COMPREHENSIVE INSTITUTIONAL PLAN

2019-2022

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For over 110 years, Burman University has been providing a quality education in a Christian context, serving the community of Lacombe. Although Burman has a long, established history, the university continues to transition as the roles and responsibilities of being a university become firmly enmeshed in the operations and culture of the campus. This Comprehensive Institutional Plan reflects the trajectory and growth of the University towards greater heights of excellence within the context of the Ministry's educational principles: accessibility, affordability, quality, accountability, and coordination.

As an Independent Academic Institution, Burman University offers a quality educational experience for students as well as unique cultural offerings to the local community. For example, the Herr Lecture Series in the Humanities brings highly qualified speakers to share with the students, faculty, and local community. Speakers over the last few years have included Lt. Gen. Romeo Dallaire, Kim Phuc, and Samantha Nutt. The music department presents the Sunday@4 concert series throughout the academic year; featuring ensembles and soloists that often perform only in large city centres as well as a variety of concerts and recitals open to the community free of charge. The education department continues to develop relevant continuing education courses for current teachers. This summer's course offerings for teachers feature a course entitled Teaching Truth and Reconciliation. With all its initiatives, Burman University strives to offer distinctive, high quality programming to both students and community alike.

Burman University is an independent, board-governed university authorized by the Ministry 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. Burman University's 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, the University's programs support Alberta's overall objectives of adult learning system: accessibility, affordability, quality, accountability, and coordination.

Vision, Mission, and Core Values

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, 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.

Strategic Planning and Consultation

In 2017, Burman University welcomed a new president. Dr. Loren Agrey returned to campus to serve as the twenty-fifth president. 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.

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.

This updated strategic plan formed the basis for the updated goals, priority initiatives, performance measure, and expected outcomes outlined in this Comprehensive Institutional Plan.

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

Goals, priority initiatives, expected outcomes, and performance measures have been updated to include the new strategic plan developed in the previous academic year.

The new strategic plan centers around five main goal areas: student experience, employees experience, academics, finances and assets, and community.

Student Experience - Burman University ensure that students are challenged and supported to develop academically, spiritually, socially, and physically in a caring, Christ-centred environment that promotes diversity, encourages integrity, and creates professional and lifelong service opportunities.

Employee Experience - In order to serve and enrich students and the campus, local, and global communities, Burman University employees will have the agency to engage in a collaborative culture built on respect and animated by Christian concern for each other.

Academics - Burman University will create and support an academic culture that establishes a student-centred community that engages in faith-based transformative teaching and learning anchored in relevant research.

Finances and Assets - Burman University will advance the campus, especially the student experience, by investing in the institution's priority initiatives through prudent management of finances, opportunities, and assets.

Community - In order to enrich lives, Burman University will collaborate with its communities through improved partnerships, communication, and engagement.

ACCESSIBILITY: PRIORITY INITIATIVES 1 - 5

Goal Area: Student Experience
Priority Initiative
PI1   Provide opportunities for the respectful expression and inclusion of diversity.
Expected Outcomes
EO1   Campus programming will provide a unified focus on the acceptance, inclusion, and expression of diversity in all areas of the campus, resulting in a positive attitude.
Performance Measures
PM1   The Equity, Diversity, and Inclusion Committee will survey all groups on campus to measure attitudinal changes.

Goal Area: Student Experience
Priority Initiative
PI2   Nurture success and ensure safety and wellbeing in all its student.
Expected Outcomes
EO2   Policies and practices are in place to ensure success, safety, and wellbeing of students.
Performance Measures
PM2   Students will report they feel safe on campus and they are aware of assistance and support for wellness; evidence of success will be provided.

Goal Area: Academics
Priority Initiative
PI3   Strengthen academic programs and learning support systems to better enhance student success.
Expected Outcomes
EO3   As a result of annual and cyclical program reviews, administration will facilitate recommendations for improvement, where appropriate. The learning support systems (Sakala Success Centre, Writing Centre, Student Intervention Team, etc.) will be better aligned with student needs.
Performance Measures
PM3   All programs will meet Campus Alberta Quality Council (CAQC) requirements for six-year reviews; student retention rates increase to 85%.

Goal Area: Finances and Assets
Priority Initiative
PI4   Develop a campus infrastructure plan to enhance student learning, research, accessibility, and community value.
Expected Outcomes
EO4   Plans, including fundraising initiatives, will be developed with specific steps. These will be clearly communicated and carried out over the next five years.
Performance Measures
PM4   Completed infrastructure projects will be identified. Survey results will show enhanced student learning, research, accessibility, and community value.

Goal Area: Community
Priority Initiative
PI5   Communicate to students a clear path for career success and service.
Expected Outcomes
EO5   Increase in student applications, enrolment, retention, and graduation rates
Performance Measures
PM5   Application, enrolment, retention, graduation, and satisfaction data will be tracked.

AFFORDABILITY: PRIORITY INITIATIVES 6 - 7

Goal Area: Finances and Assets

Priority Initiatives

PI6   Increase revenues while keeping tuition rates affordable.

Expected Outcomes

EO6   Increased resources will be available to implement priority initiatives.

Performance Measures

PM6   Overall revenues will be increased by means of increased enrolment, diversified revenue sources and partnerships, competitive net tuition fees in comparison to other Independent Academic Institutions, increased endowments (scholarships/chairs/etc.), and increased unrestricted donations.

Goal Area: Finances and Assets

Priority Initiatives

PI7   Ensure financial resiliency

Expected Outcomes

EO7   The institution will make investments, take calculated risks, and develop other strategies to create financial resiliency.

Performance Measures

PM7   The reserve ratios, Composite Financial Index (CFI) and working capital, will demonstrate financial resiliency.

QUALITY: PRIORITY INITIATIVES 8 - 15

Goal Area: Student Experience
Priority Initiatives
PI8   Foster maturity and independence in the student body.
Expected Outcomes
EO8   Policies and practices that educate and enable students to become self-managers will have been examined and amended.
Performance Measures
PM8   Students will be more fully educated about lifestyle choices. The student's actions will result in fewer institutional interventions. Faculty will see improved student development

Goal Area: Student Experience
Priority Initiatives
PI9   Develop spiritual, high-impact, service learning, and other co-curricula that align with and support student academic learning outcomes.
Expected Outcomes
EO9   Plans of co-curricular activities, both on-campus and off-campus, to augment student academic learning outcomes and spiritual growth will have been investigated, created, and enhanced.
Performance Measures
PM9   Student satisfaction metrics on surveys in these areas will be consistently above median.

