

ACADEMIC MASTER PLAN 2009 – 2014

Introduction

Canadian University College's Academic Master Plan covers a five-year period and is intended to guide the academic program of the university college. This document is revised on an annual basis and will reflect changes to the environment in which CUC operates and the constituencies in which it serves. It is recognized that due to changing circumstances unexpected opportunities may lead to changes in the action plan. Some actions may be identified as for exploration—it is anticipated that a number of these will, with further study, prove impractical. The plan then, while setting a clear direction, will remain to some degree responsive to changing demands.

A. Contexts

The contexts within which CUC operates are complex. The university college is a part of a number of academic and other communities each providing opportunities and challenges. It is important to consider CUC's role within the contexts of the

- Seventh-day Adventist Church in Canada (SDACC) and along with this, CUC's membership in the community of North American Division institutions of higher education.
- post-secondary system within the province of Alberta.
- present CUC structure

Seventh-day Adventist Church in Canada – SDACC:

The Seventh-day Adventist Church in Canada has invested considerably in CUC. This is evident in the amount of financial and constituent support the institution is given. CUC ensures the worker force in Canada is sustained by providing the training needed for both ministers and teachers. It also helps maintain the worker force and educated laity in the church in Canada. This must remain a central focus of our education.

CUC holds a unique place among the North American Adventist colleges and universities. It is the only Adventist institution of higher learning in Canada, it is the least expensive, it is the smallest, and it has a different accrediting process. It cannot offer all the courses of some of the other institutions, but it does also have some unique strengths of its own. We must capitalize on those strengths

CUC is a receiving institution of credits from universities and colleges located in other world divisions of the church. While we have not focused on the church outside North America, we have cooperated in several initiatives, such as membership in the Adventist Colleges Abroad consortium as well as the Jerusalem Center for Biblical and Archaeological Studies.

Alberta:

A renewed emphasis on post-secondary education in Alberta is evident by the realignment of the provincial cabinet. Alberta Advanced Education and Technology has increased funding for the post-secondary sector. The five goals of the ministry include quality, affordability, accessibility, diversity and collaboration.

Along with these goals, the Post-secondary Learning Act was proclaimed which

- established the Campus Alberta Quality Council to facilitate the development and expansion of degree-granting opportunities;
- gives post-secondary institutions greater flexibility to conduct their business so they are better able to respond to the needs of students;
- continues to provide students with predictable and manageable tuition fees; and,
- balances the needs of institutions and communities.

With these objectives in mind, Canadian University College's plans must consider its role as an Independent Academic Institution in Alberta and, more broadly, Canada

Canadian University College:

CUC is an environment in itself. Its vision statement, mission statement, and values define to some degree what the institution seeks to be. They reflect the institutional culture within which we, as a university community, work and study. The strategic plan informs CUC's vision for the future aware of the university's internal strengths and weaknesses as well as external opportunities and threats.

The strategic plan envisions the following strategic themes:

- Growth: CUC seeks to emphasize growth in student numbers as well as other areas such as endowments and alumni giving;
- Excellence: CUC strives to ensure excellence is pervasive through its academic and research programs, as well as other resources, facilities and relationships;
- Community: CUC endeavours to maintain the strong sense of campus community and to further develop links with the local community and the SDACC constituency;
- Commitment: CUC nurtures a strong sense of commitment to the institution by faculty, staff and students; and,
- Responsiveness: CUC responds to the needs of its students, faculty, staff, and constituency.

B. SWOT Analysis

OUR STRENGTHS

- High quality of teaching as evidenced in student satisfaction surveys
- Excellent opportunities for faith development within an academic context
- High faculty commitment to teaching excellence and to CUC's mission
- Strong nurturing environment for students
- Small campus allows for a vibrant and personable institution and a spirit of user-friendliness
- Adaptability allowing for rapid changes
- Greater student access to professors
- Favourable tuition rates for Adventist students compared to other Adventist colleges and universities
- High success rate for graduate school entrants
- Employment success for graduates
- Unique programs in the Adventist system
- Rural location is attractive to some faculty, students and programs.
- Graduating 4-year alumni with primary loyalties to CUC
- Only 4-year University College in Central Alberta

