

BURMAN UNIVERSITY



Comprehensive Institutional Plan

2017 - 2020

June 30, 2017



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Executive Summary

Burman University is an independent, board-governed university authorized by the Minister of Innovation and Advanced Education to offer 3- and 4-year bachelor degrees. The University also offers certificate programs available to students registered in degree programs, and a rich array of community recreation as well as continuing education opportunities. Our mission in all of these endeavours is to educate students to think with discernment, to believe with insight and commitment and to act with confidence, compassion, and competence. Moreover, our programs support Alberta's overall objectives of adult learning system: accessibility, affordability, quality, coordination, and accountability.

In 2017, Burman University is welcoming a new president. Dr. Loren Agrey is returning to campus to serve as the twenty-fifth president. Dr. Agrey has previously served as a professor and the Vice-President for Academic Administration at Burman University. Since leaving Burman in 2010, Dr. Agrey has served as the president for Asia-Pacific International University in Thailand and Academic Dean at Kettering College for Medical Arts in Ohio.

Trends

Enrolment in September 2016 was 401 FLE, a 5% decrease from the previous year. The 2016 graduating class was the largest graduating class at Burman University which accounts for the drop in FLE. First year enrolment increased in 2016 which helped minimize the impact of the large graduating class. Administration anticipated a drop in enrolment and budgeted accordingly for the 2016/17 year. Management continues to work to maximize efficiencies and minimize costs without negatively impacting the University's growth potential.

Enrolment should steadily increase the next three years due to a series of relatively small graduating classes and expanded marketing. Most of the institution's increased marketing initiatives have focused on potential students in Central Alberta. A First Nations Metis Inuit Program Director has been hired to recruit and support students from the Maskwacis area. As a result of these new local initiatives there has already been an increase in applications from residents of Central Alberta. This is a welcome new trend because in order to meet the institution's strategic goals, student enrolment must consistently reach a minimum level of 500 FLE.

Burman University is anticipating a significant number of retiring faculty over the next 5 – 10 years. In 2017, roughly 10% of the faculty retired. One of the university's goals is to craft succession plans and use the opportunity of retiring faculty to hire well qualified researchers. More information is found in Appendix C.

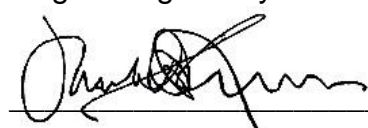
In response to the Ministry of Advanced Education's efforts to reduce program duplication in Campus Alberta, Burman University has strategically curtailed the number of proposals for new programs while taking steps to enhance the marketability of established programs. The institution now focuses on developing programs that are not yet widely available in Campus Alberta or Central Alberta. This trend will continue as the institution works to increase enrolment while carefully selecting which new programs to add.

The 2015-16 academic year was the institution's first year operating as Burman University. The name change continues to be extremely beneficial. It generated a great deal of interest in the institution in Central Alberta while clarifying to all that the institution's degree programs are CAQC approved and open to all qualified applicants. Concurrent with the name change was the launch of the institution's multi-faceted and ongoing effort to convince all who live in Lacombe that Burman University is "their" university.

Accountability Statement

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

Original Signed By



Mark Johnson
Chair, Board of Trustees

Institutional Context

VISION

Burman University will be the school of choice for those students who desire a quality education in a Christian setting that values individual achievement and the spirit of community renewal.

MISSION

Burman University will educate students to think with discernment, to believe with insight and commitment and to act with confidence, compassion, and competence.

CORE VALUES

Burman University is committed to the ideals and vision found in the teachings of Jesus Christ and therefore holds and models the following values:

EXCELLENCE

Burman University will be committed to excellence. It will prepare its graduates for success in the workplace, graduate studies and professional schools. Its faculty and administration will value exploration of new possibilities and potentials. Campus planning will focus on ensuring facilities and resources provide an environment of excellence. High quality student life and spiritual programs will encourage strong personal and spiritual growth.

SERVICE

Burman University will be known for the high level of its service to its students and all other constituents and stakeholders. It will model relationships that are caring and compassionate. Its academic programs and extra-curricular activities will enable employees and students to actively involve themselves in service and mission while at the University and in their future careers.

SPIRITUALITY

Burman University will nurture students' spirituality by engaging them in an unwavering search for a deeper relationship with God. It will be faithful in supporting the mission and beliefs of the Seventh-day Adventist Church. The University will invite employees and students to find balance in their lives and show their faithfulness to God through their personal choices and commitments. It will be a community of worship that will promote healthful living, respect for the environment, and a love of God and the Scriptures.

INTEGRITY

Burman University, its employees and students will act with integrity. They will be known as transparent and honest in all their dealings and will show intellectual integrity when dealing with complex and difficult issues. Burman University will provide an environment of academic freedom; employees and students will exercise that freedom with

responsibility by remaining loyal to the core values of the University.

COMMUNITY

Burman University will be a community where every person counts. Students will be mentored and supported in their academic, spiritual, social and physical pursuits on a welcoming, inclusive and safe campus. Faculty and staff will experience a community that encourages personal development and places a high regard on teamwork and servant leadership. Students as well as employees will have a voice in bringing positive change to the community.



Consultation Process

The internal consultation process that guided the preparation of this comprehensive institutional plan started from the grassroots. A sub-committee (akin to the Self-Study Committee for our program cyclical reports) convened group meetings to discuss the current state of the various departments/schools and envision their future. These meetings included different stakeholders including faculty, student groups, support staff, alumni. The results of these consultations were shared at the Deans and Chairs meetings.

The Academic Master Plan Committee worked on plans for development and improvement for the university. Their work, summarized as the Strategic Initiatives 2016-2021 Academic Master Plan, was sent to the Faculty council for consultation and discussion, before being recommended to the President's Cabinet.

During their visioning sessions, the Board of Trustees at various times discussed, reviewed and recommended different strategic directions as part of the planning process for this report. This is where the Board and the President's Cabinet took a bird's eye view of the current state and future of the institution.

Where program proposals are involved, the department/school chairs responsible for the proposals involved the department or school along with the Vice President for Academic Administration. Together they drafted the proposal, which included rationale and expected outcomes of the new program, major, minor, or concentration, including the relationship of goals and objectives to the mission, values, and institutional strategy of Burman University. An advisory committee, appointed by the Academic Committee, read the proposal and made recommendations. The chair and the VPAA revised the proposal, after consulting with the Advisory Committee. The proposal was then presented to Academic Committee to ensure academic quality and then to Cabinet for financial implications. If the draft proposal was approved, the department Chair and the VPAA then approached external reviewers for comment. The report was then considered by the VPAA, the department Chair and the Advisory Committee to take appropriate actions and to write a response for recommendation.

