	2016
Total	32090	42148	163389		

Table 2: Enrolment Projections

***Programs with high International enrolment and demand**

	Census	Census	Projections for 2014-2017 CIP		
	2012/13	2013/14	2014/15	2015/16	2016/17
Arts & Science	937	944	960	975	980
Education	127	127	130	133	130
Management	131	114	115	117	140
Environmental Health	34	38	40	40	40
*Information Systems Security Management	36	43	45	48	55
*MISAM	4	9	11	14	15
MA	10	4	5	6	7
Graduate Certificates in PH		22	20	20	20
Open Studies	140	115	120	123	127
Total	1474	1416	1446	1475	1514
Actual (Estimated) Graduates	288	277	(265)	(295)	(330)

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

Furthermore, Concordia's enrolments continue to be challenged by Alberta's economy. Though still in slow recovery, the draw of potential learners into the workforce for immediately lucrative jobs remains strong. This situation is exacerbated by lower numbers of high school graduates, increased seats in available undergraduate degree programs at institutions such as Grant MacEwan University, which, due to their much higher public funding models and profile, are able to offer significantly lower tuition than Concordia.

A case in point, already highlighted above, is Concordia's Management degree program. It has receded to levels that correspond to initial expectations, rather than the explosive growth it experienced during its first four years. 114 FLE students were enrolled in the Management program this past fall and winter terms. With the immanent placement of our



first fully dedicated Dean of Management and a reinvigoration of our Management Advisory Council, we continue to anticipate a recovery in the Bachelor of Management program in view of a significant re-evaluation of its current position within the Edmonton post-secondary market. Concordia intends not only to recover, but return to a 200+ FLE enrolment in the Management program within this decade.

The demand for seats in our professional programs continues to increase. The B.Ed. (After Degree) program, for example, currently has 85 applications for its 70 first-year seats. The program ran slightly over full capacity during this past year and we expect this to continue well into the future.

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

The Master of Information Systems Security Management program received well over 100 applications this year, mostly from international students. Interest is constant. Nevertheless, it is accurate to say that this program has also been under some staffing stress in light of the overwhelming demand. While the majority of students are International Visa students, opportunities to recruit students in Calgary present the real possibility of engaging a larger number of Alberta and Canadian students.

In summary, Concordia is still able to accommodate more seats in its undergraduate programs and is taking aggressive steps to fill those seats. We remain committed to the goal of becoming even more accessible to Alberta learners. We continue to be at our current full capacity in our after-degree professional program in Elementary Education, but are seeking to expand our capacity in our other after-degree and graduate programs.

6.10 DEVELOPMENT OF ACADEMIC PLAN

At Concordia, the development of the Academic Plan began with the “Concordia Tomorrow” process. It had been recognized that our university needed updated vision, mission and values reflecting the changes in the institution, including those of size, programming and outreach into the community. The resulting Mission, Vision and Values statements describe the preferred future for the institution and our graduates.

With new life in the institution’s vision, the President undertook to draft a consultation paper. “Concordia Tomorrow: Toward an Academic Plan” (August 2011) was shared. The President outlined the need for change through the identification of key stressors for the

institution and proposed twelve conceptual proposals for consideration. Each academic unit was asked to meet and respond to the document that fall. Thus began the deliberations for academic planning.

The Academic Planning Task Force consisting of representatives from academic units across the University was convened in June 2012 with the mandate of developing the Academic Plan by Summer 2013. In Fall 2012, a program manager was introduced into the program to focus on achieving this goal. During November and December 2012, a series of small-group consultations were held with faculty to identify key priorities for Concordia's academic plan and to begin ideating about strategies for achieving these priorities. The priorities and key strategies were presented to Faculty Council and the Board in January 2013. During January and February 2013, the small-group consultations continued with the service groups on campus, including student life, marketing and recruiting, internationalization, admissions and registrar, career services and the library. The University Academic Council heard the outcomes of these consultations and undertook in late February to hold sessions to brainstorm on some future academic structures, changes to the core curriculum and research directions. A first written draft of an academic plan was presented to the Academic Planning Task Force in April 2013.

6.10.1 PRIORITIES FOR A FUTURE CONCORDIA

In order to achieve the institutional overarching goals and support the directional statements, Concordia's faculty categorized its key academic goals into five broad priorities:

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

The emphasis on distinctiveness is a discrete priority as the institution has suffered due to a lack of awareness in the community of Edmonton. Not only is this a goal for the marketing departments; this must be a goal for the academic programs and faculty in order to offer clients a distinct choice within this marketplace. Two further priorities focus on Concordia's intention to provide a student-centred approach to all activities through both the academic offerings and the other services and opportunities on campus. The latter two priorities focus on developing and supporting the faculty and staff so that they can better serve our clients. Concordia will strive to develop a rich academic environment that enables students, professors and supporting staff to experience intellectual and professional growth.

6.10.2 STRATEGIES TO ACHIEVE THE ACADEMIC PRIORITIES

With the five academic priorities clearly in mind, the consultation process was used to delve into ideas for achieving these priorities. Many proposed strategies cross over several of the priorities and so an emphasis will be placed on those strategies that provide the greatest return while others will be supported through long-term initiatives. Some strategies are institution-wide while others will require each faculty, department or program to apply the ideas in the most effective manner. Our ability to implement strategies will necessarily depend upon available financial and personnel resources. We have the flexibility over the next five years to change directions if it makes sense to do so. As such, **these fifteen** strategies are intended to provide a set of directed initiatives that are congruent with the five academic priorities and the institution's overall goals.

- *Strategy #1: Concordia will articulate the nature of its faith foundation in such a way that it is appealing to those who share, as well as those who do not share, that specific foundation.*
- *Strategy #2: The faculty and administration will undertake to implement an effective academic structure such that students and programs are well supported administratively and that provides clear pathways for departmental reporting and faculty development.*
- *Strategy #3: Faculty will identify an updated "Concordia Core" curriculum that fulfills the requirements of the Campus Alberta Quality Council approvals, demonstrates clear learning objectives, and provides all students with the basis of skills needed for any degree program they desire to pursue towards their career goal.*
- *Strategy #4: The Academic Portfolio Task Force will continue to develop the five key abilities we desire for all our graduates and investigate mechanisms to insert these abilities into the learning objectives of the core and/or programs.*
- *Strategy #5: The faculty departments will work to ensure that degree programs, minors, and courses are increased in flexibility to support student transitions and career goals as well as interdisciplinary studies.*
- *Strategy #6: The faculty departments will articulate the learning outcomes for each program, provide mechanisms to achieve these outcomes in each*

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

- *Strategy #7: Faculty will demonstrate Concordia's career leadership by organizing existing offerings into effective career streams to support student choices for entering professional programs, professional careers, graduate schools, and other career plans.*
- *Strategy #8: Faculties will explore and implement methods that allow students to experience practical work in the fields whether as practicum work, student-faculty research initiatives, or other relevant activities.*
- *Strategy #9: Encourage Concordia's three-year degrees by ensuring programs support students in transitions to professional schools. Further consider the development of certificates and diplomas to provide alternative education choices to a wider variety of students.*
- *Strategy #10: Enhance academic advising and support of students from their first year through to graduation.*
- *Strategy #11: Support larger-scale cross-disciplinary research initiatives, especially those that support research needs in the local community creating societal connections for our faculty and students.*
- *Strategy #12: Promote and share the scholarly activities of the university community with our students and community in a more conscious and deliberate matter.*
- *Strategy #13: Integrate internationalization activities into the academic outcomes of the university including opportunities in the areas of teaching, research and collaboration, and service to global communities.*
- *Strategy #14: Conscientiously develop opportunities for the mentoring and development of faculty and sessional instructors. Recognize the need for work-life balance in the academic community and provide mechanisms to support faculty and staff in creating balance.*
- *Strategy #15: Inter-departmental and inter-institutional opportunities can be used to enhance the skills within the university faculty and encourage*



development of relationships that support an increase in student numbers to our institution through recognition.

6.11 RESEARCH

This year Concordia implemented a new administrative structure in the area of research. The role of the Dean of Research and Graduate Studies was divided into two separate positions: the Dean of Research and Faculty Development and the Dean of Graduate Studies and Program Development. New administrators have been appointed to each position. Despite financial constraints, Concordia's Dean of Research and Faculty Development has made advances that have served to enhance Concordia's research culture. Through the Dean, Concordia is now a member of the Canadian Association of University Research Administrators and has representation on the Stakeholder Engagement Committee of the Canadian Research Knowledge Network.

