

STRATEGIC PLAN 2010-2015

VISION FOR TOMORROW:

THE CUC EXPERIENCE



CANADIAN UNIVERSITY COLLEGE

Introduction

As Canadian University College (CUC) moves into its next five years of operation, it continues to have much to celebrate. The University College has all its degrees accredited and recognized through the Province of Alberta. It has grown from a small college largely focused on theological education to an institution that provides a broad range of academic and professional qualifications to more than 400 students. Many campus buildings have undergone renovations and provide adequate and/or good service to the campus faculty, staff and students. The recent addition to the PE Centre and improvements to the administration building represent the University College's focus on providing quality facilities.. Technologically the campus has kept pace with changing expectations in the educational arena and the library provides an excellent service with its links to NEOS and provision of a range of electronic resources.

Graduates of CUC largely express themselves as well satisfied with their educational, personal and spiritual experience at the University College, and these graduates perform well in the market-place and are received into a range of excellent graduate programs. Most students also find themselves actively involved in mission and service opportunities, developing life priorities that will positively impact their future relationships with the church and the wider community.

CUC also enjoys strong alumni support, evidenced in a steadily increasing flow of donations to the campus. Other friends of the campus also show their confidence in the institution through their regular giving.

Over the last few years CUC has operated on a sound financial base. This financial stability has been helped by a regular appropriation from the Seventh-day Adventist Church in Canada (along with some generous additional grants) and annual grants from the Government of Alberta. Sale of college land has also resulted in the development of a Heritage Fund which by May 2010 is expected to stand at approximately \$8.5m. The interest from this fund helps improve the financial status of the institution and assists in the purchasing of capital items.

However, despite the many causes for celebration, challenges remain. Although the 2009 enrolment figures showed a 16% increase, this positive trend needs to continue if the campus is to meet its strategic goals. Some additional areas of campus infrastructure must be renovated, and in a few cases show critical need of attention. The library, while providing excellent services, is very inadequate physically. The campus and its graduates would be well-served also if the campus could gain membership of the Association of Universities and Colleges in Canada (AUCC), which would in turn mean the research output of faculty will need to increase, along with the percentage of faculty with terminal qualifications.

Sources of income from donations and from the Heritage Fund also need to show continued growth; financial indicators still need strengthening. CUC stands on a strong foundation but more building is needed. This strategic plan outlines a strategy with clear directives that will enable the University College to even more effectively live its mission and values and realize its vision. It will help define and promote the “CUC Experience” as an unequalled opportunity for all learners to participate in a unique and life-changing learning experience.

The CUC Experience: Vision for Tomorrow will be maintained as a five-year rolling plan, with an annual update. The campus strategic planning committee will be responsible for management and accountability of the plan