OUR WEAKNESSES

- Recruitment and retention of students lower than desired
- Deteriorating physical infrastructure
- Level of desirable qualifications for faculty not parallel with peer institutions
- Institutional and professional self-reflection not fully established as a part of campus culture
- Limited faculty development through sabbaticals,
- Limited institutional support for desirable qualifications
- Limited financial and personnel resources
- Limited facilities for off-campus students
- Tuition high in Canadian context
- Limited ability to support research
- Academic infrastructure requirements met by a small faculty i.e. heavy amounts of paperwork and committee memberships are required
- Rural location has drawbacks
- Limited physical focal point for programs
- Lack of facilities/resources to build on opportunities and eliminate weaknesses
- Limited library space
- Lack of AUCC membership due to low enrolment.

OUR OPPORTUNITIES

- Potential of new markets
 - Development of a learning community for Lacombe and Central Alberta
 - Increasing interest of mature students in post-secondary education
 - Government funding initiatives, for example in the areas of research and curriculum renewal
 - Earmarking potential faculty from alumni
 - Expanding 3-year to 4-year programs
 - Expanding music department visibility
 - Increasing possibilities for collaboration with other institutions (RDC, NAD colleges and universities, etc.)
 - Relaxation of student visa regulations
 - Increase of 60,000 post-secondary seats over the next 15 years, 30,000 over the next six years and 15,000 over the next 3 years in Alberta
- Perception of limited faculty research
 - Low constituent interaction especially with SDACC pastors and teachers
 - Demographic decline in the 18-24 year old cohort
 - Constituent perceptions regarding relevance, quality and competitiveness
 - Perception of isolationism in Central Alberta
 - Increase of 60,000 post-secondary seats over the next 15 years, 30,000 over the next six years and 15,000 over the next 3 years in Alberta
 - Possibility of funding reduction for international students

OUR THREATS

C. Board Ends

After its consideration of the mission of Canadian University College, in February 2002 the Board of Governors identified and approved the following Board ends:

End 1: Canadian University College provides a Christian educational environment of excellence.

End 2: CUC promotes a holistic Adventist Christian lifestyle.

End 3: CUC provides an open, safe and caring environment, encourages Christian ethics, and enhances self-respect and dignity.

End 4: Canadian University College maintains and enhances its viable status by soliciting, prioritizing and allocating resources within its core values.

End 5: Canadian University College provides education that is accessible and financially achievable.

End 6: Canadian University College provides marketable, service-oriented, and quality learning opportunities through collaborative and varied forms of delivery that develop the full potential of each individual.

End 7: Canadian University College employs and develops faculty/staff identified by their commitment to Christian ideals; excellence in teaching; scholarship; mentoring of students; embracing of diversity, and professional, personal and spiritual renewal.

End 8: Canadian University College prepares graduates/alumni who have a commitment to serve and contribute to the betterment of society and the church; are ambassadors for Christian values and Canadian University College; have employable knowledge and skills, with a positive work ethic; are committed to life-long learning and the application of knowledge; and are characterized by critical thinking and intellectual integrity.

End 9: Canadian University College will be known as accountable, prudent, ethical, and viewed as sensitive to constituency needs.

End 10: Canadian University College will be known to practice its stated core values in everything it does.

D. Academic Objectives

The Academic Master Plan addresses only those portions of the *Strategic Plan 2008-2013, Vision for Tomorrow: The CUC Experience* that relate to the sphere of academics. Therefore, the strategic initiatives and actions as listed in the Academic Master Plan will only indicate those relevant strategic initiative and action plan numbers. There are some action plans that go beyond the scope of the strategic plan. These sections do not contain numbers which correlate to the strategic plan.

Taking into consideration the contexts in which CUC operates and the identified strengths, weaknesses, opportunities and threats noted above, the academic administration, departments and committees of CUC will seek to meet the Board Ends through the stated strategic initiatives and actions directly related to them.