Concordia continues to provide support for faculty research through leaves, reductions in teaching for research purposes, and funding for conference attendance and other research purposes. New policies have been approved and implemented that are designed to enhance faculty access to such opportunities through open-ended application dates and the institution of new categories of internal research grant funds.

This year Concordia developed a new 5-year Strategic Research Plan and subsequently applied for a Tier 2 Canada Research Chair in Analytic Philosophy of Science and Religion.

6.11.1 IRP SUMMARY

The guidelines for the CIP state that in the current year a comprehensive submission of a new research plan is not required. Concordia, can, however, highlight that a centre of excellence has been established through resources granted by SSHRC. In 2011 Concordia was awarded a \$90,000 Aid-to-Small-Universities (ASU) grant for a three-year pilot project to include the creation of The Centre for the Study of Scholarship and the Christian Faith, which exists under the auspices of Concordia's Faculty of Graduate Studies and the Religious Studies Division. This \$90,000 in funding has been renewed through to 2017 as a result of a successful re-application to the SSHRC ASU grant program.

A second major development has been the establishment of the Canadian Centre for Inclusive Education Research. The Centre is based at University of Western Ontario with regional hubs in each province. A number of universities across the country are involved. And Con-



cordia has been chosen to represent Alberta. An application for funding to SSHRC in the 2014-2015 academic year is planned.

Through its involvement in this and similar ventures, Concordia continues to develop as a significant contributor on the international scene to inclusive education research. It is of note that Tim Loreman, one of Concordia's professors in the Faculty of Education, is an associate investigator as part of a successful AusAID Development Research Awards Scheme Grant of \$AUD 1,087,391 to support the research project entitled "Developing and testing indicators for inclusive education in the Pacific - empowering, evidence-based, and effective practice." The principal investigator in this project is Umesh Sharma at Monash University in Melbourne. This project involves scholars from a variety of international universities in Australia, Asia, the UK and the Pacific Region and will run for approximately four years.

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

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

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

6.11.1.1 GOAL 1 ESTABLISH A FOCUSED INFORMATION AND COMMUNICATIONS TECHNOLOGY CENTER

Concordia has developed niche graduate programs in the first two areas above: the Master of Information Systems Security Management (MISSM), launched in January 2006; the Master of Information Systems Assurance Management, launched in September 2012 and a number of graduate certificate programs in Public Health, as well as diploma and certificate programs in Psychology, launched over the last two years. The Systems Security Department, the Environmental Health Department, and the Psychology Department have all generated applied research in their respective areas. The Mathematics Department does not have a graduate program, but the main researcher in that area is actively involved in a collaborative project with researchers at the University of Saskatchewan and the University of



Alberta. This research has been supported by MITACS, NSERC, and a Concordia research grant.

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

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

6.11.1.2 GOAL 2 DEVELOP CONCORDIA'S STRENGTH IN PUBLIC HEALTH

Concordia presently offers a Bachelor of Environmental Health (After Degree). The Public Health Department has also developed and is now offering Public Health graduate certificate programs in the following areas: Leadership, Strategic Communications, and Vulnerable Populations. These programs are designed as stand-alone professional upgrading programs, but they can also be used to ladder to a Master of Public Health, once it is approved.

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

6.11.1.3 GOAL 3 DEVELOP CONCORDIA'S STRENGTH IN ELEMENTARY EDUCATION

As noted above, Concordia is committed to the establishment of a Canadian Centre for Inclusive Education Research. Concordia had been informed by Jacqui Specht (UWO) that a consortium of university researchers, including Dr. Tim Loreman at Concordia, was successful in 2011-2012 in obtaining an initial \$20,000 grant from SSHRC to write a comprehensive proposal for the creation of a *National Centre for Inclusive Education* that will be located at the University of Western Ontario. The initial application was not successful this past year, but we plan to apply to SSHRC again in 2014-2015. In this full proposal we will be asking for

several hundred thousand dollars from SSHRC, some of which will be allocated to Concordia.

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

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

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



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

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

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

6.12 COMMUNITY

6.12.1 COLLABORATION: ALBERTA-BASED

6.12.1.1 LIBRARY

Concordia actively participates in local, provincial, regional, and national library cooperatives including the NEOS Library Consortium, The Alberta Library (TAL), the Council of Prairie and Pacific University Libraries (COPPUL), and the Canadian Research Knowledge Network (CRKN). Concordia library staff members contribute time and expertise to these and other cross-sectoral planning associations such as the Library Association of Alberta (LAA) and the Alberta Association of Academic Libraries (AAAL).

Locally, the Concordia library is working closely with the Edmonton Public Library and the University of Alberta to establish an “L-Pass” service so that Concordia Students, Faculty, and Staff can easily make use of EPL’s physical and online collections using their CUCA ID cards. This partnership, coupled with the long-standing NEOS consortium partnership, allows students to utilize the collections of most public, academic, health, and government



libraries in the Edmonton area and avoid duplicating collection expenditures on commonly held items.

At the provincial level, Mr. Dan Mirau, Concordia’s Library Director, was recently re-elected to a two-year term as Chair of The Alberta Library, the province’s non-profit, cross-sectoral library corporation whose mission is to strengthen Alberta communities through collaboration. Key initiatives of The Alberta Library are the TAL Card program, a service allowing members of any TAL member library to borrow and return materials from any other TAL member library, and electronic resource licensing, providing group discounted access to key academic journal and e-book resources. Mr. Mirau also led the provincial development of the AAAL Resource Sharing Agreement in which 28 academic libraries have committed to providing free interlibrary loan services to one another. Also on the provincial level, Mrs. Karen Hildebrandt, Assistant Library Director, was elected Vice-President (President Elect) of the Library Association of Alberta. LAA provides continuing education and networking/communication opportunities to Alberta’s library community and plays a leading role in the organization of The Alberta Library Conference, a key opportunity for government and library organizations to collaborate.

For a full list of the collaborative partnerships maintained by the Concordia library see: <http://library.concordia.ab.ca/policies/collaboration.php>

6.12.1.2 BLOCK TRANSFERS

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

6.12.1.3 RESEARCH COLLABORATIONS

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

B.Ed. (After Degree)	More than 100 schools in over 30 public and separate school districts across the province, in addition to a number of accredited independent Christian schools, have been providing student practicum opportunities for our students.
	Many school teachers from area public and separate jurisdictions, as well as senior graduate students and professors

	from Alberta’s universities, participate as instructors in our program or provide instructional support for practicums.
Bachelor of Environmental Health (After Degree)	Each year at least 20 practica are normally administered through the Capital Health Authority, other health authorities in Alberta, and three authorities outside Alberta.
4-Year B.A. in Applied Psychology	More than 60 sites are available for field experience opportunities.
4-Year B.Sc. in Chemistry	Collaborative discussions and agreements have been occurring with companies like Sherritt, Celanese, and DeGussa.
Bachelor of Management	Collaboration and support is being provided from 12 members of the business community through their participation in the program’s advisory committee. Special lectures given in classes by members of the business community.
Master in Information Systems Security Management	24 persons from 17 firms and agencies have provided advice on the design, development, and delivery of the program.
Aboriginal Programs	Collaboration and support are being provided by the Edmonton aboriginal Education Council, Northern Alberta Development Council, and the aboriginal Educational Counselors’ Conference.
Career Development Diploma Program	Two firms have collaborated on program delivery. Other companies and individuals have consulted on program development and delivery.

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

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

STRATEGY	PERFORMANCE INDICATOR
Explore opportunities for strategic cooperation with other institutions.	Plan produced.
Engage in discussions with other institutions, especially the University of Lethbridge.	Discussions and negotiations engaged in.
Secure collaborative agreements achieving the following goals:	Agreements secured.
Expand the educational opportunities available to our students.	Expanded opportunities made available.
Minimize the number of undersubscribed senior-level sections by course delivery collaborations with other institutions.	Undersubscribed senior sections reduced.