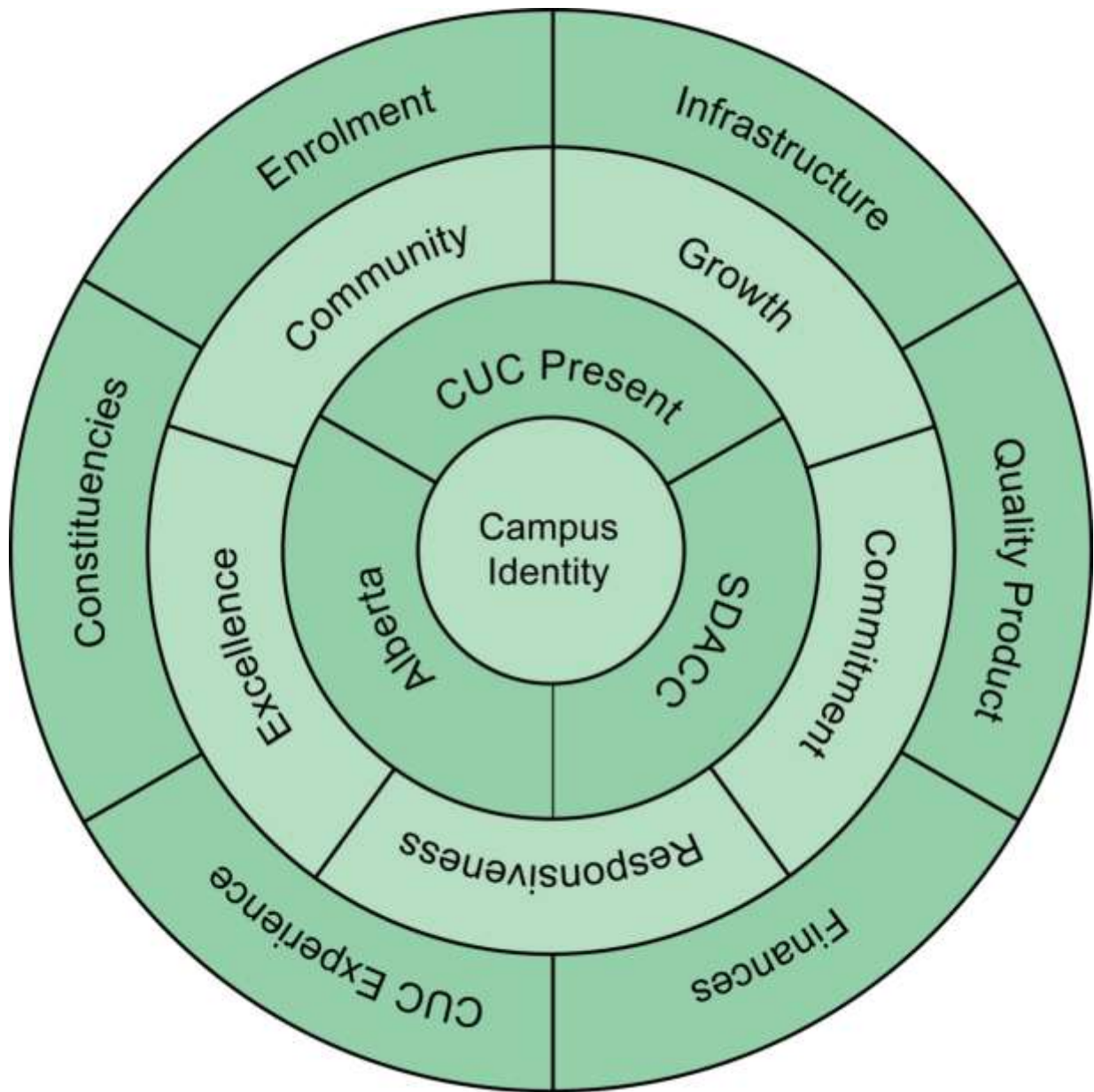
Strategy Overview

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Canadian University College Identity

Canadian University College's identity is expressed through its voted statements of vision, mission and values, and through the Board ends—the results expected of the institution by the Board and evaluated by that same group. Our decision to live this identity will guide all CUC strategic decisions.

Vision Statement:

Canadian University College 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 Statement:

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

CUC Values:

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

Excellence

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

Service

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

Spirituality

- Canadian University College will nurture students' spirituality by engaging them in an unwavering search for a deeper relationship with God. It will be

faithful in supporting the mission and beliefs of the Seventh-day Adventist Church. The University College will invite employees and students to find balance in their lives and show their faithfulness to God through their personal choices and commitments. It will be a community of worship that will promote healthful living, respect for the environment, and a love of God and the Scriptures.

Integrity

- Canadian University College, its employees and students will act with integrity. They will be known as transparent and honest in all their dealings and will show intellectual integrity when dealing with complex and difficult issues. Canadian University College will provide an environment of academic freedom; employees and students will exercise that freedom with responsibility by remaining loyal to the core values of the University College.

Community

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

Board Ends:

Global End #1

Canadian University College prepares graduates for success in the job market and for success in further studies.

CATEGORY 1: SUCCESS IN JOB PREPARATION AND EMPLOYMENT

Measurable Outcomes

- The percentage of students finding employment in a job related to their degree is at or above the Alberta provincial average.
- Increasing percentage of graduates indicating adequate to excellent preparation for the job market while at CUC.
- The percentage of graduates indicating adequate to excellent preparation for their job after being in the marketplace is at or above the Alberta provincial average.

- Graduates who are employed by the Seventh-day Adventist Church are prepared to meet the employment and/or leadership needs of the church.

CATEGORY 2: SUCCESS IN FURTHER STUDIES

Measureable Outcomes

- Increasing percentage of students who applied were accepted to graduate and professional programs.
- Increasing percentage of graduates indicating good to excellent preparation for success in graduate and professional programs.

Global End #2

Canadian University College prepares students for an active faith experience.

CATEGORY 1: SERVICE TO COMMUNITY AND CHURCH

Measureable Outcome

- Increasing percentage of students highly rate their commitment to service when they leave CUC.

CATEGORY 2: FAITH EXPERIENCE

Measureable Outcomes

- Increasing percentage of students consider that they have grown in faith and commitment to God.
- Increasing percentage of students report a high level of integration of faith and learning.

Global End #3

Canadian University College improves the quality of life for the campus, local and global communities.

CATEGORY 1: CAMPUS

Measureable Outcome

- Increasing student engagement in campus fitness, social and spiritual activities.

CATEGORY 2: LOCAL AND GLOBAL COMMUNITY

Measureable Outcomes

- Increasing percentage of the CUC campus community engages in local and/or global service opportunities annually.
- Increasing number of opportunities to involve local community in CUC programs.

Global End #4

Canadian University College acquires and disseminates knowledge within a faith context.

Measureable Outcomes

- Increasing percentage of faculty engage in scholarly research and dissemination.
- All faculty engage in professional development.
- Increasing percentage of the CUC faculty and students disseminate knowledge to the church constituency and/or broader community.