The Academic Committee, Faculty Council and the President's Cabinet considered the final report. Approval was required from all three bodies for the proposal to proceed. The proposal was then directed to the appropriate governing body for approval. The Director of Student Finance was informed to ensure appropriate steps are taken to facilitate funding arrangements for the program, and the Office of Marketing and Enrolment Services was advised for marketing purposes.

The overall process we followed in developing this CIP also included external consultation with local individuals, community organizations and local businesses, associated with different departments, external advisory committees for departments and the local Lacombe Research Station. We also had informal system-wide consultation and collaboration with other Alberta Independent Post-Secondary Institutions during our Academic, Financial, and Student Services Vice Presidents' meetings.

On the whole, the outcome of both internal and external consultations greatly influenced and informed the quality and content of this year's CIP. It has become clear that Burman University is working in concert with other post-secondary institutions in the province to provide excellent education for young Albertans here at home.

This Comprehensive Institutional Plan was prepared under the Board's direction. The actual writing of this report was coordinated from the office of the Vice President from Academic Administration. Different sections were completed by the President's office, the Vice President for Financial Administration, Director of Computer Services, Director of Quality Assurance and Faculty Research, Office of the Registrar and Admissions, and Vice President for Marketing and Enrolment. The Executive Summary was written by the Chair of the Board of Trustee. The draft report was approved by the President's Cabinet.

Goals, Priority Initiatives and Expected Outcomes

Accessibility

Burman University believes that every Albertan should have the same opportunity to obtain a post-secondary education. As the only degree-awarding institution in Central Alberta, we offer educational opportunities that support the needs of the community, and Aboriginal students are provided the support and accommodations they need to be successful. Burman University has a number of strengths it brings to the post-secondary education environment. As a small institution, it provides a strong teaching environment. As a faith-based institution, its market rarely conflicts with other institutions in Alberta, and it has the capacity to bring students into post-secondary education in Alberta from outside the province, including internationally, who would otherwise most likely take their education outside the province or country. A significant portion of those out-of-province students decide to live and work in Alberta after graduation and thus end up contributing to the provincial economy. The Seventh-day Adventist Church has a strong history of education and financially supports Burman University and provides a stable context of North American support (12 other post-secondary institutions in North America).

Affordability

Since Burman University is not a public post-secondary institution and is thus not regulated by the province's Public Post-secondary Institutions' Tuition Fee Regulation, the University is not required to hold tuition fee increases to the rate of increase in Alberta's CPI or to consult with its student body on tuition fee increases. Nonetheless, Burman University does not wish to create undue financial pressures for its students. Over the next two academic years Burman University expects to increase tuition approximately 3% per year from \$12,960 in 2016-17 to \$13,740 in 2018-19. Student fees will also increase as costs dictate.

Quality

Burman University is committed to providing excellent education to Albertans here at home. It prepares its graduates for further learning and success in the workplace, and enable graduates to continue to make important contributions to Alberta's economy, society, culture and environment. Our campus planning focusses on ensuring facilities and resources provide an environment of excellence. High quality student life and spiritual programs also encourage strong personal and spiritual growth.

Coordination

There is a diversity of programming across our curriculum. There is also a coordination across disciplines to minimize duplication, allowing for the better use of our resources. A number of these strengths provide opportunities in the context of provincial and

regional post-secondary trends. According to Government of Alberta forecasting models, the province will face labour shortfalls in the fields of recreation, education, physical, applied and natural science, business, and health science during this decade. The need for increased spaces in Health Science career training provides a significant opportunity for Burman University. Health Science programs fit well with Burman University's mission. Enabling students to act with confidence, compassion, and competence means, in part, equipping students with the skills they need to meet the mental, social, and physical needs of the communities in which they will find themselves after graduation. The Seventh-day Adventist Church has long emphasized physical well-being.

To meet the needs of the province, the desires of its students, and the institution's long-term goals, Burman University signed a memorandum of understanding with Red Deer College in 2014 that allowed a cohort of students a Burman University experience while they pursued a University of Alberta undergraduate nursing degree at Red Deer College. However, due to the fear of impending budget cuts, Red Deer College suspended entry into the program for the 2015-2016 academic year. Nonetheless, Burman University also intends to pursue the feasibility of adding programs in Allied/Public Health.

Quality Goals, Priority Initiatives and Expected Outcomes

Type	Description	Expected Completion Date
Goals		
G1: Access	Increase enrolment to a stable minimum of 500 FLE students.	September 30, 2020
G2: Access	Develop greater awareness and ownership of Burman University among its various constituent groups.	May 30, 2020
G3: Access	Increase enrolment of First Nations students, and improve policies and understanding of First Nations issues in line with the Truth and Reconciliation Recommendations	On-going
G4: Access	Fully remodel and expand the library.	August 15, 2020

G5: Access	Develop a comprehensive student mental health strategy	August 15, 2018
G6: Affordability	Develop a resilient financial base for campus operations.	May 30, 2020
G7: Quality	Enhance the Burman University student experience.	May 30, 2020
G8: Quality	Ensure the delivery of a consistently high quality educational experience	On-going
G9: Quality	Ensure the delivery of a consistently high quality educational experience through increasing the research involvement of faculty.	On-going
G10: Quality	Ensure the delivery of a consistently high educational experience through creating practical learning experience opportunities for students.	On-going
G11: Quality	Ensure the delivery of a consistently high educational experience through creating identifiable plans to focus on the integration of faith and learning.	On-going

Priority Initiatives (Linked to Goals)		
P1a	Increase the number, amount, and awareness of scholarships for students coming from Central Alberta's public high schools and transfers from area colleges.	September 30, 2020
P2a	Present each year 10 appealing public events that promote physical, mental, or emotional wellness.	May 30, 2020