Goal Area: Employee Experience
Priority Initiatives
PI10   Equip employees to effectively serve students with professionalism, empathy, and compassion.
Expected Outcomes
EO10   Ensure employee standards related to student interactions are developed, reviewed, communicated, and consistently demonstrated. Provide professional development activities as needed.
Performance Measures
PM10   Student survey scores and feedback will be improved. There will be an increase in retention of students.

Goal Area: Employee Experience
Priority Initiatives
PI11   Prioritize relationships with students: modelling, mentoring, and motivating Christian concern, academic excellence, and a wholistic approach to life.
Expected Outcomes
EO11   Students will feel valued and enriched; employees will be valued and feel enriched.
Performance Measures
PM11   Results from the following surveys will show improvement: National Survey of Student Engagement (NSSE), course evaluations, graduand survey, graduate survey, educause tech survey, and employee survey.

Goal Area: Academics

Priority Initiatives

PI12   Promote and nurture dynamic best teaching practices within a faith context.

Expected Outcomes

EO12   The Teaching and Learning Committee will develop intentional strategies to promote best teaching practices.

Performance Measures

PM12   On their annual reports, faculty will indicate their participation in training, nurturing, mentoring, and development activities. Student satisfaction on NSSE and other surveys will be consistently above median.

Goal Area: Academics

Priority Initiatives

PI13   Foster and support a research culture on campus

Expected Outcome

EO13   Campus-wide scholarly output, particularly peer-reviewed publications, and creative activity will increase. The Faculty Development and Research Committee will be reconfigured to better facilitate and promote research.

Performance Measures

PM13   Scholarly activity and peer-reviewed publication output will be at least equivalent per capita to the output of other private degree-granting institutions in Alberta.

Goal Area: Academics

Priority Initiatives

PI14   Create a better balance between teaching, research, and service that enables faculty to better facilitate student learning.

Expected Outcomes

EO14   Academic administration will work with deans, chairs, and faculty to better articulate, evaluate, and negotiate faculty load with the focus on the improvement of student learning.

Performance Measures

PM14   Faculty will report greater satisfaction and improved job performance.

Goal Area: Academics

Priority Initiatives

PI15   Establish an academic culture on the campus, with the library as a central component

Expected Outcomes

EO15   The library will collaborate with faculty in each academic program to integrate information proficiency. Students will be proficient in information literacy.

Performance Measures

PM15   Students' information literacy will be measured through Standardized Assessment of Information Literacy Skills (SAILS) and the American Library Association's five standards of information literacy.

ACCOUNTABILITY: PRIORITY INITIATIVES 16 - 18

Goal Area: Finances and Assets	
Priority Initiatives	
PI16	Manage financial resources effectively through empowerment and accountability.
Expected Outcomes	
EO16	Employees will operate efficiently in an environment of decentralized decision making, resulting from clear procedures for accountability, and from increased training to empower employees.
Performance Measures	
PM16	Efficiencies will result in improved employee satisfaction and better operating results compared to budget.

Goal Area: Employee Experience	
Priority Initiatives	
PI17	Actively involve employees in personal growth, professional development, and spiritual cultivation.
Expected Outcomes	
EO17	Employees will be more fulfilled and engaged in their service
Performance Measures	
PM17	Surveys showing Burman University's support of personal growth, professional development, and spiritual cultivation.

Goal Area: Employee Experience	
Priority Initiatives	
PI18	Foster agency through engaging in effective communication, encouraging collaboration, and fostering creative exchange to build a culture of supportive relationships.
Expected Outcomes	
EO18	Employees will have created, realized, and engaged in a collaborative supportive culture.
Performance Measures	
PM18	Results from surveys of employee satisfaction will show improvement.

COORDINATION: PRIORITY INITIATIVES 19 - 22

Goal Area: Community

Priority Initiatives
PI19	Explore further opportunities across the Canadian constiuency and to expand into new markets to include students from other religious beliefs and cultural backgrounds.

Expected Outcomes
EO19	Increased opportunities for Adventist students across Canada to select Burman as their university of choice; campus awareness of Indigenous experiences, cultures, and values to better serve First Nations, Metis, and Inuit (FNMI) students will be enhanced; understanding of students from Central Alberta, other religious beliefs, and cultural backgrounds will be increased.

Performance Measures
PM19	Burman will engage with FNMI leadership, other religious organizations and international students to facilitate understanding and partnerships.

Goal Area: Employee Experience

Priority Initiatives
PI20	Build relationships with external communities to learn, to collaborate, and to serve.

Expected Outcomes
EO20	With the support of the University, employees will actively seek a broader set of relationships with external communities. The community will perceive Burman University as a positive collaborator.

Performance Measures
PM20	This will be measured by faculty annual reports, employee performance evaluations, community surveys, and active community engagement.

Goal Area: Community

Priority Initiatives
PI21	Connect with alumni to provide the opportunity to participate in the mission of Burman University

Expected Outcomes
EO21	Increase investments that enrich the lives of students

Performance Measures
PM21	Number of donors per donor giving will increase

Goal Area: Community

Priority Initiatives
PI22	Engage with the community by sharing arts, culture, knowledge, service, and wellness.

Expected Outcomes
EO22	Partnerships that benefit and involve the community will be evaluated and enhanced

Performance Measures
PM22	Benefits of community partnerships will be measured through surveys, focus groups, and participation.