Global End #5

Canadian University College enrolls and retains an appropriate number of students to ensure program quality and financial resiliency.

Measurable Outcomes

- Increasing number of full-time equivalent students enrolled.
- Increasing percentage of full-time equivalent students retained.
- Increasing number of Seventh-day Adventist students enrolled.
- Maintaining an optimal student to faculty ratio.

Alberta Context

Post-secondary education in Alberta is the responsibility of the Ministry of Advanced Education and Technology. However, the thrust of the department is still defined in *A Learning Alberta*, which defines the vision for advanced learning as “Alberta leads the world in inspiring and supporting lifelong learning for all its peoples.”

This document recognizes that for this vision to be a realizable future several gaps between reality and this desired future need to be closed. At present 60% of Albertans have the levels of literacy and numeracy to “be active citizens, achieve employment goals and engage in further learning.” Recommended goal: 90%. At present Alberta has the third lowest participation rate in higher education among the provinces. Recommended goal: the highest. Presently Alberta ranks fourth in the country in participation in life-long learning. The goal: the highest. Alberta lies in the middle when it comes to research activity. Goal: one of the top two. *A Learning Alberta* also recommends two other goals for Alberta: providing the best support programs for graduate students and having post-secondary institutions that rank within the best in their class nationally.

Alberta Advanced Education and Technology is mapping the future road for post-secondary education through their 2010-13 Business Plan. This plan invites post-secondary institutions to partner with AET in reaching several goals. These are expressed in three statements: a globally recognized, quality advanced learning system meets the need of Alberta; a learner-centered affordable advanced learning system accessible to Albertans, and excellence in research innovation and commercialization drives Alberta’s future success.

As CUC develops its strategy it must place itself central to the strategic thrusts of Alberta Advanced Education and Technology, particularly in making its programs accessible to diverse communities and forging more collaborative relationships with both other post-secondary institutions and groups in the community. CUC needs to become more known and nurture closer ties to the community. CUC also has not given much focus to its research profile, and its high tuition has made its programs appear inaccessible to some. Provincial plans would suggest the need for more focus in these areas also. Internationally, however, CUC has opportunity for significant links through the Seventh-day Adventist higher education system of the church. This could make it a leader in responding to Alberta’s desire to become a place of choice for international students. In its rural setting, CUC also is well-placed to serve minority and small communities.

This strategic plan will identify how each of the CUC major strategic initiatives will support the Advanced Education and Technology policy principles.

Seventh-day Adventist Church in Canada Context

The vision statement of the Seventh-day Adventist Church in Canada (SDACC) identifies its future as Proclaiming Christ . . . Nurturing Believers . . . Serving Humanity. In a document voted at the 2006 quinquennial session of the SDACC this vision statement was amplified into twenty points of emphasis for the church. Central to these is the vision of a church in service, through outreach and responsiveness to the needs in society. The vision of SDACC is both of a work-force committed to its mission, and a membership actively involved in that same mission. Canadian University College is identified as the post-secondary institution in Canada that will be supported by the SDACC and that will actively assist the church in realizing its preferred vision. At present this support includes an operating appropriation of over \$3m annually, with increases tied to tithe increases, and other grants as needed.

CUC must offer all students who attend CUC an environment of holistic education and nurture where faith can grow and mature and where academic learning becomes naturally integrated with Christian belief. In this way Canadian University College will directly respond to the preferred future of SDACC in proclaiming Christ, nurturing its students and serving humanity. It will also help send students into the church and community with increased skills and commitment to continue to participate in this vision. In particular, Canadian University College must continue to play a central role in preparing ministers, teachers and treasurers/accountants for work in the church in Canada. It must also provide educated and professional laity who through their experience of service at CUC will have a strong vision for a life of service in the church and community.

To respond most effectively to the vision of the SDACC, CUC must also position itself to meet the majority needs of the whole church in Canada. The membership of SDACC (60,825 as of the end of 2009) is steadily increasing, with the greatest percentage of increase continuing to be in Quebec and Ontario. The greatest population of membership by far is in Ontario, with 28, 671 members. The overall membership increase provides potentially an increased pool of students for CUC; however, the fact that the majority of this increase, and the majority of the membership is far east of Alberta also provides CUC with a logistical challenge as it seeks to effectively serve its constituency. In addition, only approximately 25% of Adventist children in Canada are presently enrolled in K-12 Adventist schools, the primary feeders for CUC, with approximately 200 students in Grade 12. Both these realities will need to impact CUC's strategy to reach out to Adventist students in the public sector and those home-schooled or taking distance education.

The SDACC context means for CUC that its strategy will need to ensure a continued and even more intentional focus on service. Its responsibility to proclaim Christ and nurture students in faith must be assured. It must continue

to seek ways to reach more into communities of new members and those with little exposure to Christian education and/or to CUC. It must explore further means of making its education more accessible to the large populations of Adventist members throughout Canada and it must consider additional means of partnering with the conferences in training students for service.