P2b	Increase promotion and advertising of University events in Central Alberta newspapers and radio station.	May 30, 2020
P3a	FNMI Program Director recruits FNMI students and supports their progress on campus	September 30, 2020
P3b	Burman University's School of Education fosters collaboration with Maskwacis Cultural College	September 30, 2020
P3c	FNMI Program Director helps develop policies appropriate to FNMI students and develops program to increase campus awareness and understanding of FNMI culture.	September 30, 2020
P4a	Development of architectural plans for a remodeled and expanded library.	September 30, 2017
P4b	\$2 million raised for Phase 1 of the library remodel and expansion.	September 30, 2018
P5a	Retrain university counsellor and train relevant units e.g., students services staff and resident hall deans on mental health issues.	August 15, 2018
P5b	Sensitize campus community on mental health issues.	August 15, 2018
P6a	Hire a Comptroller who will research and implement money saving strategies and policies.	September 30, 2017
P6b	Implement changes in the Office of Advancement that will result in more effective institutional fundraising.	September 30, 2017

P6c	Reduce electrical consumption by transitioning to campus-wide LED bulbs.	September, 30, 2019
P7a	Find collegiate athletics membership for the men's and women's basketball teams.	May 30, 2018
P7b	Expand career counseling services and resources for students.	September 30, 2017
P7c	Provide proactive training on strategic campus computer information and communication technologies to campus community.	On-going
P8a	Increase courses listed in Alberta Transfer Guide.	On-going
P8b	Submit phased applications to the Ministry and to CAQC to offer additional degree programs.	Starting Fall 2018 through September, 2020
P8c	Revise student evaluation forms of courses to better capture student experience of variations in course delivery.	August 30, 2017
P9a	Continue to require sustained faculty research output through tightening of research reporting requirements.	September 30, 2017
P9b	Provide additional funding and/or release time to allow for research.	May 1, 2019
P10a	Locate local sites for internship, co-op and practicum experiences.	August 30, 2018
P11a	Review the literature and develop a wide variety of best-practice, discipline appropriate models for faculty to use.	August 30, 2018

Expected Outcomes (Linked to Priority Initiatives)		
EO1a	A yearly average of 40 1 st year Burman students who graduated from a Central Alberta public high school.	September 30, 2019
EO2a	10 successful events promoting wellness	September 30, 2018
EO2b	Increased community attendance at University events.	May 30, 2018
EO3a	An opening enrolment of 15 FNMI students.	September 30, 2019
EO3b	Policies in place, and documented number of events featuring awareness of FNMI culture.	September 30, 2019
EO4a	Architectural plans and drawings completed.	September 30, 2017
EO4b	Donors have contributed or pledged a total of \$2 million for the first phase of the library remodel and expansion.	September 30, 2018
EO5a	Policies in place, and documented number of campus-wide events featuring awareness of mental health issues.	August 15, 2018
EO6a	A three-year period of implementation of cost-cutting strategies and policies that result in a 1% reduction in operating costs per year.	September 30, 2019
EO6b	A yearly 5% increase in contributions by alumni and friends for three consecutive years.	September 30, 2019

EO6c	Reduce consumption of electricity by 15%.	September 30, 2019
EO7a	Collegiate athletics membership application approved.	May 30, 2018
EO7b	Career counselling services for students expanded.	September 30, 2017
EO7c	Training on-going and continuous	On-going
EO8a	Majority of Burman University courses listed in the Alberta Transfer Guide	September 30, 2018
EO8b	Program submission: a) To offer a 4-year Liberal Studies (BA and BSc) degrees (built on the University's current 3-yr. General Studies BA and BSc programs); b) to offer a Physical Education Specialization or 4-year degree in an Allied/Public Health area	Starting September 30, 2018
EO8c	Revised student course evaluations in place.	September 30, 2017
EO9a	New reporting forms being used.	Ongoing
EO9b	Additional funding in budget.	May 1, 2019
EO10a	Internship sites in place.	August 30, 2019
EO11a	Best practices known and adopted.	August 30, 2019

Appendix A: Financial and Budget Information

Plan for Financial Sustainability

Burman University's Board of Trustees received a balanced budget for 2017-18. The operating budget is \$17.7 million, which is a very slight increase over the \$17.7 million 2016-17 annual budget.

The Alberta government grant administered through Advanced Education is a significant component of the University's income. Stable and predictable funding adjusted for inflation is required for the University to continue offering excellent post-secondary education and avoid deficit budgets.

