



# COMPREHENSIVE INSTITUTIONAL PLAN

2018-2021





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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 welcomed a new president. Dr. Loren Agrey returned to campus to serve as the twenty-fifth president. Dr. Agrey 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. One of Dr. Agrey's priority initiative during the 2017-18 academic year was to refocus the strategic plan for the institution. The 2018-2022 strategic plan is now in the implementation phase and will be the reference document for all strategic planning. More information about the creation of the 2018-2022 strategic plan is found under the Consultation Process section.

Enrolment in September 2017 was 402 FLE, a slight increase from the previous year. The 2017 graduating class wasn't as large as the previous year which accounts for the stability in FLE. As well, overall retention increased from 75% to 81% with first year retention increasing from 64% to 73%. Administration anticipated a drop in enrolment and budgeted accordingly for the 2017/18 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. 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 anticipates a significant number of retiring faculty over the next 5 – 10 years. The university continues to encourage faculty and administration 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.





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.



Mark Johnson  
Chair, Board of Trustees



The Burman University Drama Society presented *The Miracle Worker* by William Gibson; the story of the life of Helen Keller.

## 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:

### CORE VALUES

Burman University, with its roots and traditions within the Seventh-day Adventist Church, is committed to the ideals and vision found in the teachings of Jesus Christ; therefore, it holds and models the following values:

#### EXCELLENCE

Burman University values graduate success, intellectual exploration, personal and spiritual growth, healthful living, and a welcoming campus

#### SERVICE

Burman University values caring and compassionate relationships, and programs that foster service by employees, students, and alumni.

#### SPIRITUALITY

Burman University values and promotes the quest for a deeper understanding of and a relationship with God, as demonstrated by Jesus Christ.

#### INTEGRITY

Burman University values transparency, honesty, intellectual integrity, and responsible academic freedom

#### COMMUNITY

Burman University values teamwork, servant leadership, safety, diversity, and inclusion.



The Choral Union and the Orchestra serve to enrich the lives of both our students and the local community.





During the 2017-18, Burman University's president, Dr. Agrey, spearheaded a strategic planning committee to review and revise the strategic plan. The model of the strategic plan involved setting broad, institution wide goals that are applicable to all departments of the university. This strategic plan then acts as a springboard for departmental strategic plans, short- and long-term goals. A consultant was hired to provide an external perspective and facilitate the focus groups and subcommittees.

The strategic planning process began with a series of focus groups held for students, staff, faculty, and the board. These focus groups were open to all students, staff, faculty, and board members and gave them the opportunity to share which areas of campus require attention, what they felt were the priority goals for the institution, and what areas they felt were the campus strengths. From the focus groups, strategic planning subcommittees were formed to review specific target areas and craft priority initiatives and goals associated with their area. These subcommittees were: student experience, employee experience, academics, finances and assets, and community engagement. Each subcommittee was made up of students, faculty, staff, and administration.

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. Additionally, collaboration and consultation occurred with other post-secondary institutions both here in Alberta and with our sister institutions in the United States. Members of administration met with their Campus Alberta counterparts regularly. Furthermore, the president as well as the vice presidents of academics, advancement, finance, marketing, and student services met with their counterparts in the Independent Academic Institutions (IAI) group. The president, VP of academics and VP of finance also met with their Seventh-day Adventist Church counterparts as members of the Adventist Association of Colleges and Universities.

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. The President's office, the Vice President for Financial Administration, Director of Information Technology, Director of Quality Assurance and Faculty Research, Office of the Registrar and Admissions Services, and Vice President for Marketing and Enrolment completed different sections. The Chair of the Board of Trustee wrote the Executive Summary. The President's Cabinet approved the draft report.

As noted in the CIP instructions, the goals, priority initiatives and expected outcomes have not been updated. Goals related to sexual violence prevention are listed at the end of the table.