Canadian University College Context (and Profile)

Present:

- 400+ students
- Range of undergraduate professional and academic degree programs
- 50% of faculty with terminal qualifications
- Strong teaching institution
- Some research output
- Graduate programs offered on site through other providers
- 90%+ Seventh-day Adventist students, a significant majority from Alberta
- Primary markets: Canadian Adventist students (1st); US Adventist students (2nd); Central Alberta (3rd); International Adventist students (4th)
- Campus infrastructure for 500 students; some buildings in serious need of repair
- 50% of students live on campus
- Finances stable
- Donation income of \$1m annually (3-year average)
- Heritage fund of \$8.5 million invested in equities, GICs and Board approved projects
- Salaries moving towards market-driven targets approved by the Board (91% of target by May 2010)

Preferred Future (10 Year Look):

- 600 students
- Range of undergraduate professional and academic degree programs
- Two newly developed major programs that will open up new markets
- 75% of faculty with terminal qualifications
- Strong teaching institution
- Significant research output
- Graduate programs offered on site through other providers
- Increasing diversity of students from throughout Canada, maintaining a strong Adventist majority and ethos
- Primary markets: Canadian Adventist students (1st); Central Alberta (2nd); US Adventist students (3rd); International Adventist students (4th)
- Campus infrastructure in good repair for up to 600 students , with P.E. Centre expansion and new library in place
- 50% of students live on campus
- Finances resilient
- Donations of \$1.25m (3-year average), excluding major capital projects
- Heritage fund of \$20 million+ invested in a broad portfolio
- Salaries market driven but capped by church scale

The remainder of this plan will focus on reachable goals for the period ending 2015. The preferred future reaches to 2020.

Strategic Themes

CUC will focus on the following themes in developing a strategy that both responds creatively to the expectations and realities of its contexts and profiles a vibrant and purposeful future for the University College.

Growth

Growth can be quantitative and qualitative. Quantitatively student numbers at CUC need to stabilize and eventually grow to a level that will maximize facilities and open up the option of AUCC membership, ends that would be achieved with a 600 headcount (minimum 500 FTE). This will require both a continued high level of student retention and an increased number of new students entering CUC. To reach the desired student numbers CUC will need to continue to investigate new opportunities for markets and programs, and become a more serious option for students of diverse backgrounds in Central Alberta and Adventists not in Adventist K-12 schools. CUC will also need to know where it is succeeding and have processes that provide feedback that will allow for constructive change.

Financial growth is also a goal for CUC's future. Financial indicators, such as working capital, have improved but still need further improvement. Financial stability needs to be replaced by financial resilience. Strategies to reach this level of financial operation will include continuing to increase donations and grants, and further growing the Heritage Fund.

Qualitatively, CUC wishes to capitalize on the small college advantage and be known (continue to be known) as a vibrant and personable institution where students experience academic/professional, personal and spiritual growth in a supportive context. Every staff member, faculty member and student must know their value to the campus community.

The CUC experience will be about living the small campus advantage to the fullest.

Excellence

There are many areas of excellence at CUC. This is evidenced by student satisfaction surveys. These testify to a high quality of teaching, the opportunities for faith development and the general positive environment experienced by students. Considerable improvements have also been made to campus facilities. However, there remain areas for improvement. Some facilities remain in serious need of renovation, and three specific areas of need are space for new academic programs, a new library and large classrooms.

Academically, CUC also needs to improve its ratio of faculty with terminal qualifications, and the research record amongst the faculty remains unequal. Continued growth of processes to provide faculty with more opportunities for sabbaticals and developing means of helping young faculty (or prospective faculty) gain desired qualifications will assist in improving the faculty profile in these key areas. CUC's academic program is strong; benchmarks of success are needed to confirm areas of strength and identify areas for development.

The CUC experience will be about unwavering dedication towards excellence.

Community

CUC is both a community in itself, and a part of a range of other communities. It has shown itself to provide a strong nurturing environment for many students and faculty/staff. It has made significant contributions to the local community, the life of the Seventh-day Adventist Church in Canada, and to projects overseas. Defined plans are now in place to lessen the intangible perception of distance between CUC and the immediate Lacombe community; however, more far-reaching connections to the town remain to be made so that CUC can become a key player in the developing of a learning community in Central Alberta. CUC continues to find positive ways of engaging its pastors and teachers with CUC; this thrust needs to continue. As CUC's profile is heightened, the result should be greater ownership, broader engagement and wider commitment to the University College throughout the church. Internally, all individuals in the campus community need regular tangible evidence of their vital role in the community. Greater ownership, engagement and commitment should be evidenced in an increased donation base and larger student body.

The CUC experience will be about experiencing and contributing to a supportive and connected community.