6.12.2 COLLABORATION: GLOBAL NETWORKING

Concordia has signed student and faculty exchange agreements with the University of Hamburg and the Pontifical University in Rio de Janeiro. Four students from Hamburg have attended Concordia over the last four academic years. Concordia's Master of Information Systems Security Management program has been enrolling numerous students from India, China, Nigeria, Pakistan, Chile, Saudi Arabia, and the United Arab Emirates. Another 300 applications have been received for this program for the Fall of 2014.

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

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

Concordia continues to work closely with the International Office of AIAE, along with a consortium that includes the Universities of Alberta, Calgary, Lethbridge, as well as SAIT and



MacEwan, to engage in a student internship initiative with several universities in Saxony, Germany. This has been put into effect, and the project is underway bearing the title:

Internship Abroad: Alberta Saxony Program

(<http://www.international.ualberta.ca/goabroad/InternshipsAlberta-Saxony.cfm>).

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

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

6.12.3 COMMUNITY ENGAGEMENT

Concordia has been part of the Edmonton community for 93 years and actively engaged in its cultural, social and artistic development. Below is an outline that summarizes this engagement. Concordia has as one of its goals the provision of meaningful educational, cultural, and social activities for the community as an extension of Concordia's mission.

STRATEGY	PERFORMANCE INDICATOR
<p>Host presentations and forums on issues of community concern.</p> <p>Concordia site used as an emergency response location.</p> <p>Continue to provide performances and opportunities for community involvement through Concordia's School of Music community ensembles:</p> <ul style="list-style-type: none"> ➤ Concordia Community Chorus ➤ Concordia Symphony Orchestra ➤ Festival City Winds ➤ Singspiration summer camps. <p>Expand opportunities for children in the realm of athletics and team sports by establishing new summer sports and recreation programs.</p> <p>To expand opportunities for children in academic areas of interest in summer programs.</p> <ul style="list-style-type: none"> ➤ Science Camps <p>To provide the appropriate F.T.E. level of support for coordinating these activities.</p>	<p>Events hosted.</p> <p>Concordia proved to be significant in response to the Slave Lake fires as a processing centre for affected individuals and families.</p> <p>Community Chorus continued Orchestra involvement continued. Band activities continued. Singspiration camps continued.</p> <p>Number of athletics camps greatly increased.</p> <p>Summer academic camps established.</p> <p>Science Camps Continue</p> <p>Necessary support secured.</p>

7 PLAN FOR FINANCIAL SUSTAINABILITY

7.1 FINANCIAL INFORMATION

Concordia's commitment to maintaining financial stability is reaping results, as at fiscal year-end 2013-14 Concordia has a projected surplus of \$954,730. This is as a result of



modest increases in revenue (largely attributed to international student enrolment growth), increases in facility rental and student housing revenue, and improved investment income. Increased revenue is offset by reductions to operational expenses totaling \$251,770 when compared to expenses in 2012-13. These are largely a reflection of reduced facility maintenance costs, general reduction in operating costs, and management staffing reduction.

Maintaining fiscal stability remains a priority in light of the continued economic uncertainties in Alberta and throughout the world. Going forward, the current 2014-15 consolidated budget is a break-even budget. It recognizes no increase to the provincial operating grant, and that tuition will increase approximately 1.75%. Enrolment is expected to increase by 60 FLE.

Graduate professional program tuition and foreign student increment will increase 6.5%. The budget anticipates sufficient cash reserve to cover loan repayment obligations of approximately \$461,077 and capital expenditures of \$392,000.

Internal efforts geared at improving recruitment and retention of students are expected to result in modest enrolment increases in the next two years. In particular, a number of co-operation agreements reached with universities in countries in virtually every continent create prospect of increased international student enrolment. Resulting increased tuition coming from domestic and international students will help to enhance fiscal stability.

7.2 TUITION PROJECTIONS

Tuition increases for most undergraduate programs will be aligned with cost of living increases. Average tuition increase for the next three years is expected to be 1.7% each year. Specific graduate professional programs and international fees are under review and expected to increase more significantly. The fee structure for these special circumstances will increase in line with market tuition rates at other similar institutions in Canada.

Preliminary enrolment forecasts for 2014/15 suggest a modest increase in student enrollment despite lower tuition rates as less expensive university education is available at MacEwan and the University of Alberta. The three year forecasts increase in tuition revenue resulting from moderate enrollment growth is approximately 3% per year.

7.3 SUSTAINABILITY

7.3.1 REVENUE PROJECTIONS

Government grants account for some 46.5% of all revenue coming into Concordia. Prospects for limited growth in future government funding will require that Concordia find innovative ways to reduce operational costs through improved efficiencies in overall operations. It is not possible to anticipate completely what consequences reduced funding will have for the years of this CIP until after completion of discussions with other Alberta post-secondary institutions. Concordia continues to engage in some very extensive restructuring and re-evaluation of every aspect of its operations.

7.3.1.1 REVENUE-GENERATING ACTIVITIES

Concordia must optimize opportunities for revenue generation in order to realize its goals within the milieu of economic restraint and restricted government funding. Three streams of revenue can be partly directed by internal strategies: revenue from tuition, auxiliary activities, and donations. In addition to consultations with the provincial government and other post-secondary institutions, an integrated planning process will help to identify specific revenue-generating initiatives.

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

Most significant new enrolment growth is likely to come from graduate professional programs that include Master of Information Systems Security Management (MISSM), Master of Information Systems Assurance Management (MISAM), and new graduate program initiatives in Applied Psychology and Environmental Health. A search is in progress for a new Dean of Management as a step in reorganizing the program in a way that may attract more students. Increased enrolment in undergraduate arts and science programs are also noted for the 2014-15 academic year. This trend is likely to continue. Generally speaking, Concordia can sustain addition of another 500 – 1000 students without significant incremental increase to faculty and operational support.



In addition, as already mentioned, initiatives to develop new cooperation agreements with other international universities are resulting in increased foreign student enrolment. Currently, as of winter 2014, 105 international visa students are enrolled at Concordia. This is expected to increase to 115 students in fall 2014.

Auxiliary revenue will be enhanced by expanding conference services and other rentals of the Concordia facilities. As funding is available, residence space will be expanded to accommodate larger student and public audiences for conference residence spaces. Renovations of several spaces at Concordia are anticipated to improve facility marketability. Designs are in place to build a new residence/conference centre, and this will be implemented depending on securing additional funding of \$10 million.

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

7.3.2 COST EXPECTATIONS

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

- Increases to compensation costs that may result from job reclassification or union contract settlement.
- Difficulty in attracting needed administrative competencies.
- Major costs associated with upgrades to IT services
- The possible effect on debt servicing costs in the event of rising interest rates
- Limited resources for the accommodation of special needs students

Sensitivity to salaries in the external labour market is needed to ensure that Concordia retains or attracts quality faculty and staff. Pressure to increase salaries is partly alleviated as a result of the recent directives for a salary freeze from the provincial government, but the need for a compensation review of all staff and faculty has been identified.

A two year collective bargaining agreement was signed with faculty in February 2013, without any adjustment to compensation. Compensation will likely be the main discussion point in the next round of negotiations. Faculty Association agreed to extend the agreement one more year until June 2016.

Discussions with faculty in regard to compensation are also part of ongoing dialogue for the next two years as part of a memorandum of understanding negotiated in the Concordia collective agreement. Pressure for upward adjustment of some salaries in order to match market may place financial stress on Concordia over the four-year horizon. Longer term, appropriate market adjustments will stabilize compensation and ensure that Concordia's pay scales are consistent with the external market place.

Another challenge for Concordia is to attract needed senior administrative competencies to manage the diverse complexity of a small university that functions in a time of rapidly changing priorities and restricted government funding. Not having the required leadership in some key areas may become a bottleneck to implementing needed program and operational adjustments and changes. To alleviate this potential risk, Concordia seeks more collaboration and sharing of management resources with its peer colleges and universities.

Rapidly changing technology requires continual renewal of IT equipment and software. The need for a robust and integrated ERP system has been identified and discussed above. Much institutional energy has been expended in addressing the need to replace existing student information and business office systems. Costs of such conversion will be substantial.

Another concern for Concordia will be the effect of possible rising interest rates on the cost of borrowing. Concordia currently carries in excess of \$9 million in medium- to long-term debt. Interest costs at current rates are in excess of \$450,000 per year. Although a large part of the debt is locked in at a fixed rate, an increase of even one or two percentage points at the time of renewal could significantly affect interest costs. Interest rates appear to remain stable in the foreseeable future.