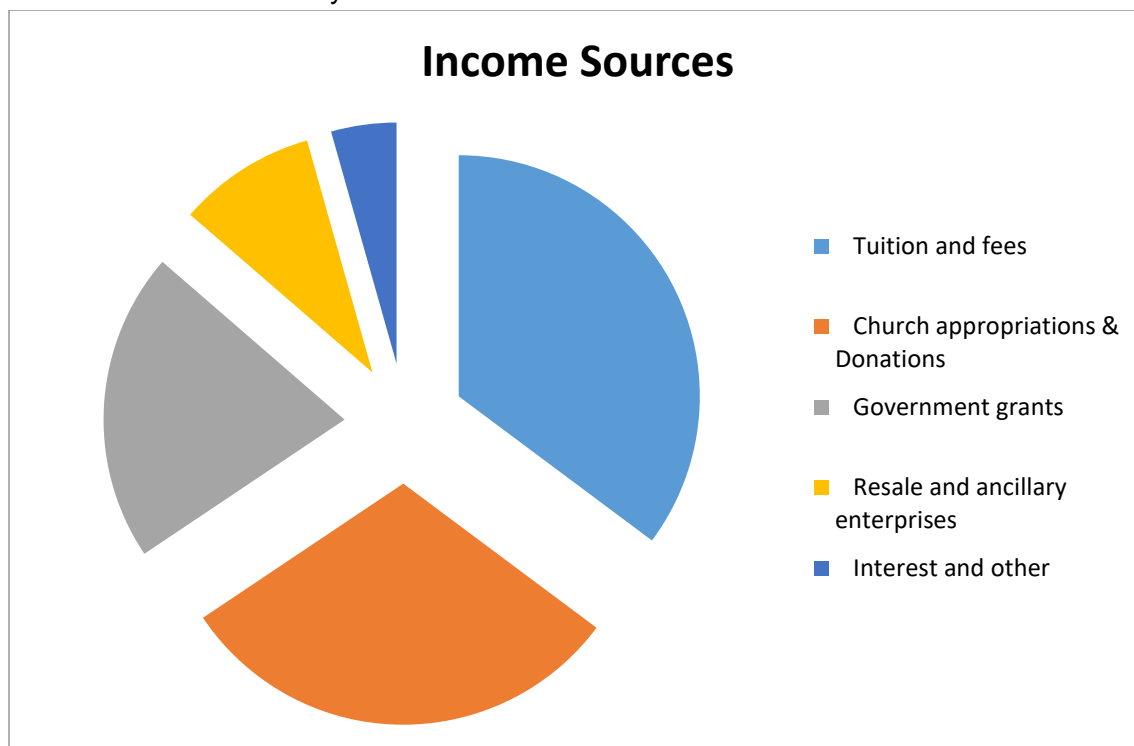
Budget and Two-Year Budget Forecasts

	Budget 2017-2018	Projection 2018-2019	Projection 2019-2020
Tuition and fees	6,382,198	6,573,664	6,770,874
Church appropriations	5,512,838	5,567,966	5,623,646
Government grants	3,563,906	3,635,184	3,707,888
Donations	122,000	126,000	126,000
Resale and ancillary enterprises	1,679,792	1,713,388	1,747,656
Interest and other	793,900	700,000	714,000
	18,054,634	18,316,202	18,690,064
Restricted revenue used - Donations	76,583	100,000	100,000
Restricted revenue used – Gov't Grants	16,500		
Total income	18,147,717	18,416,202	18,790,064
Salaries and benefits	10,432,859	10,641,516	10,854,346
Pension Expense	1,111,197	1,133,421	1,156,089
Travel and professional development	490,183	499,987	509,987
Supplies and other	2,375,935	2,423,454	2,471,923
Allowance for Doubtful Accounts	80,000	81,600	83,232
Plant and maintenance	295,410	301,318	307,344
Utilities	815,115	831,417	848,045
Insurance and taxes	191,487	195,317	199,223
Interest expense	10,050	10,251	10,456
Scholarships and awards	1,951,230	1,990,255	2,030,060
Total expenses	17,753,466	18,108,536	18,470,705
Excess (deficiency) of General Revenue Over Expenses	394,251	307,666	319,359
Capital Activity			
Gain (Loss) on disposal of capital assets	500,000	500,000	500,000
Total capital revenue	500,000	500,000	500,000

Excess (deficiency) of total revenue over expenses	894,251	807,666	819,359
Endowment Fund Contributions	50,000	55,000	60,000
Net Assets Beginning of Year	21,862,510	22,806,761	23,669,427
Net Assets End of Year	22,806,761	23,669,427	24,548,786

Expected Revenue and Assumptions

The following chart proportionally represents 2017-18 forecasted income sources for Burman University:

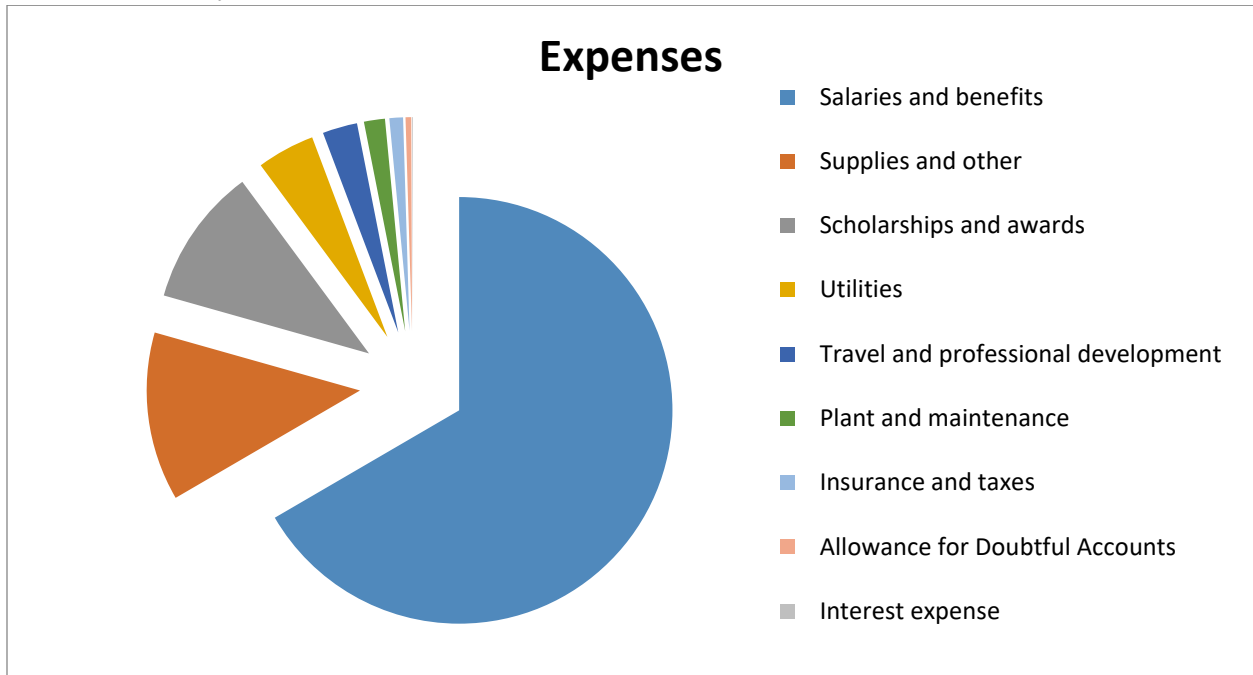


The following income budget assumptions were used in preparing Burman University's projection income budgets:

1. Financial FLE and tuition increase of 3% combined
2. Church grant increase of 1% per year
3. Alberta Government Grant increase of 2% per year
4. Resale and ancillary enterprises increase of 2% per year
5. Average annual land sale gain on disposal of \$500,000

Expected Expenses and Assumptions

The following chart proportionally represents 2017-18 budgeted expenses for Burman University:



The following budget assumptions were used in preparing Burman University's projection expense budgets:

1. Salary and benefits increase of 2% per year
2. General operating expense increase of 2% per year

Projected Cash Flow for 2017-18

**Statement of Cash Flows
Projected April 30, 2018**

Cash Flows From Operating Activities:

Excess (deficiency) of total revenues over expenses	894,251
Adjustments to reconcile excess (deficiency) of revenue over expense to net cash provided	
Gain on disposal of capital assets	<u>(500,000)</u>
Net Cash Provided (Used) From Operating	<u>394,251</u>

Cash Flows From Investing Activities:

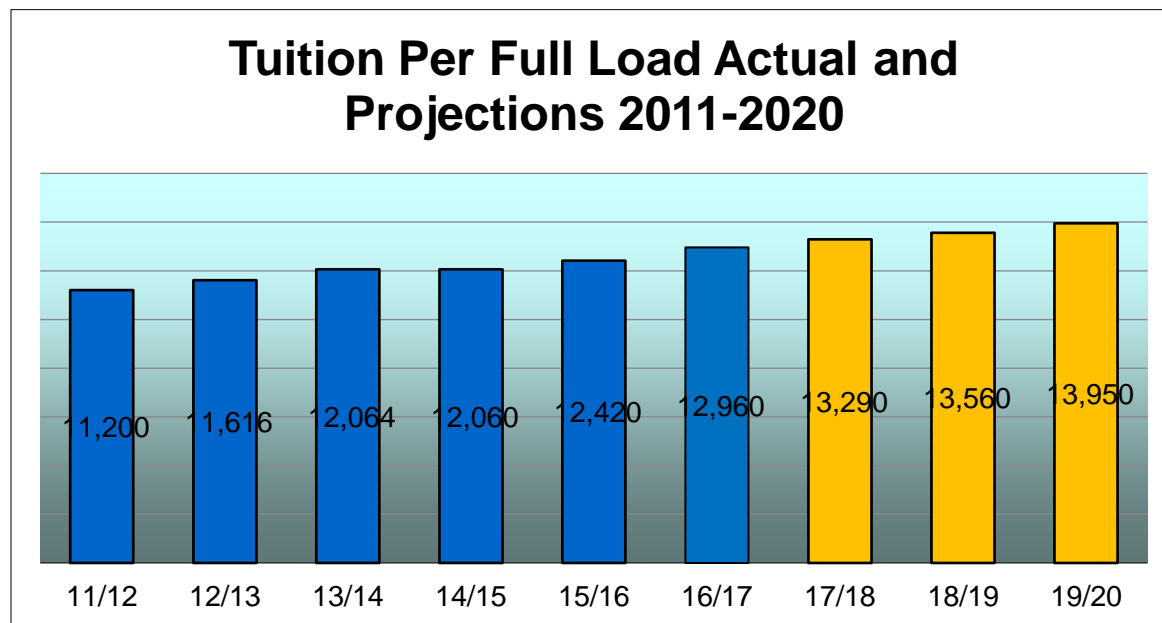
Proceeds from sale of plant assets	500,000
Investment in long-term investments	<u>(550,000)</u>
Net Cash Provided (Used) From Investing	<u>(50,000)</u>

Cash Flows From Financing Activities:

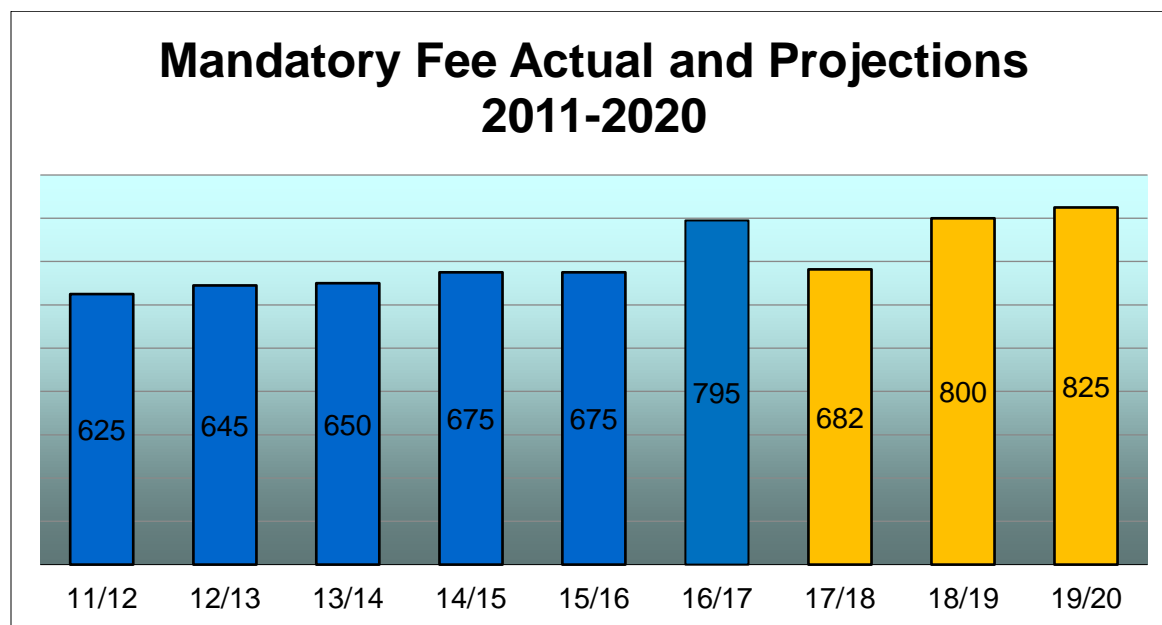
Principal payments on notes payable	0
Endowment fund contributions	<u>50,000</u>
Net Cash Provided (Used) From Financing	<u>50,000</u>

Increase (Decrease) Cash and Equivalents	394,251
Cash and cash equivalents, beginning (est.)	<u>1,000,000</u>
Cash and Cash Equivalents, Ending	<u>1,394,251</u>

Tuition and Mandatory Fees



International tuition rates are the same as domestic.



Since Burman University is not a public post-secondary institution and is thus not regulated by the province's *Public Post-secondary Institutions' Tuition Fee Regulation*, the University is not required to hold tuition fee increases to the rate of increase in Alberta's CPI or to consult with its student body on tuition fee increases. Nonetheless, Burman University does not wish to create undue financial pressures for its students. Over the next two academic years Burman University expects to increase tuition approximately 3% per year from \$13,290 in 2017-18 to \$13,950 in 2019-20. Mandatory

fees increased significantly in 2016-17 as the university was gearing up to join ACAC Basketball. Additional increases to mandatory fees were scheduled for 2017-18 for this same reason. Since the University was not accepted into ACAC the Mandatory Fee will only include increases to the Student Association fees making the Mandatory Fee for 2017-18 only \$7 more than it was in 2014-15.

Appendix B: Enrolment Plan and Proposed Programming Changes

The only major up-coming shift in programming is to follow up on an external reviewer's recommendation that Burman University give greater identity and focus to our current 3-year BA and 3-year BSc General Studies degree. There was also the recommendation that we would be of better service to students if the General Studies degrees were developed into 4-year degrees. A proposal to re-do the General Studies degree has recently passed Burman's Faculty Council. The University is now preparing to do the Part A degree application to the Ministry. (This relates to Strategic Initiative Action Plan 1.5 of Burman's 2014-2015 Annual Report.) This builds on what the University views as a current weakness in suitably serving students and turning it into a strength. The University is continuing to plan internally on how to design a program that best builds on the strengths of our physical fitness facilities.