Commitment

The core reason for CUC's existence lies in its mission as an Adventist Christian institution: to provide a balanced education, with all aspects of campus life and studies permeated by a faith and service commitment. This mission expectation demands a unified and purposeful plan of spiritual development that will nurture students into a deep and thoughtful commitment to personal faith and to a life of active faith and service first within the church and then to the wider community. The strong service focus found throughout a range of extra-curricular activities must permeate all aspects of the campus program, and opportunities for spiritual growth must be varied, inclusive and vibrant.

The CUC experience will be about maturing in faith and choosing life priorities of service.

Responsiveness

CUC is committed to being a “learning organization” that is dynamic, open to positive change and inclusive in its operational structures. It has many planning partners and its decisions will continue to support and reflect the strategies of Alberta Advanced Education and Technology and the Seventh-day Adventist Church in Canada. It will also continue to benefit from the small campus advantage and give an increasing range of opportunities for constituent groups (students, staff, faculty, local community, church membership) to input into its planning. The process of evaluation and change will also find a regular place in CUC planning. The University College desires broad ownership of and personal investment into the campus and its future directions.

The CUC experience will be about inclusiveness, engagement and ownership.

Strategic Initiatives

Six key strategic initiatives for 2010-15 will provide the framework for responding to the challenges identified in the five strategic themes.

Strategic Initiative One:

To increase enrolment to a stable minimum of 500 students

- 1.1 Through maintaining a 75% retention rate of continuing students and a 70% rate for new students
- 1.2 Through increasing new enrolments to 200 students annually by innovative and creative marketing plans
- 1.3 Through the development of new programs and through the revision and expansion of present programs
- 1.4 Through development of internal monitoring processes that evaluate and improve student satisfaction rates
- 1.5 Through maintaining a strong scholarship base
- 1.6 Through opening up new markets by developing at least one new major program or delivery site

This initiative responds to the strategic themes of growth, responsiveness and community

Strategic Initiative Two:

To improve campus infrastructure

- 2.1 Through management of campus maintenance and renovation schedules
- 2.2 Through a 10-year campus of the future plan, including the building of a new library
- 2.3 Through intentional focus on campus landscape beautification
- 2.4 Through continuing the annual update of hardware and software to ensure support for new technologies and compatibility with deployed campus software
- 2.5 Through research of emerging technologies and evaluating their appropriateness for adoption based on affordability, reliability, and benefits to students
- 2.6 Through proactively planning for network traffic increases and storage demands as services relying on Information and Communications Technologies infrastructure increase
- 2.7 Through an integrated campus wide data system where information is entered once at the source, and easily shared between functions needing it

This initiative responds to the strategic themes of community, responsiveness and excellence

Strategic Initiative Three:

To ensure the delivery of a consistently high quality educational product

- 3.1 Through increasing the research involvement of faculty
- 3.2 Through increasing desirable qualifications of faculty/staff
- 3.3 Through development of processes to ensure faculty, staff and administration succession
- 3.4 Through preparing the campus for AUCC membership
- 3.5 Through providing an education and environment recognized for high academic quality
- 3.6 Through being proactive in encouraging faculty professional development
- 3.7 Through aggressively providing proactive training on strategic campus computer resources (hardware, software and new technologies).
- 3.8 Through promoting and supporting the use of educational technologies in the instruction process

This initiative responds to the strategic themes of excellence, responsiveness and community

Strategic Initiative Four

To develop a resilient financial base for campus operations

- 4.1 Through increasing the heritage fund to 12 million dollars
- 4.2 Through an increase to the annual endowment and donation base to \$700,000
- 4.3 Through a process that encourages alumni and friends to consider legacies and trusts in favor of the University College
- 4.4 Through increasing unrestricted unallocated net assets
- 4.5 Through a planned movement to a market-based salary scale (with church cap)

This initiative responds to the strategic themes of excellence, responsiveness and community

Strategic Initiative Five

To enhance the CUC student experience

- 5.1 Through intentional spiritual formation towards developing growing Christians, living their commitment to Christian faith and the Seventh-day Adventist church
- 5.2 Through unified spiritual planning towards integrated and wholistic spiritual life and ministry
- 5.3 Through identifiable plans to focus on integration of faith and learning

- 5.4 Through increased intentional opportunities for faculty, staff, administration and church members to regularly share their faith with students
- 5.5 By integrating service opportunities and faith sharing opportunities into all aspects of campus life
- 5.6 Through intentional fostering of a balanced lifestyle
- 5.7 Through providing increased opportunities for appreciation and integration of all diverse campus communities
- 5.8 Through focus on leadership development
- 5.9 Through internally fostering spiritual support, growth and community for CUC staff/faculty/administration

This initiative responds to the strategic themes of excellence, commitment, responsiveness and community

Strategic Initiative Six

To be proactive in encouraging greater awareness and ownership of CUC among its various constituent communities