7.4 STATEMENT OF EXPECTED REVENUE AND EXPENSES

Forecast of revenue and expense until the end of fiscal year 2016/2017 are shown in Table 3. The forecast reflects operating expenses and revenue on an accrual basis that includes amortization and recognition of deferred revenue and expense. Capital expenditures are excluded from this forecast (see Part 8 Capital Plan). For fiscal years 2015/16 and 2016/17, operating deficits are forecast assuming moderate enrolment growth and no government funding increases. Internal restructuring or postponement of major financial acquisitions may be needed to alleviate these deficits.



Table 3: Forecast Operating Revenue and Expenses (including capital outlay and excluding non-operational revenue and expense)

	Actual 3/31/2013	Unaudited 2013-14	Budget 2014-15	Forecast 2015-16	Forecast 2016-17
Revenues					
Student Fees	\$10,494,930	\$ 10,729,824	\$ 11,315,377	\$ 11,826,571	\$ 12,429,108
Government Grants	11,826,506	12,062,218	12,005,024	12,084,813	12,326,509
Investment Income	59,731	48,543	75,000	153,750	157,688
Donations	71,239	162,104	58,000	59,160	66,208
Other Grants	128,400	122,400	120,000	108,000	105,840
Miscellaneous Income	168,176	242,193	379,433	387,022	394,762
Academic Services	10,818	8,216	6,000	6,120	6,242
Auxiliary Services	1,614,559	1,733,880	1,744,000	1,776,180	1,811,704
Student Activities	404,492	287,962	340,590	321,902	328,340
Amortization Deferred Capital Contributions	236,864	250,581	-	-	-
Designated Revenue	177,651	-	-	-	-
Total Revenues	25,193,366	25,647,921	26,043,424	26,723,518	27,626,401
Expenses					
Capital Asset Amortization	1,255,817	1,279,231	1,293,058	1,318,919	1,345,297
Teaching Operational University Arts, Science and Education					
Humanities Division	1,695,831	1,871,692	1,557,666	1,738,973	1,846,779
Science Division	2,411,007	2,444,926	2,299,812	2,603,265	2,693,872
Social Science Division	1,765,668	1,880,933	1,811,877	1,888,947	1,948,946
Management	757,700	744,480	750,423	775,242	788,479
Religious Studies Division	598,989	634,483	624,754	632,341	651,355
Education	1,225,846	1,035,831	966,327	1,017,077	1,033,741
Continuing Education	508,262	286,125	161,443	164,886	169,351
Professional Programs	1,124,047	1,161,170	1,419,706	1,586,032	1,653,973
University Arts, Science and Education	10,087,351	10,059,640	9,592,008	10,406,763	10,786,496
Academic Administration	895,429	894,320	1,207,399	1,280,036	1,286,669
Total Teaching Operational	10,982,780	10,953,960	10,799,407	11,686,799	12,073,165
Academic Support	3,352,090	2,744,679	2,871,305	2,985,270	3,068,121
Student Services	606,688	707,970	710,722	627,788	621,156
Institutional	3,319,658	3,227,990	3,670,892	3,765,503	3,818,906
Operations and Facilities	3,832,428	3,836,083	4,331,431	4,563,369	4,672,800
Auxiliary Services	1,324,991	1,287,828	1,304,569	1,316,771	1,365,856
Student Activities	910,918	1,460,298	1,682,394	1,691,001	1,720,834
Transfers to Other Funds	-	-	-	-	-
Inactive Accounts	-	-	-	-	-
Total Expenses	25,585,369	25,498,038	26,663,778	27,955,420	28,686,135

Table 3 (continued)

NET SURPLUS/(DEFICIT)	\$ (392,003)	\$ 149,883	\$ (620,354)	\$(1,231,902)	\$(1,059,734)
Add Back Amortization	1,018,953	1,086,757	1,082,467	1,076,635	1,107,764
Subtract: Loan repayment	(469,061)	(485,541)	(461,077)	(470,475)	(485,498)
ADJUSTED SURPLUS/(DEFICIT)	\$ 157,889	\$ 751,099	\$ 1,036	\$ (625,742)	\$(437,468)

Cash flow forecasts for the current and following fiscal years are reflected in the tables and depicted in the graphs below. This cash balance is typical at March 31 and is normally depleted during the months of April through June. Typically, Concordia has to access its line of credit during the summer months.

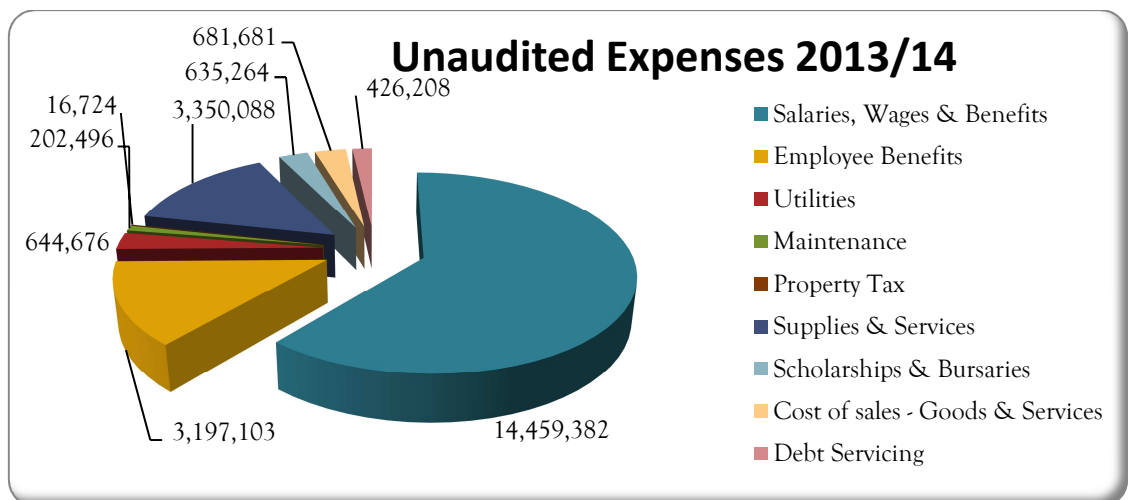
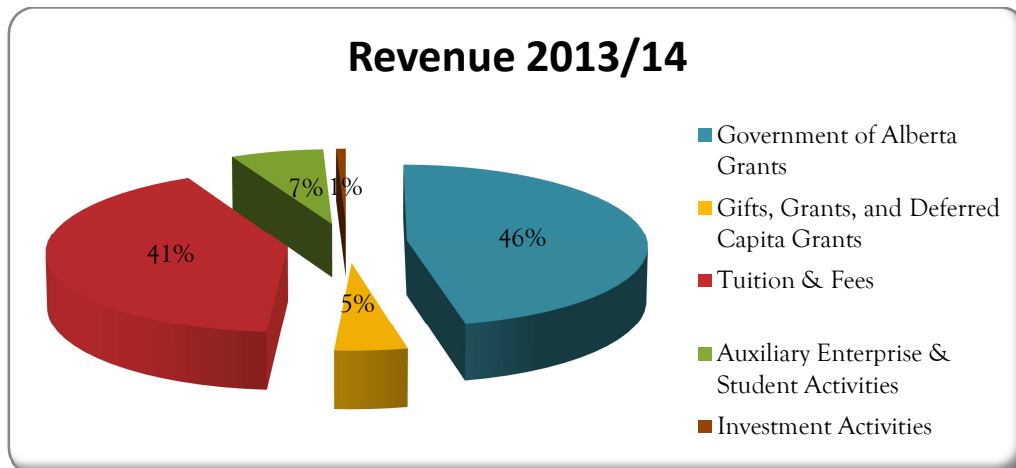