Strategic Initiative One:

Strategic Initiative Action Plan 1.1: To increase enrolment to a stable minimum of 500 through developing and maintaining a 75% retention rate of continuing students and a 70% rate for new students.

This initiative responds to the strategic themes of growth, responsiveness and community and to the Alberta Advanced Education policy principles of accessibility and affordability as well as Board Ends 1, 4, 5, and 10.

Strategic Initiative Action Plan 1.3: To increase enrolment to a stable minimum of 500 through the development of new programs and through the revision and expansion of present programs.

This initiative responds to the strategic themes of growth, responsiveness and community and to the Alberta Advanced Education policy principles of accessibility and affordability as well as Board Ends 1, 5, 6 and 8.

Strategic Initiative Three:

Strategic Initiative Action Plan 3.1: To ensure the delivery of a consistently high quality educational product through increasing the research involvement of faculty.

This initiative responds to the strategic themes of excellence, responsiveness and community and to the Alberta Advanced Education policy principle of quality as well as Board Ends 1, 4, 7 and 10.

Strategic Initiative Action Plan 3.2: To ensure the delivery of a consistently high quality educational product through increasing desirable qualifications of faculty/staff.

This initiative responds to the strategic themes of excellence, responsiveness and community and to the Alberta Advanced Education policy principle of quality as well as Board Ends 1, 4, 7 and 10.

Strategic Initiative Action Plan 3.3: To ensure the delivery of a consistently high quality educational product through development of processes to ensure faculty, staff and administration succession.

This initiative responds to the strategic themes of excellence, responsiveness and community and to the Alberta Advanced Education policy principle of quality as well as Board Ends 1, 4, 7 and 10.

Strategic Initiative Action Plan 3.4: To ensure the delivery of a consistently high quality educational product through preparing the campus for AUCC membership.

This initiative responds to the strategic themes of excellence, responsiveness and community and to the Alberta Advanced Education policy principle of quality as well as Board Ends 1, 4, 7, 8 and 10.

Strategic Initiative Action Plan 3.5: To ensure the delivery of a consistently high educational product through providing an education and environment recognized for high academic quality.

This initiative responds to the strategic themes of excellence, commitment and responsiveness and to the Alberta Advanced Education policy principle of quality and accessibility as well as Board Ends 1, 6, 7, 8 and 10.

Strategic Initiative Action Plan 3.6: To ensure the delivery of a consistently high educational product through being proactive in encouraging faculty professional development.

This initiative responds to the strategic themes of excellence, responsiveness and community and to the Alberta Advanced Education policy principle of quality as well as Board Ends 1, 4, 7 and 10.

Strategic Initiative Five:

Strategic Initiative Action Plan 5.2: To enhance the CUC student experience through identifiable plans to focus on integration of faith and learning.

This initiative responds to the strategic themes of excellence, commitment, responsiveness and community and to the Alberta Advanced Education policy principles of diversity, quality and collaboration as well as Board Ends 1, 2, 3, 6, 7, 8, 9 and 10.

E. Process of Review

The Vice President for Academic Administration and the Academic Master Plan Committee bear primary responsibility for managing and updating this plan.

The following annual timetable will be followed:

1. May/June: In the annual interview process the VP Academic, Division Deans and School Chairs will include a discussion of the Master Plan in identifying individual faculty goals for the next academic year.
2. June: Submission of annual departmental Quality Assurance reports to Quality Assurance Committee for review and recommendation to Academic Master Planning Committee.
3. September: The VP Academic will send to each Division and School a list of the identified goals for that year for faculty and departments in that area.
4. November: The VP Academic, Division Deans and School Chairs will provide an oral report to the Academic Master Plan Committee of progress in meeting action plan.
5. November: Quality Assurance 5-year reports submitted to the Academic Quality Assurance Committee. These will be forwarded to the Academic Master Plan Committee
6. Feb - April: The Academic Master Plan Committee will revise the Academic Master Plan, taking into account input from all academic areas. The AMP Committee will then recommend adoption of the updated plan to Faculty Council.