APPENDICES

Plan for Financial Sustainability

Burman University's Board of Trustees received a balanced budget for 2019-20. The operating budget is $18.1 million, which is a slight decrease from the $18.5 million 2018-19 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.
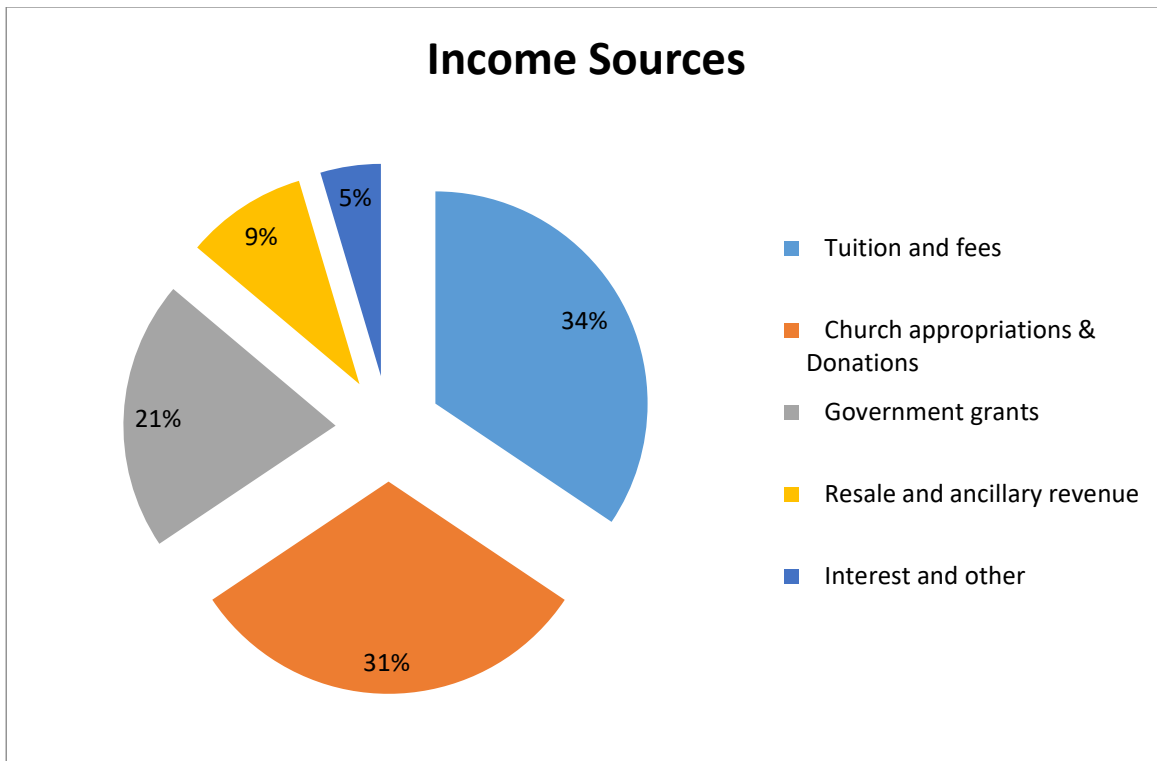
Consolidated Operating and Capital Budget and Projections

	Budget 2019-20	Projection 2020-2021	Projection 2021-2022
Tuition and fees	6,257,460	6,445,184	6,638,540
Alberta government grants	3,599,460	3,671,449	3,744,878
Seventh-day Adventist Church in Canada (SDACC) appropriations	5,038,882	5,089,271	5,140,164
Interest and other	837,750	840,000	856,800
Resale and ancillary revenue	1,683,218	1,716,882	1,751,220
Donations	155,000	155,000	155,000
	17,571,770	17,917,786	18,286,602
Restricted revenue used - donations	217,114	201,664	201,664
Restricted revenue used - gov't grants	134,792	78,336	79,903
Total income	17,923,676	18,197,786	18,568,169
Salaries and non-pension benefits	11,039,333	11,260,120	11,485,322
Pension benefits	867,431	884,780	902,476
Supplies and other	1,021,707	1,042,141	1,062,984
Student services	2,394,307	2,442,193	2,491,037
Plant and maintenance	1,684,796	1,718,492	1,752,862
Administrative	245,090	249,992	254,992
Amortization of capital assets	803,600	803,600	803,600
Interest	17,050	17,391	17,739
Total Expenses	18,073,314	18,418,709	18,771,012
Excess (deficiency) of general revenue over expenses	(149,638)	(220,923)	(202,843)
Capital Activity			
Amortization of deferred capital contributions	262,000	262,000	262,000
Gain (Loss) on disposal of capital assets	262,000	262,000	262,000
Total Capital Activity			
Excess (deficiency) of total revenue over expenses	112,362	41,077	59,157
Endowment Fund Contributions	50,000	55,000	60,000
Net Assets Beginning of Year	24,256,951	24,419,313	24,515,390
Net Assets at End of Year	24,419,313	24,515,390	24,634,547

Expected Revenue and Assumptions

The following chart proportionally represents 2019-20 budgeted income sources for Burman University:

Income Sources

- Tuition and fees — 34%
- Church appropriations & Donations — 31%
- Government grants — 21%
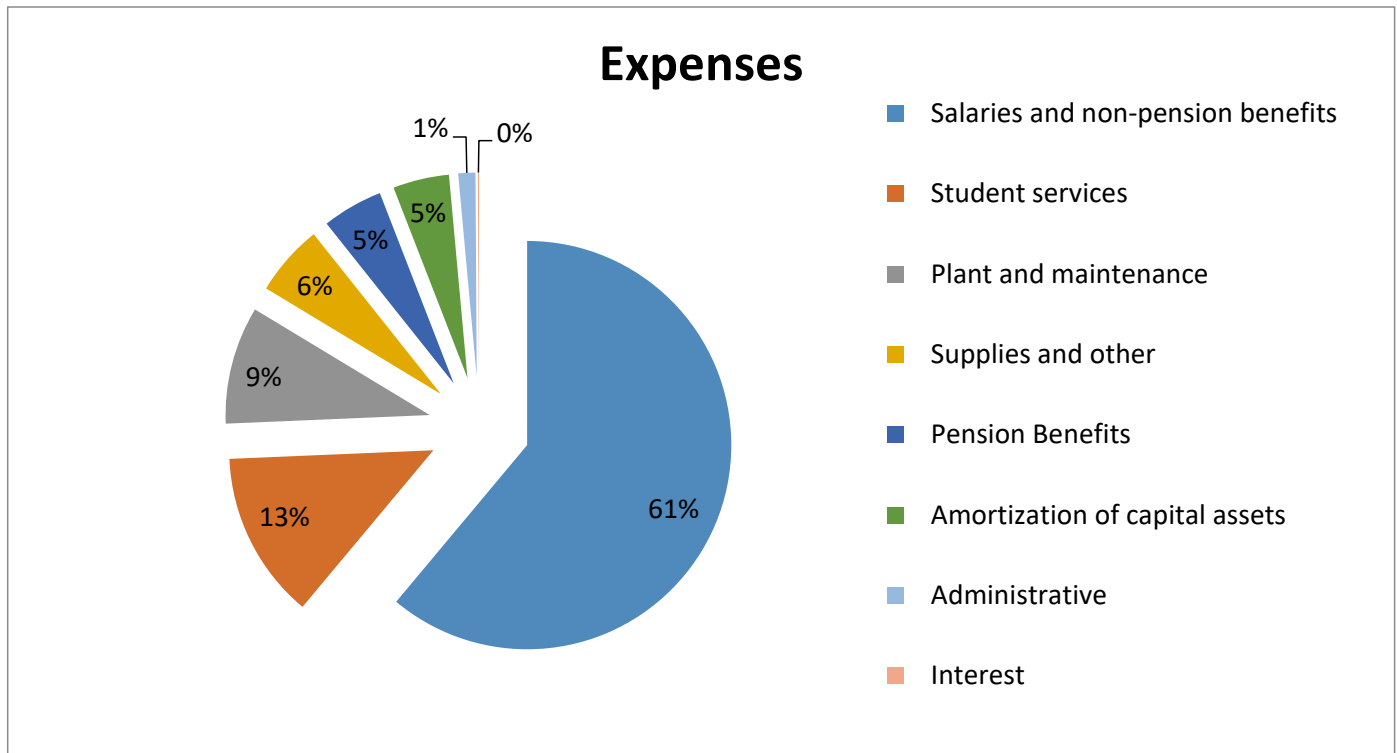- Resale and ancillary revenue — 9%
- Interest and other — 5%

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

1. Financial FTE and tuition increase of 2% 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

Expected Expenses and Assumptions

The following chart proportionally represents 2019-20 budgeted expenses for Burman University:

Expenses

- 61% Salaries and non-pension benefits
- 13% Student services
- 9% Plant and maintenance
- 6% Supplies and other
- 5% Pension Benefits
- 5% Amortization of capital assets
- 1% Administrative
- 0% Interest

The following budget assumptions were used in preparing Burman University's projection expense budgets:
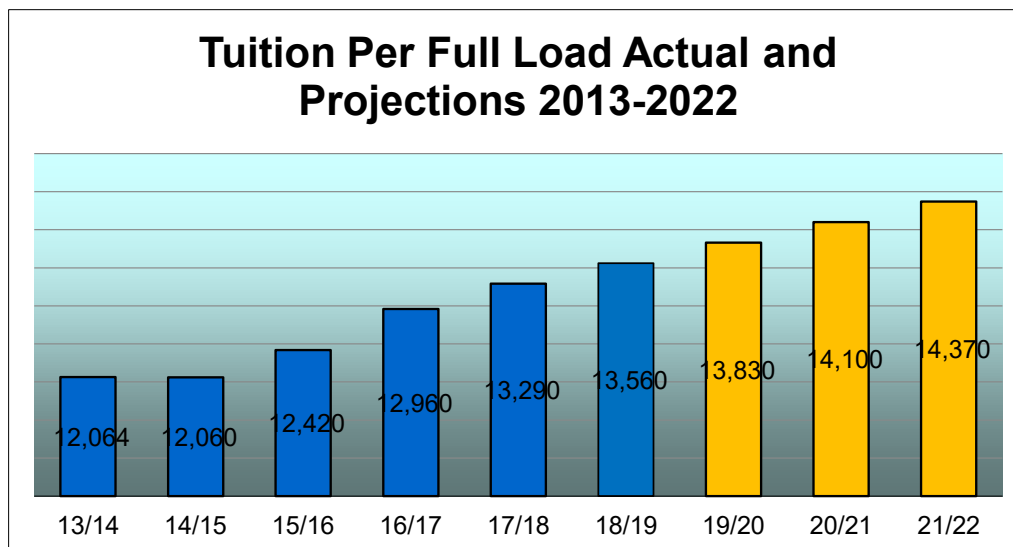
1. Salary and benefits increase of 2% per year
2. General operating expense increase of 2% per year
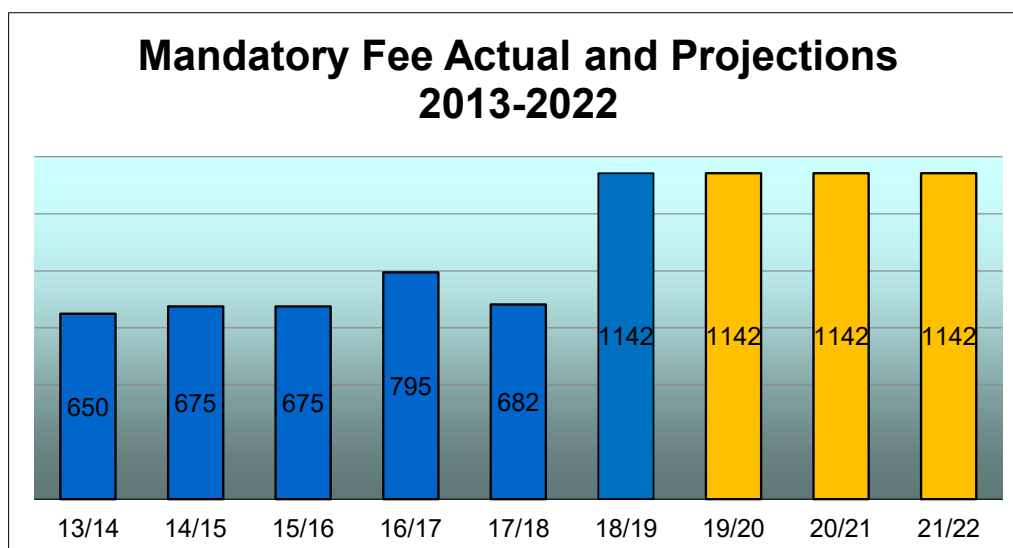
Projected Cash Flow for 2019-20