Table 4: Cash flow forecast 2011/12, 2012/13

Net inflow (outflow) of cash related to the following activities	2013-14	2012-13
Operating		
Surplus (deficiency) of revenue over expenditure	\$ 954,730	\$ 344,657
Items not involving cash:		
Amortization of capital assets	1,337,338	1,318,243
Loss/ (Gain) on sale of capital asset	(3,838)	3,245
Amortization of deferred capital contributions	(250,584)	(237,533)
Donation of Capital Stock	-	-
Realized (gain) loss on sale of investments	-	-
Unrealized (gain) loss in fair value of investments	(117,070)	(70,943)
	1,920,577	1,357,670
Change in non-cash working capital:		
(Increase) decrease in accounts receivable	(128,719)	47,970
(Increase) decrease in bookstore inventory	58,954	(4,723)
(Increase) decrease in prepaid expenses	(46,246)	59,356
(Decrease) increase in accounts payable and accrued liabilities	219,726	(312,657)
(Decrease) increase in deferred revenue	286,525	296,931
(Decrease) increase in funds held in specially designated funds	84,272	(26,655)
Investing		
Capital assets purchased	(844,424)	(1,517,684)
Proceeds from sale of capital assets	31,765	22,363
Proceeds from sale of investments	-	-
Investments purchased	(160,799)	(114,337)
Financing		
Increase in deferred capital contributions	75,339	114,158
Increase in endowed funds	5,459	3,482
Proceeds capital loan - 112 Ave properties.	-	625,000
Repayment of revolving demand loan	-	-
Repayment of demand capital loans	(217,944)	(218,996)
Repayment capital loan	(4,343)	(4,343)
Repayment capital acquisition loan	-	-
Repayment of capital leases	-	(11,835)
Repayment capital loan 112 Ave. properties	-	-
Repayment of term loan	(262,016)	(250,065)
	(403,505)	257,401
(Decrease) increase in cash	1,018,126	65,635
Cash, beginning of year	2,581,516	2,515,880
Cash, end of period	3,599,642	2,581,515

7.5 BUDGET ASSUMPTIONS

The budget for 2014/15 forecasts an operating excess of \$1,036. This includes net amortization expense of \$1,231,902 and revenue recognition from deferred capital contributions of \$250,000. This provides sufficient cash reserve to cover loan repayment obligations of approximately \$461,077 and capital expenditures of \$392,000.

Proposed tuition increases are 1.7% for undergraduate programs and 6.5% for graduate professional programs. International fees will increase on average 6.5%. Internal efforts geared at improving recruitment and retention of students are expected to result in modest enrolment increases in 2014/15 and 2015/16.

Government grants will be unchanged in fiscal year 2014/15. Total operating expenses are expected to increase by approximately 2.2%.

New faculty hires are for Dean of Management, MISSM, English, and Psychology. We have also made provision for new lab instructor and a recruitment officer. These staffing increases are offset by staffing reductions in other areas. For example a retiring language professor is being replaced by sessional staff while a language program revision is being considered.

Operational staffing actually decreases over 2014/15 as a result of staffing cuts made during the 2013/ 14 fiscal year. A number of positions remain vacant and are not likely to be filled.

Employee benefit costs are expected to remain stable. Concordia has little control over these increases as they are largely attributed to fluctuating pension valuations. This presents a challenge considering existing constraint on government funding and revenue from student sources.

7.6 DEFICITS

Although a marginal operating surplus in 2014/15 is predicted, going forward operating deficits of \$625,000 and \$437,000 are forecast respectively in 2015/16 and 2016/17.

Measures are being taken to eliminate these deficits. Hopefully new sources of revenue can be found from ancillary operations and increasing enrollment. In addition, reduction in operating expenses through internal rationalization and collaboration with other post-secondary institutions will be needed.



7.7 TUITION

Tuition costs vary depending on the choice of program. Generally speaking, Concordia's tuition and fee structure for a full time student are 20% higher than the cost of attending an equivalent program at the least costly public university. These higher fees reflect the fact that Concordia is an independent post-secondary institution that receives proportionately less funding (on a per student basis) than many other post-secondary institutions.

Proposed tuition increases of 1.7% for undergraduate programs and 6.5% for graduate programs have been rolled back subject to a one time government grant to defray the revenue implications of a tuition freeze. International fees will increase on average 6.5%. Internal efforts geared at improving recruitment and retention of students are expected to result in modest enrolment increases in 2013/14 and 2014/15.

Table 5: Projected Undergraduate Tuition and Fees 2011-12 to 2014-15

Tuition Fees	2013/14	2014/15	2016/17	2017/18
Tuition/Credit Hour	275	280	285	290
Full time cap (30 Credit Hours)	6,875	7,000	7,125	7,250
Mandatory Fees	741	771	784	797
Total Fees per FLE	7,616	7,771	7,909	8,047

As a percentage of total revenue, tuition and fees represent approximately 42% of total revenue. If government funding does not keep up with inflation over the next three years, the proportion of revenue from tuition and fees will gradually increase. Sources of revenue in proportion to total revenue are shown in Table 6.

Table 6: Concordia University College of Alberta Sources of Revenue

Sources of Revenue	2013/14		2012/13	
Government of Alberta Grants	12,057,218	47%	11,804,310	47%
Gifts, Grants, and Deferred Capita Grants	1,177,706	5%	1,325,151	5%
Tuition & Fees	10,758,288	42%	10,514,739	41%
Auxiliary Enterprise & Student Activities	1,732,750	7%	1,611,624	6%
Investment Activities	179,727	1%	100,360	0%
	25,905,689		25,356,184	

8 INTERNATIONALIZATION

8.1 INTRODUCTION AND OVERVIEW

As the Internationalization Strategy of the 2012-2015 CIP demonstrates, Concordia University College of Alberta has set in place the frames of a comprehensive, institutional internationalization with the establishment of institutional partnerships, a growing web of international recruiters, the new academic plan which includes in its strategy 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”. This corresponds to Strategy #13 of the Academic Plan which seeks the improvement of international student services, the creation of a new English for Academic Purposes Program and increasing global awareness on campus. As anticipated in our previous internationalization strategic plan, an internationalized campus will attract partnerships and international students.

Specific strategic measures have been put in place in order to the success of this strategy with specific assessments being carried out during the next three years.

8.2 MISSION, VISION, VALUES

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

MISSION

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

VISION

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

VALUES

Institutional reputation and profile recognized locally, nationally and internationally.



- Concordia’s mission as a Christian university serving the public.
- Various worldviews, experiences, and generational attitudes.
- Various accommodation requirements.
- Equality of treatment and opportunities for all in Canada’s pluralistic society.
- Awareness of difference and diversity.
- Faculty who support Concordia's mission.
- Administrators and staff who contribute to Concordia’s mission.
- Appropriate human resource planning to support the ongoing mission in spite of the constant challenges of competition for scarce human resources.
- Collaborative opportunities with community partners and other educational institutions.
- Environmental sustainability.

8.3 KEY AREAS: PEOPLE, IDEAS, PLACES, PROGRAMS, GLOBAL AWARENESS.

8.3.1 PEOPLE

Where we were

Until 2011 Concordia did not have international recruitment, but the students arrived by searching for Concordia and/or by word-of-mouth for certain popular programs such as the Master of Information System Security Management; and their numbers were small - under 3% of the student population. If professors went abroad for teaching and research it was mainly on an individual initiative basis.

In early 2012 we decided:

“Concordia will recruit and attract undergraduate and graduate students and exchange fellows in service, research and teaching, creating greater diversity and enriching its campus life and learning. Concordia will aim to increase the geographical representation among international students and their numbers.”

Internationalization at Concordia at a Glance

Concordia had three partnerships in 2011. Since May 2012, emphasizing specific geographical areas such as Brazil, China and France, in keeping with Federal and Alberta Government strategies for cooperation, Concordia has signed MOUs with:

Latin America and Caribbean

[Universidad de Congreso \(UC\), Mendoza, Argentina](#)

[University of the West Indies \(UWI\), Cave Hill, Barbados](#)

[Universidad del Valle \(Univalle\), Cochabamba, Bolivia](#)

[Pontificia Universidade Catolica do Rio de Janeiro \(PUC-Rio\), Rio de Janeiro \(RJ\), Brazil](#)

[Pontificia Universidade Católica do Rio Grande do Sul \(PUCRS\), Porto Alegre, RS, Brazil](#)

[Universidade Estadual do Rio Grande do Sul \(UERGS\), Porto Alegre, RS, Brazil](#)

[Universidade Luterana do Brasil \(ULBRA\), Canoas, RS, Brazil](#)

[Centro Universitário UNILASALLE, Canoas, RS, Brazil](#)

[Universidade de Santa Cruz do Sul \(UNISC\), Santa Cruz do Sul, RS, Brazil](#)

[Centro Universitário UNIVATES, Lajeado, RS, Brazil](#)

[Universidade de São Paulo \(USP\), campus Ribeirão Preto \(FEARP\), SP, Brazil](#)

[Universidade de Sao Paulo \(USP\), Faculty of Philosophy, Letters and Human Sciences \(FFLCH\), in Sao Paulo, Brazil](#)

Universidade Feevale, Novo Hamburgo, RS, Brazil

[Pontificia Universidad Católica de Valparaíso, Valparaíso \(Chile\)](#)

[Instituto Tecnológico de Santo Domingo \(INTEC\)](#)

[Universidad de Monterrey \(UEM\), Monterrey, NL, Mexico](#)

Where we are and want to be in 2017

To achieve this, we have:

Created the new position of the Assistant to the International Office and hired a French person holding a Master of International Relations. This position fills a vital gap in supporting our international students and administering our international relations.