### Goals, Priority Initiatives, and Expected Outcomes (Linked to Goals)

Goal, Priority Initiatives, and Outcomes	Description	Anticipated Completion Date	Expected Outcomes
G1: Affordability	Increase Enrolment to a stable minimum of 500 FTE students.	September 30, 2020	The amount of students recruited from Central Alberta public high schools has steadily increased over the past 3 years and we anticipate these numbers to continue climbing as we make a concerted effort to advertise and recruit in this area.
P1a	Increase the number, amount, and awareness of scholarships for students coming from Central Alberta's public high schools.	September 30, 2020	
EO1a	A yearly average of 40 1st year Burman students who graduated from a Central Alberta public high school.	September 30, 2019	
G2: Access	Develop greater awareness and ownership of Burman University among its various constituent groups.	May 30, 2020	The Herr Lecture series continues to be an opportunity to engage our students, faculty, staff, and various constituency groups on issues such as social justice. The Burman university community wellness initiative has been providing the community with public health (physical, mental and emotional), nutrition and lifestyle lectures and seminars.
P2a	Present each year 10 appealing public events that promote physical, mental, or emotional wellness.	September 30, 2020	
EO2a	10 successful events promoting wellness	September 30, 2018	
P2b	Increase promotion and advertising of University events in Central Alberta newspapers and radio station.	May 30, 2020	
EO2b	Increased community attendance at University events.	May 30, 2018	
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	An FNMI program director was hired. Her roles on campus include educating faculty, staff, and students of First Nations issues and supporting Indigenous students. Progress continues to be made on the goal of an opening enrolment of 15 FNMI students. Over the past 4 years the average has been 10 students.
P3a	FNMI Program Director recruits FNMI students and supports their progress on campus	September 30, 2019	
EO3a	An opening enrolment of 15 FNMI students.	September 30, 2019	
P3b	Burman University's School of Education fosters collaboration with Maskwacis Cultural College.	September 30, 2020	The School of Education started to work on a proposal to collaborate with the Maskwacis Cultural College earlier this year. However, with the retirement of the School Chair and Maskwacis Cultural College's change of focus, the initial proposal has been delayed. There is ongoing discussion between the two institutions.
EO3b	A block transfer agreement established with Maskwacis Cultural College.	September 30, 2020	

### Goals, Priority Initiatives, and Expected Outcomes (Linked to Goals)

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	The FNMI Program Director continues to organize programming for students, faculty, and staff centered around Indigenous issues as they pertain to education. She worked closely with the School of Education to plan this summer's faculty colloquium which was themed around Indigenous issues.
EO3c	Policies in place, and documented number of events featuring awareness of FNMI culture.	September 30, 2019	One of the greatest challenges faced by FNMI students at Burman University is the lack of a bridging program for those that need help adjusting to the rigors of university education, and adjusting to the cultural differences for those living on campus or who have moved away from home. The FNMI program director continues to work closely with admissions, student services, and the student success centre to ensure that our FNMI students are receiving the support they need.
G4: Access	Fully remodel and expand the library.	August 15, 2020	Camdon Construction has completed and exhibited to Campus of the Future Committee architectural plans and drawings for a remodeled and expanded library.
P4a	Development of architectural plans for a remodeled and expanded library.	September 30, 2017	
EO4a	Architectural plans and drawings completed.	September 30, 2017	
P4b	\$2 million raised for Phase 1 of the library remodel and expansion.	September 30, 2018	Funds of up about \$1.5 million are already in place, as Advancement Department continues fundraising activities in earnest.
EO4b	Donors have contributed or pledged a total of \$2 million for the first phase of the library remodel and expansion.	September 30, 2018	
G5: Access	Develop a comprehensive student mental health strategy	August 15, 2018	Burman University applied and received government funding for the Student Mental Health Strategy. .We have advertised for a Mental Health Coordinator position. The successful applicant will be responsible for the training, policy development and community sensitization on mental health issues.
P5a	Retrain university counsellor and train relevant units e.g., student services staff and resident hall deans, on mental health issues	August 15, 2018	
P5b	Sensitize campus community on mental health issues.	August 15, 2018	
EO5a-b	Policies in place, and documented number of campus-wide events featuring awareness of mental health issues.	August 15, 2018	
G6: Affordability	Develop a resilient financial base for campus operations.	April 30, 2020	The position of a comptroller was budgeted for in the reporting year, but that position was not filled.
P6a	Hire a Comptroller who will research and implement money saving strategies and policies.	September 30, 2017	As we remodel and retrofit some of our older buildings, there will be opportunities to save on heating and energy cost. The move to paperless filing systems and online instructional support and learning management systems will save cost on stationery.
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	