ACADEMIC YEAR, 2009-2010

STRATEGIC INITIATIVE	ACTION	RESPONSIBLE FOR <small>Listed in order of responsibility</small>	COST
#1 - To increase enrolment to a stable minimum of 500 students through	1.1 - developing/maintaining a 75% retention rate of continuing students and a 70% rate for new students.		
	• Review and continue to strengthen student advisement.	VPAA, Registrar, Faculty	No Cost
	• Continue to improve mid-term feedback.	VPAA, Registrar, Faculty	No Cost
	• Facilitate the creation of an exit survey.	VPAA, VPSS, Marketing	\$1-2 K
	• Review effectiveness of First-year student experience.	VPAA	No Cost
	1.3 - development of new programs and through the revision and expansion of present programs.		
	• Expand use of web-enhanced courses e.g. D2L, turnitin.com.	Deans/Chairs, Comp. Serv.	No Cost
	• Establish protocol for delivery of web-based courses.	VPAA, Registrar, CS.,Lib	No Cost
	• Develop the Wellness Management Degree to a 4-year degree with particular attention being paid to potential employment opportunities within Canada.	Wellness Management, Division of Science, VPAA	\$15, K 1 adt'l fac.
	• Explore the possibility of collaborating in some way with the Red Deer College business program.	School of Business, VPAA	No Cost
	• Develop an articulation plan for students wishing to transfer from RDC to CUC so that students might maximize the transfer benefit from courses taken at RDC prior to their acceptance in the CUC program by completing the Red Deer College transfer course protocol agreement.	School of Education, VPAA	No Cost
	• Submit Proposal Part B – Program Review for the International Studies 4-yr. degree program	VPAA, Div of Arts, History	
	• Submit proposal for BEd after – degree program.	School of Education	TBD
	• Continue to develop online courses for NAD teacher certification purposes.	VPAA, Sch. of Education	\$5 K/yr.
• Address the incompatibility between CUC and other Alberta post-secondary institutions as it relates to the number of credits assigned to science courses with accompanying laboratory components.	Biology, Division of Science	No Cost	

	<ul style="list-style-type: none"> Explore opportunities for collaborating with other Alberta and/or NAD schools that also offer outdoor-type programs. 	OP, Division of Science	No Cost
	<ul style="list-style-type: none"> Continue to support Andrews University proposal for the MSA degree. 	VPAA	No Cost
	<ul style="list-style-type: none"> Continue to pursue an agreement with Red Deer College that will allow CUC students to enrich their music program by taking more specialized music courses at RDC as well as bring more students into CUC's music programs. 	VPAA, Division of Art, Music	TBD
	<ul style="list-style-type: none"> Review BA (4-Year) Religious Studies – Native Ministry Pre-Professional Track degree, in light of its low enrolment history, and considers one of the following options: <ul style="list-style-type: none"> a) contacting parties who have a vested interest in this program, such as the Department of Religious Studies native ministries coordinators across the North American Division, to address enrolment concerns and develop additional marketing strategies in cooperation with them. b) modifying the program requirements to better meet the needs of the intended enrollees. c) discontinuing the program. 	Religious Studies, Division of Arts	No Cost
	1.6 – opening up new markets by developing at least one new major program		
	<ul style="list-style-type: none"> Conduct feasibility studies e.g. ESL 	Appointed committees	No Cost
	<ul style="list-style-type: none"> Continue development of proposals for BScN and submit to AET and NEPAB 	VPAA	\$5 - 15K