Started developing recruitment and marketing. We have been taking advantage of ICEF workshops for North America and engaged in agreements with several dozens of agents worldwide. The number of international students has increased to 8% of the student population in 2014. We aim to reach 15% by 2017.

Started exploring the expansion of financial aid available to international students as well as to domestic students going abroad. We are participating of discussions on the federal level aiming to create scholarship for outgoing students.

Started student exchange: Our new institutional partnerships

are encouraging Concordia students to seek opportunities to study abroad and are enrolling a higher number of foreign exchange students.



Assessed and enhanced support and student services, advising and mentorships, integrating current services and creating new ones: integrating international students into Concordia student life thanks to the creation of an English Club and by organizing events to discover Edmonton, the International Office being a centre of information and advice about studying abroad (for Canadian students) and studying in Canada (for international students), establishing partnerships with cultural associations, with the City of Edmonton, enhancing international students reception and orientation (pre-arrival and on site), and creating the “Buddy program”.

Valued multiple and positive experiences, cultural experiences and knowledge that new members bring to the university and nurture their potential. The annual “International Days” were created raising awareness about different cultures, encouraging connections between prospective study abroad students and current; A Study Abroad Info Session once a semester was created to update the students about their growing international opportunities.

Started creating opportunities for exchange of faculty for short teaching/research terms abroad. Concordia is receiving visiting researchers from France and Brazil in 2014, and will be sending visiting researchers to Germany, France and Brazil in 2014/2015. Initial institutional grants for joint research projects have been approved.

Started exploring new academic and administrative models that incorporate and foster international exchange, such as the creation of the new position of Dean of Research and an Academic Research Committee (ARC) that is meeting regularly and is developing research and cooperation including international. The VP International is an advisory member of the ARC as well as of the committee of the Canadian Centre for Scholarship and the Christian Faith (CCSCF). A complete Study Abroad Procedure has been created and set in place.

Signed important agreements with government funded programs such as the Brazilian Science-Without-Borders program (Concordia has received 19 Brazilian students to date) and the Emerging Leaders of the Americas (ELAP) program (Concordia has received the first two students in 2014, and sees new applications to the ELAP rise to close to ten candidates for the 2014/fall intake.)

Started the creation of a Concordia International Alumni Network (CIAN) that cultivates lifelong engagements with the university. This is a work to be carried out by the collaboration between the International Office, the students associations and the President’s Office, generally in charge of alumni relations.

A crucial challenge is the lack of residences for students. Concordia needs to find the resources to implement the new housing construction plan.

8.3.2 CONCEPTS

Our goal is to increase participation in global research in all teaching fields. We have started research collaboration in the areas of Information Security, Psychology, Public Health, Biology and Religious Studies. Some of these will translate into joint publication.

- In our intent to “strengthen international participation in excellence areas of Concordia’s graduate schools”; we have signed the first two agreements in collaboration with partner universities in Russia and Nigeria for the two Masters of Information Security and Assurance Management. Concordia is starting conversation with a partner in France for research and exploring the possibility of cooperation in building the new Doctor of Psychology program in both universities. A mixed Concordia delegation (a professor, the dean of Grad. Studies, a French visitor and two students) will visit the French partner for that purpose in June 2014.
- Concordia is partnering and maintains regular consultation with Alberta Government in the different ministries, with the federal institutions, such as DFATD, CBIE, cultural communities in the Edmonton area, and is forging important ties to industry in view of coop and placements for domestic and international students, and is looking into reaching out to the international community in view of advancing academic, cultural and social development for a better world.
- With the intent of “fostering the creation – with an international outlook – of annual research fairs at Concordia whereby faculty, students and guest researchers showcase and present research activities and findings in all areas of the sciences and humanities and arts, engaging the local academic and cultural community”, as well as with industry, Concordia has approved a grant for a study visit at research fairs at partner institutions in Brazil in the fall 2014. A Concordia research fair may be started in 2015.
- Continue to raise awareness about international relations among faculty, staff and student body.



8.3.3 PLACES

Where we were:

Concordia had three old partnerships, signed by the former president in the late 1990s early 2000, one of which remains today, with the Jerusalem University College, Israel.

Where we are and want to be in 2017:

Currently Concordia has thirty-two signed partnerships that range from simple MOUs to student exchanges and research collaborations. Concordia intends to establish a greater number of new institutional partnerships, emphasizing specific geographical areas such as Brazil, India, China and France, which are part of Federal and Alberta Government strategies for cooperation.

Exchange agreements have been signed with more than 90% of the universities listed in the side-bars. Strategic cooperation in research and programming has begun with some of them.

Internationalization at Concordia at a Glance (cont.)

Asia and Eurasia and South East Asia

Altai State University, Barnaul, Russia.

[Capital Normal University \(CNU\) 首都师范大学, Beijing, China](#)

[Foshan University \(FSU\) 佛山科学技术学院 Foshan, China](#)

[Shenzhen University \(SZU\) 深圳大学, Guangdong, China](#)

[University of The Thai Chamber of Commerce \(UTCC\), Bangkok, Thailand](#)

Europe

[Université Bretagne-Sud \(UBS\), Vannes, France.](#)

[Université Catholique de l'Ouest \(UCO\), Angers, France](#)

[Institut Supérieur de Gestion \(ISG\), Paris, France](#)

[Internationale Hochschule Liebenzell \(IHL\), Bad Liebenzell, Germany](#)

[University of Iceland \(UI\), Reykjavik, Iceland](#)

[Fontys University International Business School, Venlo, Netherlands](#)

[Universidade do Porto \(UP\), Porto, Portugal](#)

[Universidad de Santiago de Compostela, Santiago de Compostela, Spain](#)

[Coventry University \(CU\), Coventry, United Kingdom](#)

Africa

American University of Nigeria (AUN)
Kenyatta University, Nairobi, Kenya

Member of Steering Committee for the Alberta-Saxony Internship Abroad Initiative

Partnership with Deutsche Telekom

Partnership with Brazil: *Science Without Borders* Program

8.3.4 PROGRAMS

Concordia has started developing flexible programming, inter- and trans-disciplinary collaborative initiatives and credit transfer agreements. We signed two joint venture agreements in the two Masters of Information programs with Altai State University in Barnaul, Russia and the American University in Nigeria. The 1+1 model is scheduled to start in the fall 2014. Concordia has created three new graduate certificates in order to benefit international audiences, such as:

- Graduate Diploma in Environmental Public Health Practice
- Graduate Diploma in Information Security
- Graduate Diploma in Information Systems Assurance

We are working presently on a new certificate in IT Management, targeted to professionals and international students.

We had planned in 2012 to create a Centre for English as a Second Language (CESL). To date we have gone further and created a comprehensive English for Academic Purposes (EAP) program in two levels, level 1 receiving students with the equivalent of an iBT4060 and level 2 with an iBT 6080. Both levels are four months each of full time study. This program is now accredited by Languages Canada. In addition, Concordia is creating an Intensive English Summer Program (IESP) for international students and newcomers, with a five-week duration, and summer camps for Chinese students including English lessons for two weeks (mediated by one of Concordia's agents.)