Statement of Cash Flows
Projected April 30, 2020

Cash flows from operating activities	
Excess (deficiency) of total revenues over expenses	112,362
Adjustments to reconcile excess (deficiency) of revenue over expense to net cash provided:	
Amortization of capital assets	
Amortization of deferred capital contributions	803,600
Gain on disposal of capital assets	(262,000)
Cash provided by (used in) operating activities	**(0)**
	653,962
Cash flows from investing activities	
Proceeds from sale of capital assets	(299,312)
Increase in long-term investments	**(50,000)**
Cash provided by (used in) investing activities	(349,312)
Cash flows from financing activities	
Increase (decrease) in endowments	**50,000**
Cash provided by (used in) financing activities	50,000
Net increase (decrease) in cash during the year	354,650
Cash beginning of year (est.)	**1,000,000**
Cash end of year	**1,354,650**

Tuition and Mandatory Fees

Tuition Per Full Load Actual and Projections 2013-2022

12,064	12,060	12,420	12,960	13,290	13,560	13,830	14,100	14,370
13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22

International tuition rates are the same as domestic.

Mandatory Fee Actual and Projections 2013-2022

650	675	675	795	682	1142	1142	1142	1142
13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22

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 2% per year from $13,830 in 2019-20 to $14,370 in 2021-22. 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 increased significantly in 2018-19 as the Student Association added transit and health insurance to the fee structure for all students.

Programming Changes

Burman University continues to seek opportunities for collaboration and growth for program offerings but is also mindful of Campus Alberta's mandate to reduce program duplication. For the foreseeable future, the University will focus on refining current programs and reducing inefficiencies within program offerings. Several of the University's program are under-subscribed and it is essential to first address the underlying issues of the under-subscribed programs before committing resources to developing and applying for new degree programs.

The Ministry of Advanced Education recently gave Independent Academic Institutions permission to develop diploma and certificate programs. The University is carefully evaluating which diploma and certificate programs are possible to offer within the framework of current course offerings.

Burman University recently partnered with Kettering College located in Dayton, Ohio to offer a block transfer in Nursing. Students will study at Burman University for 3 semesters before transferring to Kettering to complete a BSc in Nursing. This partnership not only includes the transfer of courses, but Kettering will accept Canadian dollars on par with US dollars for tuition costs.

Learner Pathways

Under its retention program, the University will implement a new student support system for first-year students. A team comprised of counsellors, first-year advisors, and other academic support staff will evaluate the incoming first-year students prior to the beginning of the academic school year and will update or create support programs based on the needs of the incoming class. The goal with this initiative is to be intentional with the support the students need and be able to anticipate the types of support that is needed. Curating the student support for each individual enrolment intake will lead to stronger student persistence in their first year of university.

CRM

The University will employ a Customer Relationship Management (CRM) software for the upcoming academic year. This tool will help the University organize its relationships and interactions with potential students. The CRM, along with enrolment advisors, will help streamline connection to potential students and clarify the application and registration process for them. The goal is to ensure that communication with the student is as clear as possible and enhance student experience throughout the enrolment process. The University sees the implementation of a CRM as a positive step in increasing enrolment.

Enrolment Data

	2017/18	2018/19	2019/20*	2020/21*
FLE	402.93	401.63	412.02	421.53

International Students

	2017/18	2018/19	2019/20*	2020/21*
USA	30	33	30	31
International	29	40	45	47

*projected figures

Introduction

Burman University has traditionally been a teaching-based university with undergraduate Arts, Science, Business, Education and Music programs. In recent years, the University has attempted to develop and support a strong research program on campus. We now have increased scholarly engagement and output among faculty and students through various incentives, including reduced course loads in lieu of research, mentorship, excellence in research awards, appointment of research directors and new rank promotion policies. In addition, the University has begun to prioritize research in its faculty recruitment and succession planning. The University's established policies that support, value, safeguard and encourage research and scholarly activities stem from Burman Strategic Initiatives "Foster and support a research culture on campus, and Create a better balance between teaching, research, and service that enables faculty to better facilitate student learning."

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. 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. This is in addition to individual and group professional development funds available to faculty.

In order to motivate and properly reward dedicated researchers, the University adopted a new Faculty Rank Promotion and Initial Placement Policy in 2017. The new 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. 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 for faculty not engaged in active research or scholarly activity is 4/4.

Institutional Infrastructure to Support Faculty Research

Burman University endeavors to provide institutional infrastructure to support faculty research and scholarly activities. Each faculty member is given $1637 in Personal

Professional Development funds each year to support professional membership fees and conference activities. In addition, faculty can apply for up to $2,000 in Group Faculty Development Funds to support conference attendance and presentations. Faculty members also have access to internal research SEED grants (total of $25,000 is awarded each year). Seeds grants provide start-up research funding for Burman faculty. Burman University also has a sabbatical policy qualified faculty are eligible for a semester, two semesters or a full year sabbatical for 100% salary. Faculty involved in research or scholarly activities may apply for a research course for one semester or two semesters. Faculty can use the summer months to get more research done. At the beginning of fall 2018, Burman Administration appointed two research directors, one each for the Faculty of Science and the Faculty of Arts and Social Sciences. Part of their duties include hosting the research forum, mentoring new researchers and helping to improve the research culture at Burman University.

The initiatives and supporting infrastructure have started yielding dividends. For example, this past academic year, our faculty produced: 28 conference presentations, 19 peer-reviewed articles, 3 book chapters, 4 books, and 13 music performances or compositions published this past year among our approximately 40 faculty members. Faculty research has recently appeared in publications by Routledge London, Routledge New York, and Peter Lang International Academic Publishers. Some topic examples include SPSS guides, international development, feminism in science fiction, cross-sensory experience and synesthesia, African proverbs as epistemologies of decolonization, and the use of virtual reality in the English, art, and education classroom. By comparison, 8 years ago, the same number of faculty produced: 15 conference presentations, 9 peer-reviewed articles, 1 book chapter, 1 book, and 10 music performances.