### Goals, Priority Initiatives, and Expected Outcomes (Linked to Goals)

P6b	Implement changes in the Office of Advancement that will result in more effective institutional fundraising.	September 30, 2017	The Office of Advancement underwent some staff restructuring with the retirement of the Vice President for Advancement. There is now a director in the department and are working under the guidance of an external consultant to shift emphasis to increasing donations and fundraising.
EO6b	A yearly 5% increase in contributions by alumni and friends for three consecutive years.	September 30, 2019	
P6c	Reduce electrical consumption by transitioning to campus-wide LED bulbs.	September 30, 2019	
EO6c	Reduce consumption of electricity by 15%.	September 30, 2019	As parts of campus undergo renovations and remodeling, LED bulbs are installed. We are on track to meet our goals by the projected date.
G7: Quality	Enhance the Burman University student experience.	May 30, 2020	During the reporting period, a second application to ACAC was rejected due to scheduling conflicts with a note to reapply only when scheduling issues are resolved. We are now actively seeking alternative options for our athletic teams to participate in.
P7a	Find collegiate athletics membership for the men's and women's basketball teams.	May 30, 2019	
EO7a	Collegiate athletics membership application approved.	May 30, 2019	
P7b	Expand career counseling services and resources for students.	September 30, 2017	The Student Success Center now has a Life Coach who helps students with career counselling, goal setting, and time management. The staff at the Student Success Centre continue their efforts in providing counselling and other resources to students, and also invite diverse resource persons to campus to offer seminars and deliver career fairs.
EO7b	Career counselling services for students expanded.	September 30, 2017	
P7c	Provide proactive training on strategic campus computer information and communication technologies to campus community.	On-going	The Information Technology department continues to offer mandatory security training for faculty and staff. In light of the challenges many universities in Alberta have faced with hacking, malware, and viruses, this is a top priority for the IT department and they continue to require updated training.
EO7c	Training on-going and continuous	On-going	
G8: Quality	Ensure the delivery of a consistently high quality educational experience	On-going	The office of academic administration has included an evaluation of transferability as part of faculty annual reporting. Faculty summer tasks include submitting the necessary paperwork to get their courses into the transfer guide.
P8a	Increase courses listed in Alberta Transfer Guide.	On-going	
EO8a	Majority of Burman University courses listed in the Alberta Transfer Guide	September 30, 2018	
P8b	Submit phased applications to the Ministry and to CAQC to offer additional degree programs.	Starting Fall 2018 through September, 2020	In June, 2016, our 4-year Wellness degree was approved by CAQC. Our general studies department continues to work towards a proposal for a 4-year Liberal Studies degree.
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	



### Goals, Priority Initiatives, and Expected Outcomes (Linked to Goals)

P8c	Revise student evaluation forms of courses to better capture student experience of variations in course delivery.	August 30, 2017	New course evaluations have been implemented as well as a revised schedule for distributing them. Course evaluations were developed by sampling from other universities and colleges in our sector.
EO8c	Revised student course evaluations in place.	September 30, 2017	
G9: Quality	Ensure the delivery of a consistently high quality educational experience through increasing the research involvement of faculty.	On-going	Faculty report on their individual research activities twice throughout the year in August and in May. The departments report annually on research and development of their program. The templates for both the annual report and 6-year cyclical reports continue to be refined and updated. The annual report is reflective of the 6-year cyclical template in order to streamline the report preparation process when departments work on their 6-year reviews.  The Office of Academic Administration has required all faculty to engage in some research as part of their summer activities. The Seed Grant budget was increased this year to encourage faculty research. As well, professional development funds were redistributed in order to bolster the pool of available funds for faculty needing extra money for professional development activities. In order to qualify for course release or sabbatical, faculty must have a proven record of research. Research output is a top consideration when hiring new faculty.
P9a	Continue to require sustained faculty research output through tightening of research reporting requirements.	On-going	
E09a	New reporting forms being used.	On-going	
P9b	Provide additional funding and/or release time to allow for research.	May 1, 2019	
E09b	Additional funding in budget.	May 1, 2019	
G10: Quality	Ensure the delivery of a consistently high educational experience through creating practical learning experience opportunities for students.	On-going	Many of our programs have a required practica, study tour, or internship component as part of their programs. This cooperation with the local community and abroad helps fulfill these goals and gives students the work and practical experience that is highly sought after by employers after graduation. Burman University already has a bank of local organizations that work with our students for their practica and continues to expand the list of organizations that are worked with as we continue to require practicum components to more of our programs.
P10a	Locate local sites for internship, co-op and practicum experiences.	August 30, 2019	
EO10a	Internship sites in place.	August 30, 2019	
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	During the reporting period, a professional development workshop was held for faculty to review learning outcomes and SWOT analysis – both essential components to departmental reporting. We also offered workshops regarding online training, D2L, and other technology related components of teaching to keep training current.
P11a	Review the literature and develop a wide variety of best-practice, discipline appropriate models for faculty to use.	August 30, 2019	
EO11a	Best practices known and adopted.	August 30, 2019	