STRATEGIC INITIATIVE	ACTION	RESPONSIBLE FOR <small>Listed in order of responsibility</small>	COST
# 3 - To ensure the delivery of a consistently high quality educational product through	3.1 - increasing the research involvement of faculty.		
	<ul style="list-style-type: none"> Encourage faculty members to be involved in research (On-going). 	FDR	No Cost
	<ul style="list-style-type: none"> Provide reallocation of funding and/or release time to allow for research. (Research release made available for 1 course per term for 2 people). 	VPAA, VPF	\$20 K
	3.2 - increasing desirable qualifications of faculty.		
	<ul style="list-style-type: none"> Continue to seek individuals with desirable qualifications when hiring new faculty (On-going). 	VPAA, Search committees	No Cost
	<ul style="list-style-type: none"> Encourage current faculty members to seek desirable qualifications. 	VPAA, FDR	\$5 K
	3.3 - development of processes to ensure faculty and administration succession.		
	3.4 - preparing the campus for AUCC membership.		
	<ul style="list-style-type: none"> Emphasize research meeting AUCC expectations. 	FDR, Research Ethics, Committee, VPAA	No Cost
	3.5 - providing an education and environment recognized for high academic quality.		
	<ul style="list-style-type: none"> Increase number of eligible courses listed in transfer guide by 6%/year). 	Registrar Services	No Cost
	<ul style="list-style-type: none"> Ensure on-going growth of library funding towards 4.5% level. 	Library, VPAA, VPF	\$5 K/yr.
	<ul style="list-style-type: none"> Unify syllabi format and quality of content. 	Registrar Services, Faculty	\$5 K
<ul style="list-style-type: none"> Review the following 3-year programs: <ul style="list-style-type: none"> International Health and Wilderness Studies Outdoor Adventure Business Studies Outward Pursuits 	Outward Pursuits, Division of Science	No Cost	
<ul style="list-style-type: none"> Explore the development of a formal advisement and career placement process. 	SB, SE, DA, DS, Registrar	TBD	
<ul style="list-style-type: none"> Work collaboratively with Marketing and Enrolment to create a strong vision for the business program that is communicated effectively to prospective students, including those in the Central Alberta marketplace. 	School of Business, VPME	TBD	
3.6 - being proactive in encouraging faculty professional development.			

	<ul style="list-style-type: none"> Encourage all relevant faculty to receive/maintain professional certification (On-going). 	VPAA, Division Deans/ School Chairs	No Cost
	<ul style="list-style-type: none"> Continue round table forums or brown bag lunch presentations. (On-going) 	FDR	No cost
	<ul style="list-style-type: none"> Continue funding sabbaticals. 	VPAA, FDR	\$16 K
	<ul style="list-style-type: none"> Continue to broaden and enhance the technology skills of the faculty, particularly where it relates to the mentoring of students in the use of the same technology (last part relating especially to School of Education). 	Comp. Serv., VPAA, Libr., Divisions & Schools	TBD

STRATEGIC INITIATIVE	ACTION PLAN	RESPONSIBLE FOR Listed in order of responsibility	COST
#5 - To enhance the CUC student experience through	5.2 - identifiable plans to focus on integration of faith and learning		
	<ul style="list-style-type: none"> Develop an understanding of what the integration of faith and learning is and how it is evaluated. 	Appointed committee, FDR	No Cost
	<ul style="list-style-type: none"> Develop faculty understanding on process. 	Committee, VPAA	No Cost
	<ul style="list-style-type: none"> Appoint faculty member to identify successful approaches of integration of faith and learning on campus and report to faculty and AMP. 	Appointed faculty member, FDR	No Cost
	<ul style="list-style-type: none"> Establish guest lectureship dealing with spiritual development i.e. invite SDA intellectuals to discuss integration of faith and learning in specific disciplines 	FDR	\$1 K
	<ul style="list-style-type: none"> Report to colloquium on successful cross-campus approaches to the integration of faith and learning. 	Appointed faculty member	No Cost