Some of our faculty actively present their research and consult with industry leaders and practitioners, making research findings a practical reality, and bringing research to the classroom. Arguably, research at Burman is not of the scale or scope of larger research-based institutions in the province, but, as a teaching-based university of this size, we have started to see a developing research culture and a growing infrastructure that will ensure a transformative teaching and learning anchored in relevant research.

Strategic Priorities

Interdisciplinary Scholarship

Burman University will build on the strength of Interdisciplinary Scholarship in its strategic research plan. 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, such as the Co-op research projects in the Biology program. 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 from 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 bi-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. Burman University has made faculty and student research, development and scholarship as one of the key fundraising goals for the next three years.

FNMI priorities

The Education department has actively worked to incorporate Indigenous content into their curriculum and program. HIST 300 - First Nations History is now offered every year and is a required course for all education students. The education department works with Maskwacis Cultural College and the Maskwacis Education Schools Commission (MESC) to present to their classes on topics of Indigenous history and education and on truth and reconciliation. This year, for the first time, 15 of Burman's education students conducted their field experiences in MESC schools. Many graduates have already received job offers from MESC schools -- an honour and a privilege that speaks to the relationship that Burman's education department has built with the local Indigenous community. This relationship is one that Burman, in particular, the education department, will continue to nurture and grow. Along with connecting with the local Indigenous community, the education department is developing a new course: Teaching Truth and Reconciliation. This course is scheduled to be offered during the summer of 2019 and will become a regular course offering for current students as well as current teachers who seek professional development in the area of Indigenous education.

Low Income Students

As an Independent Academic Institution, Burman University is priced slightly higher than other publicly funded institutions in Alberta. To offset the cost for all students, but in particular, students from low income families, Burman University offers an array of entrance scholarship rewarding achievement in academics, leadership, athletics, and musicianship. These scholarships are renewable for all 4 years of study contingent on meeting eligibility criteria. During the winter term of the academic year, current students apply for donor funded scholarships to put towards their next year of study. Roughly 60% of Burman student receive entrance scholarships and funded awards and 25% receive donor funded awards. High need students also may qualify for matching scholarships provided by the university and local churches. Student pursuing an additional degree are given a discount on tuition. Coupled with student loans and on campus employment, most students are able to fund their education with little financial burden while they're students.

Students with Disabilities

Over the last five years, accommodating students with disabilities has been a top priority at Burman University. The primary focus of the Sakala Student Success Centre has been accommodating students with learning disabilities or other disabilities that may hinder their performance in the classroom. Accommodating students with physical disabilities is also a top priority however, strides in this area are far more measured as the University is hindered by the slow progress of updating the campus physical facilities to slowly

upgrade to a fully wheelchair accessible campus.

Over the past three years, the Sakala Student Success Centre has undergone some staffing changes, reworked their goals and mandates, and have relocated into a much more user friendly space. They have adequate testing spaces for those students that need to write their tests and exams outside of the classroom. They have streamlined the process of informing faculty of necessary student learning accommodations and are actively working with faculty to ensure that all learning disability needs are accommodated for and understood.

Bridging Courses

Over the past 2 years, Burman University reintroduced transitional courses to accommodate those learners that may be deficient in specific subject areas for their program of study. These transitional courses, offered in English, Math, Biology, Chemistry, and the Humanities, allows students to move forward in their chosen degree programs while working on making up the deficiencies from their previous education. These "probationary" students are monitored closely by the admissions officer and chair of the retention committee to ensure that they are managing the work load of a university education and to provide early intervention and guidance if they appear to be floundering in their studies. These courses do not provide a full bridging program but are for students that are only deficient in one or two specific courses for their degree program. Math is the most needed transitional course offered.

Rural Learners

As a rural institution, Burman University is aware of the specific needs of rural learners and are able to accommodate them. Over one third of the student body of Burman University are rural learners. Burman is ideally suited for rural learners that may be anxious about relocating to a big city for their university studies. The university features many of the conveniences associated with living in a large city centre, without the overwhelming adjustment period that it would take to adapt to city living.

Burman University's community outreach consists of three main areas of service: cultural programming, non-credit educational outreach, and facilities and programming to promote physical wellness.

The first avenue of community outreach is providing a full spectrum of art and cultural programming. Lacombe's small size and Burman University's placement in a rural setting allows the University to be a cultural leader in the community. Cultural programming includes the Sunday@4 classical music concert series, choir and orchestra concerts, student and faculty recitals, and plays and musicals presented by the Drama Society. Each of these activities is well attended by Lacombe citizens.

Four years ago, the Herr Lecture Series was established at Burman University. Since then, the lecture series has continued to thrive and has evolved to establish the Centre for Peace and Justice. The lecture series was named after retired professors Dr. Larry and Dr. Denise Herr. This year, the lecture series featured University of Toronto Professor of Political Science Dr. Ronald Deibert (Digital Espionage Against Global Civil Society: Tracking a Growing Threat to Democracy), Peace Activist Kim Phuc (The Girl Behind the Photo), McGill University Professor of Art History Dr. Charmaine Nelson (Exploring Canadian Slavery through the figurative slave archive) and Director of the John Weidner Foundation Dr. Ronald Osborn (Values After Darwin).

The newly established Centre for Peace and Justice was founded to promote inclusive and harmonious communities that respect the rights and dignity of all through education and dialogue. The vision for the Centre is to make Alberta a province where every community is welcoming, inclusive, and compassionate, and every individual is respected. This past year, the Centre ran a Peacebuilders workshop: an engaging and transformative leadership program for young people who are interested in building a human rights community in Central Alberta. The Centre also conducted conflict management workshops to help individuals, organizations, and business respond in creative and positive ways to everyday conflict situations. Along with the City of Red Deer's Welcoming and Inclusive Community's Network Initiative, the Centre established and manages the Central Alberta Interfaith Network to bring together community leaders of all faiths throughout Central Alberta to promote peaceful coexistence and interfaith collaboration.