- 6.1 Through increased communication to the campus community
- 6.2 Through providing increased opportunities for campus groups to engage with campus issues
- 6.3 Through increasing the profile and service to the local community
- 6.4 Through providing opportunities for increased ownership of CUC by SDACC constituency

This initiative responds to the strategic themes of commitment, responsiveness and community

Strategic Initiative Action Plan 1.1

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

Responsibility: Retention Committee

Justification for strategy:

Canadian University College, while situated within Alberta, has a more than typical mobile student population that mirrors other Seventh-day Adventist higher education institutions in North America, with students enjoying the opportunities available to transfer to a wide range of other SDA colleges/universities internationally. The limited course offerings at CUC also results in high transfer levels. However, retaining students will remain the most cost-effective means of ensuring good enrolments and it is a priority to retain as many students as possible.

The average retention level for first year students throughout the North American Division 13 higher education institutions is 65%; the average percentage of students persisting to graduation at these same institutions is 39%. These average percentages would be achieved or exceeded by CUC with an annual retention rate of 75% of students not graduating with a four-year degree. This should be an achievable goal.

Possible barriers to success:

Some reasons for students leaving campus are unavoidable. In particular, the number of 3-year degrees and the limited course offerings result in students spending less time at CUC. In comparison to other Alberta post-secondary institutions, tuition costs are also a possible barrier.

Action Plan (highlights):

Action	By whom	When	Monitored by
Monitor first-year student experience	VPAA VPME	Annually	Academic Master Plan Committee
Evaluate student advisement	VPAA, Registrar	Annually	Academic Master Plan Committee
Continue to improve mid-term feedback	VPAA	2010-2011	Academic Master Plan Committee
Continue to implement programs and strategies by the Retention Officer for Campus Relations and Educational Wellness (CREW)	VPME	Ongoing	Cabinet

Measurable Outcomes:

Annual 75% overall retention rate with a 70% new student retention rate

Strategic Initiative Action Plan 1.2

Strategic Initiative 1.2: To increase enrolment to a stable minimum of 500 students by increasing new enrolments to 200 students annually through innovative and creative marketing plans.

Responsibility:

Vice President for Marketing and Enrolment Services

Justification for strategy:

After a period of higher new enrolments between 2000 and 2003, new enrolments have consistently fallen since that time to between 110 and 120. This number is insufficient for long-term stability on the campus. To reach these goals it will be important to look at increasing CUC's market share of Adventist students. That will make it essential to increase student numbers from Seventh-day Adventist youth that are going to public high schools and universities, students attending Adventist high schools, as well as the Central Alberta market and testing the international market.

Possible barriers to success:

CUC markets in an environment where other institutions have a significantly larger budget to manage their program. In addition, it will take some time to make inroads into market areas where CUC has had little presence to date. There is a significant trend in the Adventist constituency that reflects the perception of less value and need for Adventist education and an acceptance of youth attending public universities.

Action Plan (highlights):

Action	By whom	When	Monitored by
Continue marketing to Central Alberta through career fairs, public school fairs and the market in general	VPME	Ongoing	Cabinet
Locate Adventist families and youth that are attending public schools in collaboration with conference leadership and church membership	VPME	Ongoing	Cabinet
Continue with PR/Recruiting travelling team to represent CUC at churches, conventions, youth rallies and camp-meetings in Canada, the U.S. and international venues as appropriate.	VPME	2010	Cabinet
Target international areas for recruitment/partnership arrangements	VPME with VPAA, Cabinet	2010-12	Cabinet
Implement a database system for admissions/enrolment to provide better follow-up with interests and assist in making informed decisions relevant to recruitment strategies	VPME Cabinet	2010	Cabinet

Measurable Outcomes:

Increase of new students to reach 200 per year by 2011

Strategic Initiative Action Plan 1.3

Strategic Initiative 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.

Responsibility:

Academic Master Planning Committee

Justification for strategy:

While Canadian University College offers two 4-year and four 3-year degrees in the Sciences, six 4-year degrees and ten 3-year degrees in the Arts, a Bachelor of Music (Performance) degree, a 4-year degree in Business Administration and an Elementary and seven Secondary specializations in Education for a total of 37 different degree program and track options for the students, there are further areas of opportunity for the institution to explore with the potential for broadening its offerings.

These opportunities may be in areas such as, but not limited to, the introduction of various degrees such as International Studies, Communications, and a 2 yr. after-degree program in Education, as well as enhancing targeted current 3-year degree to 4-year degree programs such as Wellness and OP. Along with these degree based initiatives the introduction of new majors/specializations may be considered such as a PE specialization in the BEd degree, and a Political Science major. Other opportunities may include Distance Learning options, Modern Language offerings, the addition of a language component to the Business degree with a year required at an Adventist Colleges Abroad (ACA) institution, repackaging our current programs and an emphasis on technology. Collaborative initiatives with other institutions are also an area of potential growth.