The University has developed agreements with Red Deer College to allow students into their nursing program. This program has stalled, however, due to provincial cut backs reapplied to RDC during the 2014-2015 budget cycle. The University is interested in working out block transfer agreements with RDC particularly in Biology, English, and Music.

Enrolment Data

ENROLMENT COMPARISON	2015/16	2016/17	2017/18	2018/19
Total FLE Enrolment	423.43	401.67	411.71	422.01
INTERNATIONAL STUDENTS	2015/16	2016/17	2017/18	2018/19
Head Count				
United States	38	39	44	49
International	15	23	25	28

Burman University: Comprehensive Institutional Plan 2017 - 2020

ENROLMENT BY PROGRAM OF STUDY	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Bachelor of Arts (4-Year)				Projections		
Adventure Based Counseling	8	8	4	6	7	8
Behavioural Science	26	26	22	23	24	25
English	11	11	3	3	4	4
International Studies (Opened 01 May 2010)	4	7	9	10	11	12
Music	7	7	9	9	9	9
Religious Studies	11	14	8	8	7	7
Religious Studies (ABYL)	4	3	2	3	3	3
Religious Studies (Pre-Professional)	38	41	43	45	45	46
Subtotal	109	117	100	107	110	114
Bachelor of Business Administration (4-Year)						
Accounting Track	19	14	17	18	18	19
Human Resource Management Track	4	2	2	3	3	4
International Business Track	3	3	3	3	4	4
Management Track	23	14	14	15	15	16
Business Administration	0	0	0	0	0	0
Subtotal	49	33	36	39	40	43
Bachelor of Music (4-Year)	4	5	2	3	3	5
Bachelor of Science (4-Year)						
Biology	13	24	25	26	27	27
Biology: Bio-Medical Track	64	51	44	46	48	49
Biology: Environmental Science Track	3	2	4	4	3	4
Psychology	35	33	33	35	39	40
Wellness (Opened 2016/17)			7	10	13	17
Subtotal	115	110	113	121	130	137
Bachelor of Education						
Elementary	50	44	49	52	55	56
Secondary	21	25	28	29	31	32
After Degree Elementary (Opened 2011/12)	13	13	15	17	19	20
After Degree Secondary (Opened 2011/12)	12	9	7	8	10	11
Subtotal	96	91	99	106	115	119
Bachelor of Arts (3-Year)						
Adventure Based Counseling	3	4	1	2	1	2
Business Administration	4	3	3	3	4	3
English	1	2	3	2	2	1
General Studies	25	31	34	36	37	38
History	2	3	0	0	0	0
Intern'l Health & Wilderness Studies	4	2	2	3	4	4
Music	0	1	2	2	1	1
Outdoor Adventure Business Studies	0	0	0	0	0	0
Outward Pursuits	8	6	4	3	4	4
Religious Studies	2	4	5	5	5	6
Subtotal	49	56	54	56	58	59
Bachelor of Science (3-Year)						
Biology	5	5	3	5	5	6
General Studies	12	12	13	15	15	16
Psychology (Opened 01 May 2001)	2	3	2	1	1	1
Wellness Management (Opened 01 May 2001)	20	26	21	12	11	8
Subtotal	39	46	39	33	32	31
Open	18	17	13	15	18	19
TOTAL ENROLMENT	479	475	456	480	506	527

Appendix C: Research, Applied Research and Scholarly Activities

A. POLICY REFORMS AND STRATEGIC MEASURES TO INCREASE SCHOLARLY ACHEIVEMENT

In recent years, Burman University has attempted to increase faculty scholarly engagement and output through various incentives, including reduced course loads in lieu of research, mentorship, publication awards and new rank promotion policies. In addition, the University has begun to prioritize research in its faculty recruitment and succession planning. However, in order to implement these strategies and policy reforms, the University will have to overcome several key challenges:

1. Burman's faculty salaries have not kept pace with the universities in our sector. Until very recently, Burman's faculty pay scale was uncompetitive and therefore often failed to attract qualified applicants to replace retiring faculty.
2. The University does not have a strategic recruitment plan to actively recruit potential candidates with research experience.
3. The University does not have the infrastructure to support cost-intensive research. For example, Burman University is currently ineligible to administer Tri-Council grants. Given the lack of internal and external funding opportunities, there is little incentive for dedicated researchers to apply for Burman faculty positions.
4. In April 2015, the Burman University Faculty Council approved a new Rank Promotion and Initial Placement policy. At that time, it was considered to be a significant improvement over our previous policy; however, it did not offer a clear vision of the place of tenure in the Burman University system and the importance of scholarly achievement for both tenure and rank advancement.
5. Faculty teaching loads have not been conducive to research.

In order to overcome these challenges the University has implemented or will implement the following policy reforms and strategies to increase scholarly activity at Burman University.

1. The University implemented a new market competitive faculty pay scale on May 1, 2017. The new pay scale will be linked with a new rank promotion model discussed in 4 below. The new pay scale will allow the University to attract qualified researchers on a more consistent basis.

2. The President's Cabinet has authorized the Vice President of Academic Administration to create a strategic faculty recruitment plan to identify and actively recruit potential candidates with research experience. The University has begun to create a system to identify potential candidates. The system will be in place by September 2017.
3. The University is currently applying for eligibility to administer Tri-Council Grants. By applying for eligibility, the University aims to consistently attract qualified researchers with the capacity to win major grants, attract donor funding and expand the profile of the university by advising and collaborating with government agencies, industry and community service organizations. Moreover, in order to attract and retain qualified researchers, Burman is providing start-up research funding to all incoming faculty on an as needed basis. In addition, the University has doubled its annual pool of seed grant funding from \$10,000 to \$20,000 (seeds grants provide start-up research funding for Burman faculty). This is in addition to individual and group professional development funds available to faculty.
4. In order to motivate and properly reward dedicated researchers, the President's Cabinet has authorized the Vice President of Academic Administration to oversee the amendment of the recently adopted *Faculty Rank Promotion and Initial Placement Policy*. The policy document will be implemented by September 2017. The amended promotion policy will be rooted in the principle of tenure, offered for scholarly activity and collegiality. To this end, the structure for rank promotion will offer a clear vision of the place of tenure in our system and the importance of scholarly achievement for both tenure and rank advancement.
5. In the future, the Faculty Development and Research Committee (FDR) will adjudicate all course release applications. Faculty with proven track records of scholarly achievement may apply for permanent reduced teaching loads (subject to periodical review). The goal is to move all dedicated researchers to a three-course per semester teaching load. Currently, the standard teaching load is 4/4.