## Goals linked to sexual violence prevention

Goal, Priority Initiatives, and Outcomes	Description	Anticipated Completion Date	Progress report
G12: Access	Establish and implement sexual violence prevention policies and procedures	June 30, 2018	The President's Cabinet, working in conjunction with the Student Services department, have finalized the policy. The Sakala Student Success Centre will be responsible for implementation and execution of the policies and procedures.
P12a	Identify and develop a list of individuals who will act as trained responders to sexual violence	August 31, 2018	A group of members of Burman community, called responders to sexual violence has been chosen, and will be trained to support victims and survivors of sexual violence.
P12b	Provide first responder training	December 31, 2018	We currently have two facilitators who will be providing training related to responding to victims of sexual abuse and violence. The facilitators will train and work with the responders to sexual violence.
P12c	Provide question, persuade, and refer (suicide prevention/ intervention training)	April 30, 2019	This training will provide participants with the skills and knowledge to recognize when individuals are feeling overwhelmed, the confidence to step in and ask appropriate questions, and increase their understanding of campus and community services to refer individuals as required.
EO12	<ul style="list-style-type: none"> <li>-Sexual violence prevention policies and procedures will be implemented.</li> <li>- Faculty, staff, and students will understand their role in prevention of sexual violence.</li> <li>- Rates of sexual violence will be better documented and tracked and a decrease in the frequency of sexual violence is expected.</li> </ul>	Ongoing	

# APPENDICES



**Plan for Financial Sustainability**

Burman University's Board of Trustees received a balanced budget for 2018-19. The operating budget is \$18.5 million, which is a slight decrease from the \$18.6 million 2017-18 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.