8.3.5 GLOBAL AWARENESS

Concordia aims to establish, maintain, and foster:

- an environment of open communication, care and mutual service that unite the international student community with faculty, staff and the administration, and the sense of reciprocal acceptance and respect under Concordia's ethical values.
- work, study, service learning experiences of projects with local cultural, ethnic community groups or abroad; organize and conduct international field work or study tours and international awareness days on campus.
- International and Intercultural interaction and awareness.
- workshops to help faculty members internationalize the teaching/learning process and curriculum, with emphasis on programs offered via distance education (cf. previous section)



- partnerships with governments, postsecondary institutions, communities and industry at home and abroad in view of advancing academic, cultural, economic and social development for a better world.

In planning and carrying out the activities stated in this plan, we are working in close communication with Alberta Innovation and Advanced Education, as well as the new federal International Education Strategy, following orientation of the Nelson Mandela Bay Global Dialogue Declaration on the Future of Internationalization of Higher Education (Port Elizabeth, 2014) and the Federal Internationalization Statement of Principles for Canadian Education Institutions, Ottawa, 2014.

Statistically, Concordia’s international students represent the following relative to the overall Concordia student population:

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
	Actual	Actual	Actual	Projected	Projected	Projected
Total Number of Students (HC)	1465	1414	1422	1446	1475	1514
Full Time (9+cr)	1300	1284	1293	1316	1345	1385
Part Time	165	130	129	130	130	130
FLE (12 cr)	1160.42	1154.5	1167.88	1196	1225	1264
International FLE	38	47	85	124	165	195
% International Students	3.2%	4%	7.2%	10.4%	13.4%	15.4%

International students studying at Concordia come from 33 different countries, with the largest complements from India, Nigeria, and Brazil (in that order).

9 INFORMATION TECHNOLOGY

Concordia's information infrastructure requires continual upgrades and maintenance. Internally, disparate information systems lead to inefficiencies which could be mitigated through a dedicated effort to improve integration. The student print/copy infrastructure is aging and in need of rearchitecture. Numerous opportunities for process automation exist, particularly in areas related to Student & Enrolment Services. A dedicated focus on enhancing Concordia's services on mobile devices is also required. Demand for bandwidth and connectivity continues to increase rapidly.

9.1.1 INFORMATION TECHNOLOGY GOALS

Developing private cloud infrastructure to further increase flexibility of our datacentres

- Continuing to enhance our online registration and other online services
- Further optimizing our lecture rooms for use with user-provided devices
- Increasing the participation of our IT staff in the academy itself, in the implementation of new course-specific technology such as simulators and course-specific apps
- Making video delivery and online participation facilities available to all instructors
- Enhancing our Moodle LMS as the centerpiece of the student's online experience
- Rearchitecting all internet-delivered services to take full advantage of mobile platforms
- Engaging the broader post-secondary community by sharing services and expertise with other institutions
- Integrating diverse on-campus information systems to enhance staff workflows as well as the student experience
- Redesigning student print/copy infrastructure to provide modern functionality to our students
- Establishing rich connectivity to research networks across Alberta, Canada, and beyond is necessary to effectively support graduate and undergraduate research activities



10 CAPITAL PLAN

In addition to routine facility maintenance, furnishings and equipment replacement, minor renovations, and acquisition of library books, Concordia has purchased property to move forward on plans to construct new student housing. This will be a major capital upgrade, costing approximately \$5 million. This building will be needed within the next two years.

In addition, preliminary plans are in place for a Health and Sciences Building on the Concordia campus at a cost of \$14 million. This project is contingent upon receiving funding through donations, federal grants and low-interest loans.

Capital budget for other internal upgrades for the next three years is shown in Table 7.

Table 7: Capital Budgets 2014-15 to 2016-17

	Buildings	Grounds	Furnishings	Equipment	Library	Total
2014-15	219,500	47,500	30,000	88,000	148,000	\$533,000
2015-16	245,200	24,600	33,800	96,400	100,000	\$500,000
2016-17	275,000	23,000	40,000	110,000	90,000	\$538,000

11 SUMMARY STATEMENTS

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

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

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



CONCORDIA
UNIVERSITY COLLEGE OF ALBERTA

APPENDIX

STRATEGIC RESEARCH PLAN

12 STRATEGIC RESEARCH PLAN

12.1 OVERVIEW

Founded in 1921, Concordia University College of Alberta (Concordia) offers students a university education in a Christian context. It is a member of the AUCC and, with a student population of approximately 1500 with 55 full-time continuing faculty members, is one of Canada's largest independent, non-profit, degree-granting institutions. Concordia has five faculties:

- The Faculty of Arts
- The Faculty of Science
- The Faculty of Management
- The Faculty of Education, and
- The Faculty of Graduate Studies

It also has an International Office and an Office of Research and Faculty Development. Concordia offers the following degree and graduate certificate programs: three- and four-year arts and science degrees; the Bachelor of Management degree; the Bachelor of Education (After Degree); the Bachelor of Environmental Health (After Degree); the Graduate Certificate in Public Health; the Graduate Diploma in Psychological Assessment; the Graduate Certificate in Psychological Assessment; the Master of Arts in Biblical and Christian Studies; the Master of Information Systems Security Management; and, the Master of Information Systems Assurance Management. Program development has been accompanied by a corresponding growth of Concordia's research culture, a growth that has been marked by increases in scholarly productivity and the amounts of external funding from a variety of sources.

Following extensive consultations with faculty in September and October of 2013, Concordia revised its previous Strategic Research Plan, defining and retaining four focal themes:

- the scholarship of learning and teaching,
- ethics and social responsibility,
- scholarship and the Christian faith, and
- natural and physical sciences.

Concordia proposes to position a Tier 2 Canada Research Chair in one of these areas, thereby adding to existing strengths and enriching the research opportunities for faculty and both undergraduate and graduate students. The focal areas are not limited to specific disci-

plines but are activities that connect many faculties and departments, and are multi-disciplinary in nature. Collaboration among individuals in different disciplines is a feature of the institutional academic plan and is aggressively pursued. Objectives of Concordia's Strategic Research Plan Strategic research objectives for Concordia have been devised based on information and direction from four separate sources. These sources include:

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

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

12.1.1 CONCORDIA'S RESEARCH OBJECTIVES

12.1.1.1 PROMOTE AN INSTITUTION-WIDE CULTURE OF SCHOLARSHIP AND RESEARCH

Concordia will therefore actively pursue the following:

- Articulate, define, and encourage research and scholarly engagement at Concordia
- Ensure the provision of an adequate policy environment to support research
- Focus faculty search initiatives to:
 - Fill new and replacement positions with candidates who have excellent records of research and scholarly work, and;
 - seek funding for a Tier 2 Canada Research Chair.
 - Provide reductions in teaching for research purposes and internal research grants.
 - Encourage faculty in seeking external research grants to support their research, including grants from SSHRC, NSERC, and other sources.
 - Provide sufficient and appropriate space, resources, and infrastructure to support research.

12.1.2 FACILITATION OF COLLABORATION

a) Concordia will need to identify and encourage areas of research and scholarly collaboration, including possibilities for

- Collaborations of faculty within a single discipline at Concordia.
- Interdisciplinary collaborations at Concordia.
- Cross-institutional collaborations within Canada.
- International cross-institutional research collaborations.

b) Take advantage of Concordia's small scale to promote faculty/student research opportunities and collaborations.

c) Cultivate and develop unique undergraduate and graduate programs that engage students in creative research.

d) Pursue community and business ties to encourage more community involvement and research partnerships with Concordia.

12.1.3 CONCORDIA WILL ENHANCE THE PROFILE OF RESEARCH AND SCHOLARSHIP

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

12.1.4 Focus on areas of research strength

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

- a) The scholarship of learning and teaching
- b) Ethics and social responsibility
- c) Scholarship and the Christian faith
- d) Natural and physical sciences Concordia will actively support and focus on research work in these areas, amongst others (and especially collaborative research), while at the same time recognizing that these themes do not encompass all of the research interests of faculty. Concordia will continue to respect the academic freedom of its faculty by also support-



ing legitimate research activities of individuals that do not necessarily align with these themes. Concordia faculty not working in these areas of strength will suffer no disadvantage, particularly with reference to attaining internal research grants, teaching reductions, and other forms of support.

12.2 MAJOR RESEARCH THEMES AT CONCORDIA

This section provides detail on areas of research strength at Concordia. It does not discuss all research activity in these areas but rather provides a sample of scholarly work in progress in a variety of disciplines.