B. STRATEGIC PRIORITIES

Strengths

Burman University will build on the following strengths in its strategic research plan:

1. Interdisciplinary Scholarship
The Burman University faculty is a small, tightknit community. This allows for the

exchange of ideas across disciplinary boundaries and facilitates interdisciplinary research partnerships. For example, the University recently funded a multidisciplinary team from Psychology and Biology led by Dr. Peter Wass, Dr. Pekka Määttänen, and a senior student. The project is a study on student subjects during the 2017/2018 semesters, addressing anxiety, nutrition interventions, and the microbiome. In the future, the two departments plan to initiate several collaborative community health studies. To name another example, the Wellness Department and Biology Department will apply for University funding to establish collaborative research projects on lifestyle and nutrition related determinants of health and disease.

2. Integration of Scholarship and Student Learning

The Burman University model of education is student-centred. Due to the small student-professor ratio, students benefit from the personalized mentorship of highly qualified professors. In certain cases, Burman University students even have the opportunity to participate in faculty research projects. Over the past years, Burman University students have received name recognition on several published research papers.

3. Community Engaged Scholarship

Many of Burman's faculty come a faith-based tradition that prioritizes humanitarian service and community engagement. Currently, community service experience informs the scholarship of several Burman University faculty members. The newly established Centre for Peace and Justice at Burman University aims draw on this strength to sponsor research partnerships with community organizations and government agencies throughout Alberta. Research sponsored by the Centre will play a critical and constructive role in contemporary debates over refugee resettlement, religious freedom, human trafficking, violence against women, economic inequality and a host of other peace and justice issues. As another example, Biology Department faculty regularly present seminars for the community related to stress, healthy nutrition, and longevity. The department also runs educational workshops for the community, such as the edible and medicinal plant walk. Recently, the department spearheaded a collaboration with the Agriculture and Agri-Food Canada Lacombe Research and Development Centre with Dr. Payam Vahmani and Dr. Michael Dugan to study specific nutrients and their roles in livestock and human diseases.

Building on Burman's Strengths

In order build on these strengths, the University aims to further integrate faculty research and student learning, expand its community engaged research partnerships,

and encourage interdisciplinary research projects. The following strategies will facilitate these goals:

1. The University will fund collaborative research projects through the Faculty Development and Research committee. The University will continue to support the Research Forum, a recently established series of weekly meetings that allow for exchange of ideas across disciplinary boundaries.
2. The University will expand practical research opportunities for students. A \$1,000 scholarship (The Donkor Family Undergraduate Scholarship) has been established to promote student participation in faculty research. One winning student per year will receive the award for best student-faculty collaborative research project. Through this and other initiatives, the University will encourage student participation in research.
3. The University will fund community engaged research projects through the Faculty Development and Research committee. In addition, Burman University will encourage the establishment external advisory committees for key degree programs. The aim of these committees will be to integrate Burman University faculty members into the local community and create opportunities for collaborative research partnerships with local government agencies, community service organizations and private businesses.

Appendix D: Community Outreach and Underrepresented Learners

Burman University's community outreach consists of three avenues of service. First, the institution makes facilities available and sponsors programs and events that enhance physical wellness. Each year, hundreds of elementary school children learn how to swim in our pool. Our fitness centre has 450 members, most from the community. Every year many members of our community attend programs we present on health, fitness and diet.

Our second avenue of community outreach is the full spectrum of cultural programming we present. The fact that Burman University is in Central Alberta and in a city of approximately 13,000 residents enables the University to be a cultural leader in the community. This supports the vision of post-secondary education improving the quality of life in the province through the cultural component it brings to the community. This includes the Sunday@7, student and faculty recitals, presentations by the Drama Society, and concerts by the institutions orchestra and choir, all of which are well attended by Lacombe citizens. Our BMus degree continues to increase the institution's opportunities for significant collaboration with Red Deer College through an articulation agreement. In addition, community residents 65 years of age and older can enrol in university courses at no charge.

The recently established Denise and Larry Herr Lecture series has been successful in attracting members of the local community to campus. The lectures, open and free-of-charge to all have been an opportunity for members of different faith-groups and political persuasions to learn from each other and to practice politics of inclusion and openness. Over the last two years some of the speakers brought to Lacombe have included: Roger Epp (U.of A. *Roads Taken: The Professional Life, Scholarship in Place, and Public Good*), Samantha Nutt (founder of the humanitarian organization, War Child), David Goa and Don Carmichael (on the topic *When Doctors Help Us Die: The Canadian Debate*), Arlette Zinck, (on the Omar Khadr case), James Daschuck (U. of Regina, on his book *Clearing the Plains: Disease, Politics of Starvation, and the Loss of Aboriginal Life*), Katy Hutchison (on the topic "Walking after Midnight"), Dr. Heather Looy (Professor at Kings University, Edmonton AB; "Sexual Orienteering – What I Wished my Pastor Knew"), Dr. Mojtaba Mahdavi (Professor at University of Alberta; "What Happened to the Arab Spring?"), and Lt. Gen Romeo Dallaire (Ret) (former Lieutenant General and former Canadian Senator; "International Conflict Resolution in This New Era").

Partly as a result of the success of the Herr Lecture series the University is exploring the possibility of establishing a Centre for Peace and Justice¹ that will encourage scholarship and practical knowledge in the areas of peace and justice. The goal is to establish forums for public dialogue to allow members of different faith-groups, political persuasions and schools of thought to learn from each other in an environment of inclusion and openness.

Perhaps the most important component of our community outreach, and the most difficult to quantify, is the impact our students have in Lacombe and surrounding towns as they serve as part-time employees, do their student teaching, complete internships, and contribute thousands of hours of volunteer work. Results from our most recent completion of the National Survey of Student Engagement revealed 65% of Burman University's 4th year student report engaging in volunteer work on a weekly basis. (NSSE reports that 47% of 4th year Canadian university students engage in weekly volunteer work.)