ACADEMIC YEAR, 2010-2012

STRATEGIC INITIATIVE	ACTION	RESPONSIBLE FOR <small>Listed in order of responsibility</small>	COST
#1 - To increase enrolment to a stable minimum of 500 students through	1.1 - developing/maintaining a 75% retention rate of continuing students and a 70% rate for new students.		
	1.3 - development of new programs and through the revision and expansion of present programs.		
	<ul style="list-style-type: none"> • Consider the possibility of developing a Political Science minor. 	Hist & Pol Sc., Div. of Arts	No Cost
	<ul style="list-style-type: none"> • Explore the feasibility of initiating a six-month certificate program for pastors in the field. 	Religious Studies, Division of Arts	No Cost
	<ul style="list-style-type: none"> • Apply for degree programs (as selected from feasibility studies). 	VPAA, Dep't committee	\$15 K
	<ul style="list-style-type: none"> • Develop online courses for NAD teacher certification purposes. 	VPAA, Education	\$5 K/yr.
	<ul style="list-style-type: none"> • Increase Program Initiatives budget. 	VPAA, VP Finance	\$12 K
	<ul style="list-style-type: none"> • Explore the feasibility of initiating a Canadian Evangelism Training Institute. 	Religious Studies, Division of Arts, VPAA	
	<ul style="list-style-type: none"> • Explore feasibility of adding a PE specialization to BEd degree 	School of Education	TBD
1.6 – opening up new markets by developing at least one new major program			
<ul style="list-style-type: none"> • Select 1 new market to develop (based on feasibility studies) e.g. English for Academic Purposes (EAP) program 	VPAA, AMP, Marketing	TBD	

STRATEGIC INITIATIVE	ACTION	RESPONSIBLE FOR <small>Listed in order of responsibility</small>	COST
# 3 - To ensure the delivery of a consistently high quality educational product through	3.1 - increasing the research involvement of faculty.		
	<ul style="list-style-type: none"> Encourage faculty to be involved in research and to apply for outside granting sources. (On-going). 	FDR, VPAA	No Cost
	<ul style="list-style-type: none"> Develop funding mechanisms to allow for and promote research. 	Cabinet	TBD
	3.2 - increasing desirable qualifications of faculty.		
	<ul style="list-style-type: none"> Encourage current faculty members to seek desirable qualifications. 	VPAA, FDR	\$5 K
	<ul style="list-style-type: none"> Develop funding mechanisms to create time and support for faculty or prospective faculty to pursue doctoral degrees. 	Cabinet	TBD
	3.3 - development of processes to ensure faculty and administration succession.		
	<ul style="list-style-type: none"> Encourage select individuals to develop the stated competencies for succession purposes. 	Cabinet & HR	TBD
	<ul style="list-style-type: none"> Continue to identify potential faculty members and assisting them in acquisition of desirable qualifications (On-going). 	Cabinet & HR	\$5K
	3.4 - preparing the campus for AUCC membership.		
	<ul style="list-style-type: none"> Continue emphasis on research to meet AUCC expectations. 	FDR, VPAA	No Cost
	3.5 - providing an education and environment recognized for high academic quality		
	<ul style="list-style-type: none"> Explore possibilities of being more responsive to the needs of the SDACC/local conferences in the post-graduate training of pastors. 	Religious Studies, Division of Arts	TBD
	<ul style="list-style-type: none"> Explore the possibility of pre-marital counseling by qualified faculty, follow up studies on the success of marriages that result, and collection of ongoing data on these couples for longitudinal studies. Students could be involved in the process of data analysis, creation of articles for publication, and modification of instruments currently in use. 	Psychology & Behavioural Science, Division of Science	TBD
	<ul style="list-style-type: none"> Continue to work closely with the SDACC to consider and develop new summer school courses and workshops that meet the needs of SDA teachers who are not pursuing a master's degree. 	School of Education	TBD

	<ul style="list-style-type: none"> Promote program offerings through the continued enhancement of the departmental website and the development of appropriate recruitment brochures. 	Religious Studies, Division of Arts	TBD
	<ul style="list-style-type: none"> Continue increasing library funding by up to 0.2% annually to reach a minimum of 4.5% of operating expenditure. 	Library, VP Academic, VP Finance	\$5K
	<ul style="list-style-type: none"> Increase amount of eligible courses listed in transfer guide to 52%; (increase by 6%/year). 	Registrar Services	No Cost
	3.6 - being proactive in encouraging faculty professional development.		