The School of Business continues to expand their community-based offerings. This year's Business lecture series featured local entrepreneur Peter DeWit (The Small Business Marketing Challenge), local CIBC Branch Manager Tim McLenahan (The Keys for Successful Investment), workforce consultant for the Ministry of Labour for the Government of Alberta Nicole Lorrain (Government of Alberta's Programs to Support Job Skills Training and a More Efficient Labour Market), Executive Director for the Central Alberta Economic Partnership Kimberley Worthington (A Dialogue About Collaboration of Economic Development Practitioners and Entrepreneurs to Advance Business

Development and Growth), and Regional Manager for South Central Entrepreneurship and Regional Development at Alberta economic Development and Trade Dawna Allard (Local to Global: Tools and Resources to Diversify and Grow Alberta's Economy). Along with the well attended lecture series, the business department has established a business incubator – a collaborative effort with local entrepreneurs geared towards economic diversification, promotion of business start-ups, and the reduction of attrition rates of small to medium enterprises. A selection of business themed continuing education courses are also being offered during the summer of 2019, specifically for local citizens seeking to gain education in budgeting, entrepreneurship, investments, IT system security, personal finance, small business management, and more.

The physical education complex arguably provides the most community outreach of any department on campus. The fitness centre has over 1,000 members, most of which are from the local community. Hundreds of elementary school children use the campus pool for swimming lessons and field trips. The physical education complex hosts continuing educations courses, fitness courses, and health fairs that are open to and well attended by the local community. A couple of years ago, the PE Centre director established a new initiative to foster relationship with the community. His initiative saw the blending of senior citizen community programs with university physical education courses. The result was a collaborative course that allowed students to learn about the intricacies of geriatric fitness and health. In return, the senior citizens were provided with a fun, active, and rewarding courses with one-on-one attention from the instructor and students. All courses offered by the university are free for seniors citizens 65 and over. Seniors consist of 1 – 2% of the student body.

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 75% of Burman University's first year student report engaging in community-based service learning (NSSE reports that 50% of first year Alberta university students engage in community-based service learning).

Sexual Violence Prevention

Recognizing the importance of supporting individuals who have experienced sexual violence, in this past year Burman has:

- Developed and approved the Sexual Violence Policy;
- Developed and approved the Sexual Violence Reporting Procedures;
- Identified and trained two on-site staff (as facilitators) to provide the First Responder to Disclosures of Sexual Violence and Abuse training to members of Burman University (students, faculty, and staff);
- Identified and trained key campus staff to act as First Responder to Disclosures of Sexual Violence;
- Updated webpages to include information on sexual violence/abuse polices and procedures, including information on reporting an incident

Moving into the next academic year, Burman will:
- Providing continued support for sexual violence victims and providing safe spaces and platforms to share their stories as is appropriate;
- Provide presentations to faculty, staff and students to introduce the Sexual Violence Policy and Reporting Procedures;
- Provide First Responder training to faculty and staff;
- Work with program directors to incorporate First Responder training into programs of study (i.e., education, religious studies majors, behavioral science, psychology, outward pursuits);
- Provide onsite support to university members who disclosure incidents of sexual violence;
- Provide information, resources and supplies to students who come into the Centre;
- Bring local organizations to present information to students around sexual health, healthy relationships, and consent. (For example, Central Alberta Sexual Assault Support Centre, Alberta Health Services, Sexual Health Clinician, and the Central Alberta FASD.)
- Continue providing information on local and provincial resources to support those who have been victims of sexual violence.

Student Mental Health

Over the past year, the University has developed and approved a Mental Health Strategy. Students also participated in the National College Health Assessment for the first time. Information from this assessment will be used to guide the implementation of the Mental Health Strategy. Thanks to the post-secondary mental health grant, the following has been put into place on campus:

- Mental Health Strategy
  - The Mental health strategy was written under the guidance of a Mental Health Strategy Committee. The Strategy is not a static document and will be reviewed and revised to meet the needs of the campus community.

- Mental Health Coordinator
  - The mental health coordinator oversees the Mental Health Strategy, identifies and brings in appropriate training for students, faculty and staff. The following training options are now being offered on campus:
    - Mental Health First Aid - The Mental Health Coordinator provides this training to students, faculty and staff. Three trainings have been held to date and at least three will be provided over the next academic year. This program can also be provided to specific programs upon request.
    - The Inquiring Mind – The Mental Health Coordinator also provides this training to students. This 3 ½ hour training addresses stigma related to mental health, helps students identify when they are feeling overwhelmed and provides information on developing resiliency. It also provides them with skills to support their friends who are feeling overwhelmed. This training was provided three times this past academic year and will continue to be provided to students in the upcoming year.
    - Questions, Persuade and Refer – The Mental Health Coordinator and University Counselor are both trained facilitators for this suicide prevention gatekeeper training. This training address the stigma around suicide, provides information about the prevalence of suicide, warning signs, and risk factors. It also teaches individuals how to support someone who is suicidal and refer them for professional assistance. This training will be provided to students during orientation and through out the academic year.
    - Step-Up, Bystander Intervention Training – The Success Centre is looking at this training to teach students to effectively (and safety) intervene when they witness something that is inappropriate. In addition to the basic steps to intervene, topics include: academic dishonest; depression, sexual assault, substance misuse, healthy relationships, discrimination, anger and disordered eating.
    - Mental Health and Wellness Campaigns - Throughout the academic year, the Centre will host a variety of activities to highlight mental health and wellness. This includes:
      - Self-care – providing opportunities to students to identify and engage in healthy self-care activities;
      - Wall of Gratitude – providing the opportunity for students to highlight things for which they are grateful;
      - Random Acts of Kindness – an on-campus activity to promote kindness to each other;

- - The Art of Play – providing a space for students to de-stress with engaging games and activities;
  - Mentoring program – connecting first year students with third and fourth year students (in their field of study) to provide support, information and a friendly ear;
- University Counselor – The counselor is dedicated to providing one-on-one counseling to students. If there is a wait-list at the Centre, students can be referred to services in the community. Students can also be referred to specialized services providers, when required (i.e. addiction counseling, disordered eating, psychiatric services).