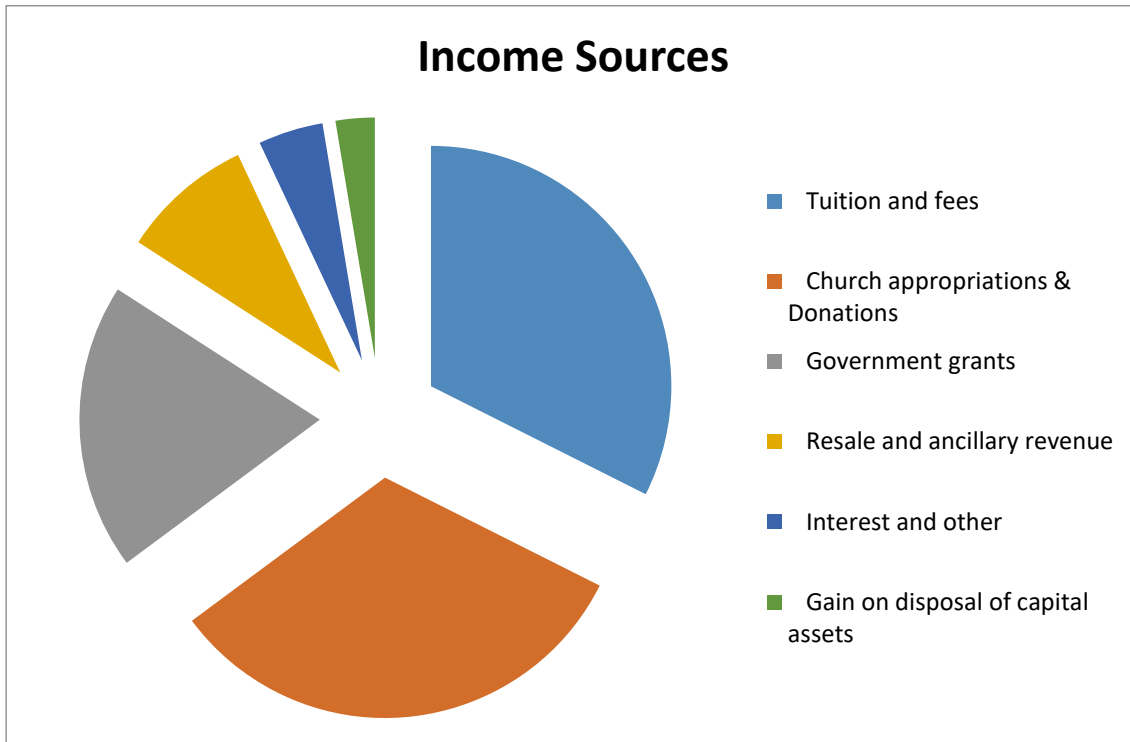


## Consolidated Operating and Capital Budget and Projections

	<b>Budget 2018-19</b>	<b>Projection 2019-2020</b>	<b>Projection 2020-2021</b>
Tuition and fees	<b>6,164,174</b>	6,349,099	6,539,572
Alberta government grants	<b>3,595,199</b>	3,667,103	3,740,445
Seventh-day Adventist Church in Canada (SDACC) appropriations	<b>5,433,902</b>	5,498,341	5,553,324
Interest and other	<b>829,700</b>	800,000	816,000
Resale and ancillary revenue	<b>1,689,948</b>	1,723,747	1,758,222
Donations	<b>125,000</b>	126,000	126,000
	<b>17,847,923</b>	18,164,290	18,533,563
Restricted revenue used - donations	<b>223,963</b>	200,000	200,000
Restricted revenue used - gov't grants	<b>69,646</b>		
<b>Total income</b>	<b>18,141,532</b>	18,364,290	18,733,563
Salaries and non-pension benefits	<b>11,046,044</b>	11,266,965	11,492,304
Pension benefits	<b>1,049,443</b>	1,070,432	1,091,841
Supplies and other	<b>1,126,553</b>	1,149,084	1,172,066
Student services	<b>2,423,292</b>	2,471,758	2,521,193
Plant and maintenance	<b>1,696,241</b>	1,730,166	1,764,769
Administrative	<b>265,410</b>	270,718	276,132
Amortization of capital assets	<b>850,000</b>	850,000	850,000
Interest	<b>13,000</b>	13,260	13,525
<b>Total Expenses</b>	<b>18,469,983</b>	18,822,383	19,181,830
Excess (deficiency) of general revenue over expenses	<b>(328,451)</b>	(458,093)	(488,267)
Capital Activity	<b>374,000</b>	374,000	374,000
Amortization of deferred capital contributions	<b>500,000</b>	500,000	500,000
Gain (Loss) on disposal of capital assets	<b>874,000</b>	874,000	874,000
<b>Total Capital Activity</b>			
Excess (deficiency) of total revenue over expenses	<b>545,549</b>	415,907	425,733
Endowment Fund Contributions	<b>50,000</b>	55,000	60,000
Net Assets Beginning of Year	<b>21,446,158</b>	22,041,707	22,512,614
Net Assets at End of Year	<b>22,041,707</b>	22,512,614	22,998,347

### Expected Revenue and Assumptions

The following chart proportionally represents 2018-19 budgeted income sources for Burman University:

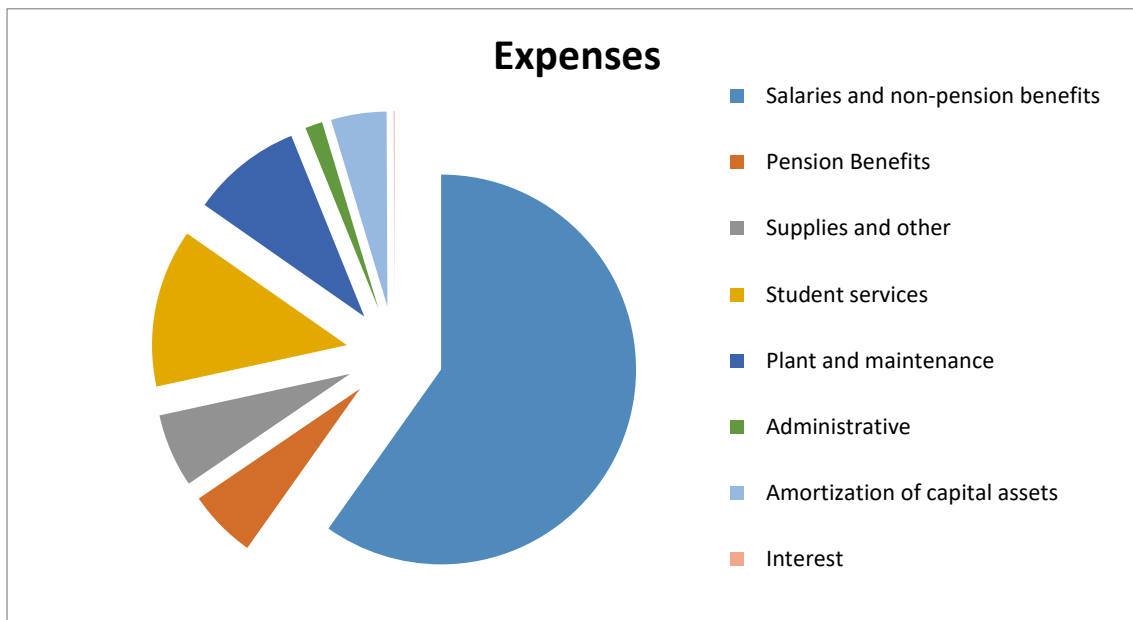


The following income budget assumptions were used in preparing Burman University's projection income budgets:

1. Financial FTE 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 2018-19 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