STRATEGIC INITIATIVE	ACTION PLAN	RESPONSIBLE FOR <small>Listed in order of responsibility</small>	COST
#5 - To enhance the CUC student experience through	5.2 - identifiable plans to focus on integration of faith and learning		
	<ul style="list-style-type: none"> Continue monitoring through surveys i.e. Graduation survey. 	VPAA	No Cost

ACADEMIC YEAR, 2012-2014

STRATEGIC INITIATIVE	ACTION	RESPONSIBLE FOR <small>Listed in order of responsibility</small>	COST
#1 - To increase enrolment to a stable minimum of 500 students through	1.1 - developing/maintaining a 75% retention rate of continuing students and a 70% rate for new students.		
	<ul style="list-style-type: none"> Develop and institute Senior Year experience: some areas of interest: leadership, critical thought, testing (GRE's), world awareness, job placement. 	VPAA, Deans, Appointed committee	TBD
	1.3 - development of new programs and through the revision and expansion of present programs.		
	<ul style="list-style-type: none"> Explore feasibility of a communications degree with possible tracks in web design, graphic art, photo journalism, etc. 	Division of Arts, VPAA	TBD
	<ul style="list-style-type: none"> Assess effectiveness of on-line and web-enhanced courses. 	Deans/Chairs, VPAA	No Cost
	<ul style="list-style-type: none"> Select new programs to develop. 	VPAA, Dep't committee	TBD
	<ul style="list-style-type: none"> Assess viability of current programs. 	VPAA, Deans/Chairs	No Cost
	<ul style="list-style-type: none"> Explore feasibility of offering a four-year B.A. in Outward Pursuits and/or a 4-year degree in International Health and Development 	OP Department, VPAA	\$15 K
1.6 – opening up new markets by developing at least one new major program			
	<ul style="list-style-type: none"> Ensure the sustainability of the new program(s). 	Cabinet	TBD
STRATEGIC INITIATIVE	ACTION	RESPONSIBLE FOR <small>Listed in order of responsibility</small>	COST
#3 - To ensure the delivery of a consistently high quality educational product through	3.1 - increasing the research involvement of faculty.		
	<ul style="list-style-type: none"> Increase Faculty Development and Research Funds to \$30,000. 	VPAA, VP Finance	\$5 K
	3.2 - increasing desirable qualifications of faculty.		
	<ul style="list-style-type: none"> Encourage current faculty members to seek desirable qualifications (On-going). 	VPAA, FDR	\$5 K
3.3 - development of processes to ensure faculty and administration succession.			
	<ul style="list-style-type: none"> Encourage select individuals to develop the stated competencies for succession purposes (On-going) 	Cabinet & HR	TBD

	<ul style="list-style-type: none"> Identify potential faculty members and assist them in acquisition of desirable qualifications (On-going) 	Cabinet & HR	\$5 K
3.4 - preparing the campus for AUCC membership.			
	<ul style="list-style-type: none"> Continue emphasis on research to meet AUCC expectations and seek AUCC membership when sufficient student enrolment numbers are realized. 	VPAA, Acad. Committee, Faculty Council, President	TBD
3.5 - providing an education and environment recognized for high academic quality			
	<ul style="list-style-type: none"> Explore the establishment of a reading center to serve the tutorial needs of community children and provide clinical practice for education majors. 	School of Education, Cabinet	TBD
	<ul style="list-style-type: none"> Increase amount of eligible courses listed in transfer guide to 58%; (increase by 6%/year) 	Registrar Services	TBD
	<ul style="list-style-type: none"> Consider feasibility of locating the entire Behavioural Science & Psychology faculty in one location. 	Cabinet	TBD.
3.6 - being proactive in encouraging faculty professional development			
	<ul style="list-style-type: none"> Increase Sabbatical Funds 	VPAA, VPF	\$35 K
	<ul style="list-style-type: none"> Develop research and professional development endowment 	VPA, VP Advancement	TBD

STRATEGIC INITIATIVE	ACTION PLAN	RESPONSIBLE FOR Listed in order of responsibility	COST
#5 - To enhance the CUC student experience through	5.2 - identifiable plans to focus on integration of faith and learning		
	<ul style="list-style-type: none"> Continue monitoring through surveys i.e. Graduation survey. 	VPAA	No Cost
	<ul style="list-style-type: none"> Continue faculty presentations on faith and learning – 	FDR	No Cost
	<ul style="list-style-type: none"> Devote 2013 Faculty Colloquium to the topic of Faith and Learning 	Colloquium Committee, FDR	No Cost