Throughout its history, Burman University has prioritized integrating international and intercultural initiatives into the vision and mission of the university. This emphasis on internationalization was apparent in the service of the university long before global travel and communications were as commonplace as they are today. In 1933, the graduating class of the university chose to donate money from the class gift to an international humanitarian project. This commitment to international initiatives has expanded and is nurtured today as Burman University educates international students, offers programs with specific focus on international development, conducts scholarly activity on an international scale, and employs faculty and staff from around the world.

International students consistently represent a significant contingent of the Burman University student body. Recruiting from a network of Seventh-day Adventist churches and schools has allowed the university a culturally rich and diverse population of students. During this past academic year, international students accounted for roughly 20% of the student body. The top countries that the University draws from are the United States, the Bahamas, Kenya, Jamaica, and South Korea. The most popular programs among the international students are business administration, biology, and education. Burman University's Marketing and Enrolment department actively recruits in the United States, the Bahamas, and Kenya.

Burman University offers three programs with a specific international focus: the Bachelor of Arts in International Studies, the Bachelor of Arts in International Health and Wilderness Studies, and the Bachelor of Business Administration: International Business track. The International Studies degree requires students to participate in an international study tour or practicum as part of their degree. Many graduates of the program have opted to complete their international work in Washington, DC through the Washington Centre for Internships and Academic Seminars.

Burman University is partnered with Adventist Colleges Abroad: a global consortium of Seventh-day Adventist Universities, which grants students an immersive experience to obtain foreign language credit towards their degree programs. Students are able to study for a whole academic year or summer in France, Austria, Spain, Argentina, Italy, or Germany or spend summer in Hong Kong, Israel, Lebanon, the Ukraine, Greece, Mexico, or Brazil.

Study tours are offered every summer, giving student the opportunity to earn credits at a discounted rate. Students are provided with hands-on learning experiences and adventures and are able to fulfil degree requirements during their summer break. Last summer, biology students learned about tropical biology in Costa Rica, religious studies students conducted an evangelism trip in South Africa and Lesotho, a team of students assisted with a humanitarian project at a hospital in Nepal, and education students conducted a teaching practicum in Cambodia. Along with the various student trips, faculty conducted research and scholarly activity in Nigeria, Ghana, Finland, Sri Lanka,

Australia, Ecuador, Guam, Russia, the United Kingdom, Brazil, Greece, France, and the United States. This breadth of international scholarly activity is typical during any given year. As well as conducting scholarly work worldwide, many of Burman University's faculty and staff are from other countries. Along with a large contingency of Canadian employees, Burman University employs people from many other nations: Sir Lanka, India, Ghana, Nigeria, Peru, Malaysia, South Africa, Brazil, Malawi, Haiti, the Philippines, Jamaica, Argentina, Poland, Jamaica, and the United States.

Burman University's emphasis on service—local, regional, national, and international—results in multiple international service and study opportunities each year. This broadening of the University's perspective has been ongoing for decades and 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.

As an independent academic institution, Burman University 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 challenge to Burman University as it strives to provide the infrastructure necessary to adequately serve students in Central Alberta.

Making all buildings wheelchair accessible is a top priority for Burman University. Having been established on a hill in the early 1900's, Burman University has historically been inaccessible to those with some physical disabilities. As new buildings are built and old buildings are renovated, accessibility is the first priority considered. At this point, only two buildings, West Hall and Maple Hall, are not at all wheelchair accessible. All other buildings are at least partially accessible. Every year, renovation projects strive to make the campus more accessible. Upcoming wheelchair accessibility projects include the installation of handicap access doors in the cafeteria and McKibbin Centre, handicap accessible washrooms in McKibbin Centre, and renovations of Lakeview Hall dormitory rooms to ensure accessibility.

The 2018-19 school year saw the second phase of renovation to the bottom level of the main administration building. During the first phase of renovation, the Sakala Student Success Centre, the counselling and career services department, was relocated to the bottom level of the main administration building. The second phase of renovations were primarily exterior. The area outside their entrance was paved and a ramp installed for full wheelchair accessibility. The road leading up to the administration building was paved (where previously there was a gravel road) and the handicapped parking was paved and significantly improved.

Architectural plans and drawings for a remodeled and expanded library have been completed. Burman's Advancement department is busily raising funds for phase I of this project. Thus far, just over 60% of the needed funds have been raised for phase I.

Throughout the 2018-2019 school year, the Burman University Information Technology (IT) Department completed the implementation of a fully clustered environment for its core servers, providing more efficiency. It also progressed with the project of moving all wireless connections to the 802.1x standard for authentication, while continuing this to the wired network.

Burman University continues to participate in the ShareIT initiative and has participated in a couple of procurement projects and oversight committees. The Burman IT Director has served on the AAHEIT committee planning the transition of AAHEIT functions over to Cybera and Share-IT. All Burman IT staff have participated in off-site conferences, including the Convergence conference in Alberta.

Formal discussions have commenced among Seventh-day Adventist institutions in the United States about how to foster collaboration or share services to reduce overall cost or increase enrolment. The University will continue to be a part of these discussions and participate in solutions presented.

While there is no independent IT security policy or risk management framework, the IT Director does serve on the institution wide Risk Management Committee where such issues are discussed and monitored.

Several minor updates and fixes to the ERP system have resulted in smoother operations and less problems to solve. A formal decision to remain with CAMS for the next several years was reached. However, there are still struggles to complete the transcript exchange portion of the APAS system and the Toolkit is still being used to accomplish this. Desire 2 Learn is still used as the Learning Management System. There has been an increasing offering of online courses using this platform.

During the previous year, two audio-visual podiums were deployed with plans for more to follow as funding allows. Three upgrade kits are on-hand to provide fully compliant HDMI capabilities to existing Extron systems. More of these will also be deployed as funds will allow.

The increasing reliance of our students on wireless network access continues to be a challenge, especially in the residence halls. For three years, the IT Department has urged the re-design of access point placement to provide more consistent coverage, but funding has not been made available for this. Another major project that we will need to be planning for is the replacement of our existing 25-year old fibre optic cable between campus buildings. We cannot increase the bandwidth across the existing fibre above the current 1 GB/s.

Another future IT proposal is the business continuity and disaster recovery planning. Additional resources will need to be available to plan and implement in this area.