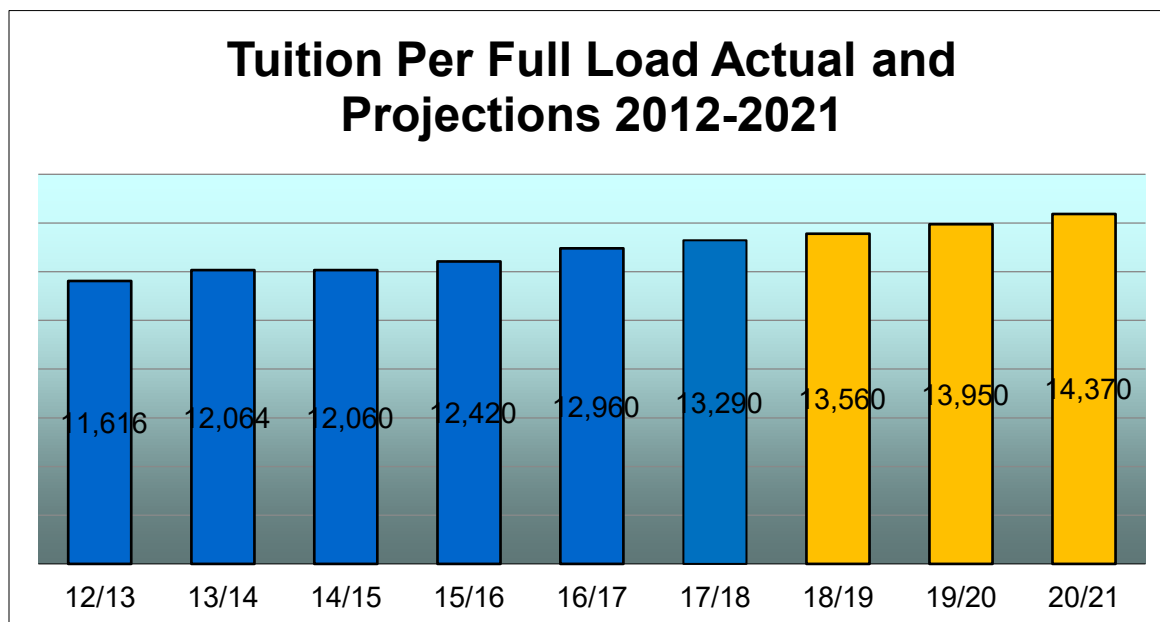
## Projected Cash Flow for 2018-19

### Statement of Cash Flows Projected April 30, 2019

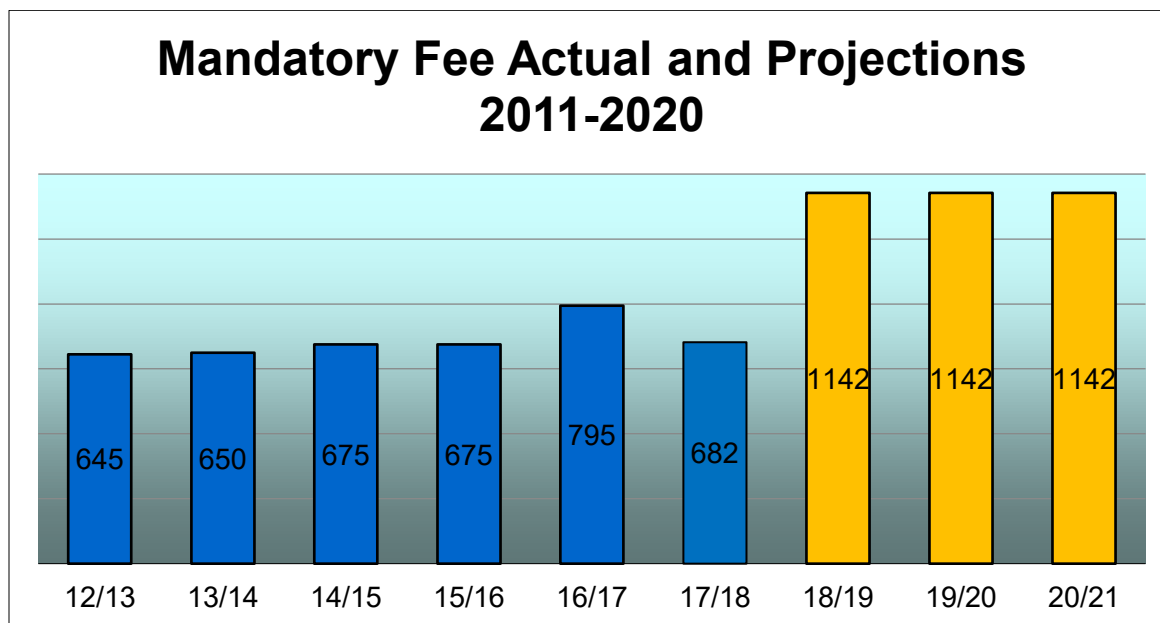
<b>Cash flows from operating activities</b>	
Excess (deficiency) of total revenues over expenses	545,549
Adjustments to reconcile excess (deficiency) of revenue over expense to net cash provided:	
Amortization of capital assets	850,000
Amortization of deferred capital contributions	(374,000)
Gain on disposal of capital assets	(500,000)
<b>Cash provided by (used in) operating activities</b>	<b>521,549</b>
<b>Cash flows from investing activities</b>	
Proceeds from sale of capital assets	500,000
Increase in long-term investments	(550,000)
<b>Cash provided by (used in) investing activities</b>	<b>(50,000)</b>
<b>Cash flows from financing activities</b>	
Increase (decrease) in endowments	50,000
<b>Cash provided by (used in) financing activities</b>	<b>50,000</b>
<b>Net increase (decrease) in cash during the year</b>	<b>521,549</b>
Cash beginning of year (est.)	1,000,000
<b>Cash end of year</b>	<b>1,521,549</b>



## 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 \$13,560 in 2018-19 to \$14,370 in 2020-21. Mandatory

fees increased significantly in 2016-17 as the university was gearing up to join ACAC Basketball. Since the University was not accepted into ACAC the mandatory fees were reduced. The mandatory fees are scheduled to increase significantly for 2018-19 due to the Burman University Student Association adding health insurance and transit services for all students.



The Acronaire's gymnastics team

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. 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 facilities.

The University had 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 already has a block transfer agreement with RDC for music -- a transfer agreement that may be capitalized on more now that RDC has discontinued their music program.

Burman University continues to seek opportunity for collaboration and growth, but being mindful of Alberta Education’s mandate to reduce program duplication. Current considerations include block transfer agreements for nursing and education.

Enrolment Data

ENROLMENT COMPARISON	2016/17	2017/18	2018/19*	2019/20*
Total FLE Enrolment	401.67	402.93	415.02	427.46
INTERNATIONAL STUDENTS	2016/17	2017/18	2018/19*	2019/20*
Head Count				
United States	39	28	29	30
International	23	43	45	45

\*projected figures

**POLICY REFORMS AND STRATEGIC MEASURES TO INCREASE SCHOLARLY ACHIEVEMENT**

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:

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.

The University does not have a strategic recruitment plan to actively recruit potential candidates with research experience.

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.

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.

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.

The University implemented a new market competitive faculty pay scale on September 1, 2017. The new pay scale is linked with a new rank promotion model discussed. The new pay scale allows the University to attract qualified researchers on a more consistent basis.

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.

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 was implemented in September 2017. The amended promotion policy is rooted in the principle of tenure, offered for scholarly activity and collegiality. To this end, the structure for rank promotion offers a clear vision of the place of tenure in our system and the importance of scholarly achievement for both tenure and rank advancement.