12.2.1 THE SCHOLARSHIP OF LEARNING AND TEACHING

In keeping with the institutional emphasis on teaching excellence and providing an exemplary university education, many Concordia professors across the disciplines have dedicated their research energies to the development of pedagogical materials and to the scholarship of learning and teaching. Ethics and Social Responsibility Part of the central educational objective of Concordia University College of Alberta is to develop in students a sense of vocation that is enriched by a high standard of morality and of ethical awareness. This link between ethical and moral principles and their effects on real-life experience is reflected in the scholarly interests of the faculty, many of whom are involved in research that has a direct social, economic, or cultural relevance and benefit. Scholarship and the Christian Faith Concordia's focus on undergraduate studies in religion and its Master of Arts in Biblical and Christian Studies encourages a comprehensive approach to developing a high level of competence in research, writing, teaching and communication skills. Concordia also hosts the SSHRC funded Canadian Centre for Scholarship and the Christian Faith, led by Dr. Bill Anderson, that runs yearly conferences, disperses research grants, and runs the Canadian Journal for Scholarship and the Christian Faith. Members of the Philosophy and Religious Studies Department have produced a number of notable research achievements and continue to work in their respective areas. Natural and Physical Sciences Concordia University College of Alberta has built a record of high quality research in the natural and physical sciences. Members of the Concordia faculty have conducted pure and applied research in the sciences and have involved undergraduate students directly in research activities in many areas. As the university expands the challenge over the next five years will be to build on these research strengths and to establish a basis for the next level of development by increasing research support at this institution. Activities targeted at achieving the objectives of Concordia's SRP (2014-2018)

The following activities are identified as being helpful in achieving the four objectives of Concordia's Strategic Research Plan over the five-year period of the plan:

12.2.1.1 OBJECTIVE ONE: PROMOTE AN INSTITUTION-WIDE CULTURE OF SCHOLARSHIP AND RESEARCH.

- a) Provide a set of descriptors of forms of research and scholarship for faculty based on norms inherent in the various disciplines.
- b) Consider and implement strategies and opportunities for demonstrating the outcomes of scholarly as well as research activities.
- c) Assist faculty in planning, conducting, and disseminating their research and scholarly activity through the Office of Research and Faculty Development.
- d) Seek funding for a Tier 2 Canada Research Chair in April of 2014.
- e) Commence a formal review of all Concordia research policy in 2014.
- f) Provide opportunities for professional learning in the area of research grant writing.
- g) Provide institutional recognition for research accomplishments such as success with external grants, important publications, or external awards and recognitions for research.
- h) Consult faculty on barriers to research at Concordia with a view to reducing or removing these barriers where possible.
- i) Ensure hiring committees include research productivity in the criteria for hiring new faculty, and that the research record of applicants is carefully scrutinized and evaluated against norms for the discipline. j) Consider ways of supporting and developing the research agendas of new faculty members.
- k) Continue to provide course relief and/or internal funding to successful on-going projects and promising new ventures, increasing the amount of support provided as possible.
- l) Review internal research grant processes to ensure that they provide optimal support for faculty research.

m) Increase the institution's ability to provide the appropriate equipment and facilities to conduct research, and identify those areas that will require applications for external support.

n) Work with Concordia's library to provide support for researchers in both the collection and various library activities.

o) Work with Concordia's Information Technology department to ensure adequate access to the hardware, software, and databases necessary for research work.

12.2.1.2 OBJECTIVE TWO: FACILITATE COLLABORATION.

a) In partnership with the International Office identify areas for and facilitate the conduct of international research collaborations.

b) Provide assistance to faculty wishing to work with colleagues at other Canadian institutions.

c) Provide research grants to assist Concordia students involved in collaborative research with faculty.

d) Continue to participate in NSERCs Undergraduate Student Research Award program to enable students to work on research with faculty members in the Faculty of Science.

e) Set up research 'clusters' of Concordia faculty interested in working on collaborative projects in a common area. These might be interdisciplinary or within disciplines.

f) Provide informal opportunities for Departments to meet to discuss their research.

g) Consider how internal research grants might be used to facilitate collaborative research activities.

h) Work with the Dean of Graduate Studies and Program Development to identify areas of potential student-faculty research collaboration in existing programs or those under development.

i) Ensure that our nomination for the Tier 2 Canada Research Chair has experience in and/or is willing to pursue research collaborations.

j) Work with faculty to identify and engage in research partnerships with government, community agencies, or businesses.

12.2.1.3 OBJECTIVE THREE: ENHANCE THE PROFILE OF RESEARCH AND SCHOLARSHIP

- a) Enhance and maintain Concordia's research website.
- b) Develop promotional materials advertising Concordia's research strength.
- c) Institute a research presence at Concordia Open House events.
- d) Re-apply for an Aid to Small Universities grant to support the following project (current funding ends in 2014):
 - Internal research grants, awarded on a competitive basis
 - Maintenance costs for the Canadian Center for the Study of Scholarship and the Christian Faith and the networking, conference, and symposia activities of the Centre.
 - Development of the Journal of Scholarship and the Christian Faith
- e) Investigate the viability of an internal publication that highlights faculty research and scholarly engagement, to be distributed within and beyond the Concordia community.
- f) Enlist the assistance of the Communications Office to highlight Concordia faculty research and scholarly accomplishments in the external media and on the main Concordia website.
- g) Support a Visiting Research Professor program at Concordia. h) Support the 'Faculty Research Forum'. This is a series of public lunchtime lectures by faculty members on an aspect of their research.
- i) Support the hosting of academic conferences and research fairs.

12.2.1.4 OBJECTIVE FOUR: FOCUS ON AREAS OF RESEARCH STRENGTH

- a) Gain Canadian Council on Animal Care certification for an Animal Care Committee to enable research involving animals.
- b) Review policy and functioning of the Research Ethics Board to ensure that it is adequately supported administratively and functions according to the TCPS2 and Concordia policy.
- c) Ensure that the nominee for the Tier 2 Canada Research Chair has a strong record of research in one of the four identified areas of institutional research strength.



d) Safeguard academic freedom to allow faculty to conduct research and scholarly activities within the boundaries of their interests and the scope of their discipline. Support for Research and Scholarship Concordia supports faculty research and scholarship in the following ways:

1. Recognition that engaging in research and scholarship is something that all faculty members must do in order to fulfill their job requirements.
2. Administrative and infrastructure assistance and coordination from the Office of Research and Faculty Development.
3. Internal support for research through project funding. Awards are assigned on a competitive basis.
4. Financial support for conference and research travel.
5. The maintenance of a Visiting Research Professor program.
6. Time-release support through the policy for Reduction in Teaching Assignment for Research Purposes.
7. Time-release support through the policy for Sabbatical Leave.
8. Support for international research collaborations through Concordia's International Office.

12.3 ASSESSMENT OF SUCCESS

The implementation of this Strategic Research Plan is the responsibility of the entire Concordia community. Specifically, it will be the responsibility of the Academic Research Council to evaluate the implementation and progress of the Strategic Research Plan. All faculty members are required to submit an annual report of professional activities, with research activities being reported to the Dean of Research and Faculty Development. These reports, plus the special reports required of the holders of research grants and the recipients of reductions in teaching, will allow the Academic Research Council to monitor and assess the relative success of Concordia's plan. Improvements in the following areas will serve as indicators of success:

1. The amount of internal and external funding to support research.
2. The number of faculty peer-reviewed publications and conference presentations.

3. The number of peer-reviewed research grants and awards (such as SSHRC, NSERC, and other external grants) won by faculty.
4. The number of research activities occurring in each of the identified areas of institutional research strength.
5. The hiring of a Tier 2 Canada Research Chair.
6. The level of faculty engagement in research and scholarly activities measured by an increase in overall percentage of faculty participating in such activities as indicated in the annual report.
7. The level of student participation and collaboration in faculty research projects.
8. The number of research collaborations, both with Concordia colleagues and with colleagues at other institutions, including international collaborations.
9. The further legitimization of scholarly activity. Faculty will have participated in demonstrating and documenting scholarly activity not necessarily resulting in formal publication.

12.4 PLANNING AND APPROVAL PROCESS

Concordia's Board of Governors has approved this Strategic Research Plan after broad consultation with faculty and external stakeholders.