Possible barriers to success:

Accurate data to support which program is what potential students want. Also, the comprehensive process to have a degree approved through Campus Alberta Quality Council has become very rigorous. Another issue would include adequate funding to support the approved program(s) as well as finding potential faculty members with desirable qualifications to meet accreditation standards.

Action Plan (highlights):

Action	By whom	When	Monitored by
Conduct feasibility studies	AMP and appointed committees	Ongoing	Academic Master Plan Committee
Submit Part B – Program Review proposal for BEd after-degree program.	VPAA	2010-11	Academic Master Plan Committee
Develop 4-year degree programs in Wellness Management, and Outward Pursuits.	VPAA and appropriate dept/committee	2010 -11 2013-15 (OP)	Academic Master Plan Committee
Explore collaboration possibilities with other institutions	VPAA	Ongoing	Academic Master Plan Committee

Measurable Outcomes:

Addition of relevant new programs and an increase in 4-year degree offerings

Strategic Initiative Action Plan 1.4

Strategic Initiative 1:4: To increase enrolment to a stable minimum of 500 students through development of internal monitoring processes that evaluate and improve student satisfaction rates

Responsibility:

Strategic Planning Committee and Cabinet

Justification for strategy:

CUC does have some effective evaluative tools in place. An annual graduation survey and a broad-ranging student life survey provide some indicators of CUC success. A survey of recent graduates taken externally also provides important student satisfaction rates. Some data gathering also occurs annually, especially in tracking new student applications and a unified approach to monitoring and evaluation in all campus areas is now developing. Resulting information and data are used in benchmarking CUC effectiveness and in planning. The new Board Ends also require regular collection of data. . With these various processes in hand and with internal and external planning and reporting in mind, CUC is developing a more regular and structured means of ensuring the needed information is at hand at the right time.

Possible barriers to success:

Evaluative processes and gathering of data are both time-consuming. It will be important to maximize the amount of information gathered, while minimizing duplication and bureaucracy. There is also natural resistance by employees to new evaluative processes; changes may take time and will need to be communicated tactfully and effectively.

Action Plan (highlights):

Action	By whom	When	Monitored by
Ensure full implementation of evaluation cycle (i.e. identify feedback and planning links)	President	2010-11	Strategic Planning Committee, Cabinet
New processes introduced	Cabinet	One third annually. Full implementation Spring 2011	Strategic Planning Committee

Measurable Outcomes:

New processes introduced

Student satisfaction rates on specific issues improve and correlate with actions taken after previous monitoring occasions

Strategic Initiative Action Plan 1.5

Strategic Initiative 1.5: To increase enrolment to a stable minimum of 500 students through maintaining a strong scholarship base

Responsibility

Student Finance/Financial Aid Committee

Justification for strategy:

Financial aid is an institutional tool used to craft a student body and preserve it to degree conferral. Private and public post-secondary schools award operating and donated funds to recruit and retain those students which best fit into the college's or university's educational niche. Canada-wide statistics indicate that over \$500 million per year is spent on "scholarships, bursaries and prizes." To continue to be a viable post-secondary option Canadian University College must maintain its funding in the financial aid sector.

Possible barriers to success:

Communication of available awards to potential students outside the SDA high-school system is a challenge.

Donors seem to prefer the inclusion of a financial-need component when inaugurating an endowment or annually-donated award thereby excluding 40% of the student body.

Action Plan (highlights):

Action	By whom	When	Monitored by
Review allocation of internally funded scholarships to determine best fit/use of funds.	Director, Student Finance	January annually	Student Finance/Financial Aid Committee
Review funding methodologies to support desired scholarship level.	VPFA	March annually	Student Finance/Financial Aid Committee
Establish benchmarks within the entrance awards categories to assist in the review process above	Director, Student Finance	2010/11	Student Finance/Financial Aid Committee

Measurable Outcomes: Increased number of first-year students qualifying for academic, leadership, citizenship, musicianship and athletic awards and retain those students to degree conferral.

Strategic Initiative Action Plan 1.6

Strategic Initiative 1.6: To increase enrolment to a stable minimum of 500 students through exploring options and opening up new markets by developing at least one new major program or delivery site.

Responsibility:

Academic Master Planning Committee, Marketing

Justification for strategy:

Canadian University College serves several markets. It primarily serves the Adventist youth in our school system in Canada. Secondary markets include Adventist students in Canada not presently attending our Adventist school system as well as the central Alberta public and Christian secondary education students. Renewed emphasis is taking place which focuses on these secondary markets.

There are several areas of opportunities within potential markets. Some examples of these include the local teachers in Central Alberta who are required to upgrade second language skills in preparation for the second language initiative being implemented across the province in grades 4-9. Another potential market is Ontario. There have been requests to develop a first year program in the Toronto area in which students could begin their CUC experience there and continue the last 2-3 years of their degree on campus. Another possibility would be the Adventist ESL market with students coming from Eastern Europe, Brazil and Korea among other areas. The Adventist market appears to be more promising since the students already understand our lifestyle expectations. Other degree programs or the introduction of select trades may also be an option. Graduate degree possibilities include a Masters program such as the Masters of Science in Administration degree with an emphasis in International Development with Andrews University.