Burman University's major initiative in regard to underrepresented students was the appointment of a full-time First Nations Program Director. This individual will identify and recruit Aboriginal students who will benefit from and enjoy pursuing their post-secondary education at Burman University. Having successfully recruited students, this employee will then help them negotiate the registration and financial clearance process. Once the academic year begins, this employee serves as a mentor for Aboriginal students, providing the coaching, training, encouragement and oversight needed to facilitate each student's success. This employee also provides training to faculty and staff to foster understanding of the Aboriginal experience and philosophy and ensure that they, too, become effective mentors.

¹ Centre modeled on the Ronning Centre at the University of Alberta

Appendix E: Internationalization

Burman University has sought for years to “integrate and infuse international, intercultural, and global dimensions into the ethos and outcomes” of its educational offerings. In addition to a solid complement of Canadian employees, faculty and staff members have been hired from other countries: India, Sri Lanka, Ghana, Nigeria, Peru, Malaysia, South Africa, El Salvador, Germany, France, Great Britain, Poland, and the United States. While a small but significant portion of its international student body comes from the United States annually, students from almost every continent in the world also enroll. Recent Canadian immigrant populations are also well represented in the University’ student body as well faculty. Such a wealth of ethnic and national diversity creates a rich learning environment on campus and adds significantly to the diversity found in the City of Lacombe and Central Alberta.

At present, Burman University faculty are engaged in international research projects or scholarly activities in India, Sri Lanka, Nigeria, Kenya, Jordan, the Philippines, Peru, and the United States. Current students are participating this summer in a study tour to Italy. This breadth of global scholarly activity is typical in any given year at Burman University.

Study tours are not inexpensive. However, the University believes that such opportunities provide a vital learning environment, so it subsidizes summer study tours by decreasing tuition. The University fosters an ongoing approach to international learning and service. In addition to the activities described above, the University is also an active member in the Adventist Colleges Abroad program. This consortium consists of thirteen universities in North America and Australia as well as six similar institutions in France, Austria, Spain, Argentina, Italy, and Germany. Burman University students who meet eligibility requirements can spend one or two semesters furthering their post-secondary study at one of the institutions in the consortium located outside Canada and the United States. Additionally, they can also participate in summer study programs at the same institutions listed above as well as on campuses in Greece, Mexico, Brazil, Hong Kong, Israel, Lebanon, and Ukraine.

The University also provides opportunities for students to gain global perspectives through specific degree programs. The Bachelor of Arts degree in International Studies provides a full complement of coursework that requires students to engage with the world outside Canada. Students in this program are also required to complete two international study tours or study abroad experiences. One of these two experiences for eligible students can be a semester-long internship with The Washington Center for Internships and Academic Seminars located in Washington, D.C.

Two other Burman University degree programs have specific international foci. The Bachelor of Arts degree in International Health and Wilderness Studies requires students to complete several courses with an international emphasis as well as practicum experiences that are often completed abroad. Furthermore, the international business track in the Bachelor of Business Administration degree includes courses in international business, marketing, finance, and trade as well as study in a language other than English.

Burman University does not offer any degree programs off campus and does not have any plans to do so. However, two universities from the United States have applied for and been granted Campus Alberta Quality Council approval to offer degree programs on the University's campus. Andrews University, located in Berrien Springs, Michigan, has offered courses at Burman University that lead to a Master of International Development Administration Degree, and La Sierra University, located in Riverside, California, offers courses leading to a Master of Education degree on Burman University's campus each summer. While the Andrews University program has been suspended, and La Sierra University program is concluding in two years, Burman University will continue to host graduate degree offerings from international universities on the campus.

The University is a member of the Adventist Enrolment Association and as such does market its program offerings to potential students in the United States within certain clearly defined parameters. While administration is open to exploring new international markets, the current marketing strategy focuses largely on Alberta and Canadian students. There are no identifiable plans to deviate significantly from that practice.

Burman University's emphasis on service—local, regional, national, and international—results in multiple international study as well as service opportunities each year. This broadening of the University's perspective that has been ongoing for decades also brings the world to the campus. As the University reaches out beyond its local and national borders, potential students and faculty from outside Canada regard Burman University as a welcoming place to study and work. This reciprocal relationship with the world beyond the University will continue to be nurtured and developed into the foreseeable future.

Appendix F: Capital Plan

Burman University's three greatest needs are for additional large classrooms, a new library, and increased, sustained funding to maintain existing campus infrastructure. As an independent university, this institution receives no funding for capital projects from the Province of Alberta. The institution relies entirely on the generosity of alumni and other donors to fund capital projects. This poses a significant challenge to Burman University as it strives to provide the infrastructure necessary to adequately serve students in Central Alberta.



Appendix G: Information Technologies

Burman University is steadily working toward full implementation of its campus management system, Comprehensive Academic Management System (CAMS). The process has been challenging but progress is being made. Recently we have learned that CAMS has been taken over by a larger company, Unit 4. Currently the University is working with CAMS for a few years before possibly migrating to Unit 4's new management system. At present, the University has only started to look at cost estimates, but expects the anticipated costs to be around \$250,000.

Last June, Burman went live with the application portion of APAS. This has been a great benefit to the University by reducing the time spent on data entry. There has been progress made in automating the student account creation process with integrating APAS and CAMS with our Network Directory.

One of the goals for 2016-17 included implementing security training programs for faculty and staff. A mandatory security awareness training program was established utilizing KnowBe4 training modules and phishing test platforms. In addition, monthly Sans Ouch newsletters are shared with the campus to better inform users of security threats.

New wireless networks for students using the 802.1x standard for authentication were implemented. This simplifies the process for students to utilize the campus network while increasing security and reducing management overhead.

The Computer Services department completed the upgrading and replacement of all network switches. They also completed a clean up and implementation of structured network cabling in the server room.

We participated in the ShareIT initiative that established a common networking and end user hardware procurement service leading to savings for all Alberta Post Secondary Institutions. This project won the esteemed CUCCIO Collaboration Award presented at their June 2017 convention.

New software, HRDownloads, was implemented for the Human Resources department.

The increasing reliance of our students on wireless network access continues to be a challenge, especially in our dormitories. We continue to have less complaints about poor coverage (likely due to less use of legacy 2.4 GHz devices) but we know that a re-

design of our access point placement is necessary to provide more consistent coverage. This will take major funding to accomplish.

Priorities for the coming year include having the student residences re-done with higher density wireless at an estimated cost of about \$45,000. The University spends between \$10,000 and \$15,000 a year to keep our wireless equipment up-to-date over all of our campus.



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