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.

## **STRATEGIC PRIORITIES**

### Strengths

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

#### 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.

#### 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.

### **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:

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.

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.

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.



Graduation 2018: Dr. Agrey congratulates those graduates that earned the highest summa cum laude GPA in their degree.

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 over 1,000 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.

Newly established community outreach programs from the past two years include lecture series from both the Wellness and Business department. Both the Wellness and Business departments engage local experts to present on their fields of expertise. The Community Wellness Initiative hosts presentations on relevant health related topics. Notable topics include: Disability: Navigating a Challenging World (Gifty Amakye, Disability Resource Coordinator, Red Deer College), Omega-3, Fibre, and the Gut-Brain Connection (Dr. Pekka Määttänen, Assistant Professor of Biology, Burman University), and Why Your Mental Health Matters (Noah Boakye-Yiadom, Mental Health Facilitator, Alberta Health Services). The business department began their Business Speaker Series this year, engaging the local business market to learn and develop on our campus. Notable topics include: Building from the right foundation: Legal Issues in Start-Up Business (Daniel Wilson, Lawyer and Business Analyst), Create Wealth: Make a Difference (Eric Rajah, Co-Found and Director, A Better World, Canada), and The Entrepreneurial Journey of a Money Lover (Dr. Carole B. Anderson, Psychologist and Business Owner).

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 three years some of the speakers brought to Lacombe have included: 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),

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 established the Centre for Peace and Justice 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. This past year, the Centre for Peace and Justice hosted a youth leadership conference, hosting student leaders from across Canada and ran conflict resolution workshops specifically targeted to members of the local community.

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 3-year term First Nations Program Director. This individual is responsible for identifying and recruiting 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. This term position will end at the end of August 2018, and its renewal/modification will depend on availability of funds.

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, Brazil, El Salvador, Malawi, Haiti, the Philippines, Jamaica, Argentina, Poland, Jamaica, 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 as among faculty and staff. 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.

This past year, Burman University faculty were engaged in international research projects or scholarly activities in Spain, the United Kingdom, the Netherlands, Ghana, Russia, Sri Lanka, Nigeria, Greece, Hungary, Trinidad and Tobago, and the United States. Current students are participating this summer in a study tour to Costa Rica, a humanitarian trip to Nepal, and an evangelism trip to South Africa and Lesotho. 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.

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.



Every September, classes are cancelled for one afternoon and students, staff, and faculty volunteer their time to complete projects for the local community.



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.

The 2017-18 school year saw the renovation of the bottom level of the main administration building. This renovation was for the Sakala Student Success Centre: the counselling and career services department. This department was previously housed in North Hall which was demolished a few years ago due to extreme hail and water damage. The renovation of the Sakala Student Success Centre includes plans to make the bottom level of the administration fully accessible. Moving forward to the second phase, this upcoming summer the area outside their entrance will be paved and a ramp installed for full wheelchair accessibility.

Architectural plans and drawings for a remodeled and expanded library has been completed. Currently our Advancement department is busily raising funds for the phase I of this project.



Burman University has continued with more fully utilizing its campus management system, Comprehensive Academic Management System (CAMS). More integrations with our dormitory Abode system have been completed as well as automating the process of creating student network and email accounts. Some study into the future of CAMS and alternatives has been undertaken, but it seems to be the best option for us for the next few years.

After the previous year's replacement of most network switches, further installation of network cabinets were installed in several buildings with updated terminations.

The Computer Services Department was renamed to the Information Technology Department to better reflect its increased responsibilities.

The IT Director continues to attend AAHEIT meetings and has served on a couple sub-committees looking at AAHEIT future options and SHARE-IT oversight. Other IT staff have also served on SHARE-IT procurement projects.

New networks are being deployed for faculty and staff use implementing the 802.1x standard for authentication, with continuing work on extending this to the wired network as well.

Hyper-v clusters have been created to host our virtual machines allowing better redundancy and ease of management. Moving the majority of our servers to these clusters is ongoing.

A major project that we will need to be planning for is the replacement of our existing almost 25 year old fibre optic cable between campus buildings. We can not increase the bandwidth across the existing fibre above the current 1 GB/s.

Another challenge that has not been adequately addressed is Business Continuity and Disaster Recovery planning. These will be major projects that will involve all campus departments major resources to implement.