Possible barriers to success:

Funding for these new initiatives may be problematic. Also, finding experts in the areas of languages and ESL may be a challenge. The Ontario initiative would require a significant financial undertaking putting the required infrastructure in place along with qualified faculty with desirable qualifications.

Action Plan (highlights):

Action	By whom	When	Monitored by
Conduct further feasibility studies e.g. English for Academic Purposes (EAP)	AMP and appointed committees	2010-12	Strategic Planning Committee
Continue to pursue approval of new major program i.e. licensed practical nursing program	VPAA AMP Marketing	2010-2011	Strategic Planning Committee

Measurable Outcomes:

At least one new major market introduced

Strategic Initiative Action Plan 2.1

Strategic Initiative 2.1: To improve campus infrastructure through management of campus maintenance and renovation schedules

Responsibility

Plant Services Director

Justification for strategy:

Campus maintenance and renovation schedules provide the basis for greater coordination, prioritization, scheduling, and communication regarding campus infrastructure issues and regular maintenance requirements.

These schedules would also provide the necessary information for budget prioritization and long-term funding requirements.

Possible barriers to success:

Availability of funding may lag behind the desired renovation schedule.

Action Plan (highlights):

Action	By whom	When	Monitored by
Review and enhance maintenance schedules	PS Director	Annual	VPF
Prepare annual major-renovation schedule and prioritization	PS Director	January Annually	VPF, Cabinet
Review and update outstanding building maintenance issues via walk-through with building operator	PS Director	Annual	VPF, Cabinet
Review of outstanding maintenance issues list by building to prioritize jobs for the month	PS Director	Monthly	VPF

Measurable Outcomes:

Visible improvement to campus infrastructure and number of completed projects

Strategic Initiative Action Plan 2.2

Strategic Initiative 2.2: To improve campus infrastructure through a 10-year campus of the future plan, including the building of a new library

Responsibility:

Cabinet

Justification for strategy:

With many campus infrastructure needs, it is vital to have a long-term plan which identifies priorities. This plan sets a vision for a future where the campus will provide an inviting environment, which is representative of a quality 21st century University-level campus.

The first phase to the plan will focus on renewal of the present campus and the development of more academic space. This phase will focus on building confidence among donors and ensuring the campus look is inviting.

Phase two will focus on the building of the library. The University College library is inadequate for the needs of the present student body, and would be even less adequate if further student growth occurs. The new “library” should look to the future needs of a learning center, with a range of flexible spaces for small group work, computer work and classes.

The building of the library will require a reconsideration of the use of other buildings on the campus. This will be phase three. Phase three will be concerned with ensuring the campus is ready to effectively accommodate up to 600 students annually. The Campus of the Future Committee (CFC) will be the planning committee for this action plan.

Possible barriers to success:

A ten-year plan assumes financial indicators will remain strong, and it will need to retain flexibility to account for possible changes in the financial picture of the campus. The library will need to be sized at a level to meet the fund-raising potential of the campus, but will still need to be developed so it has the space and facilities to be effective as the intellectual centre of the campus. Raising the necessary funds will be a challenge, with the present staffing levels in the Office of Advancement.

Action Plan (highlights):

Action	By whom	When	Monitored by
Renew 10-year plan documents	President, VP Advancement	Annual	Cabinet
Phase I plans in operation	Cabinet,	2010-13	Cabinet
Fund-raising for the library	VP Advancement	2010-2014	Cabinet
Develop building specs and select architect and builder for the library	Library Building Committee	2011- 2013	Cabinet
Library building commences	Building Committee	2013-14	Cabinet
Review student housing needs	CFC	2011-12	Cabinet

Measurable Outcomes:

Process moves forward according to action plan deadlines.

Strategic Initiative Action Plan 2.3

Strategic Initiative 2.3: To improve campus infrastructure through intentional focus on campus landscape beautification.

Responsibility:

Plant Services Director

Justification for strategy:

CUC is set in beautiful surroundings and there are good examples of the capitalization of that beauty both in the grounds and in the buildings. The science building atrium, Lakeview Hall public areas, central campus plaza, and the avenue of trees by the Education building are just four such areas. However, financial exigency has meant other areas remain utilitarian and some present an unkempt picture to the public. The ideals of Adventist education encourage awareness of aesthetics and environment. The public and prospective students need to find the CUC campus inviting. Both small improvements and long term campus planning are essential to ensuring the CUC campus represents itself in the best light.

Possible barriers to success:

It is easy to overlook the importance of beautification when budgets are tight and larger maintenance and repair issues demand immediate attention. Nevertheless this issue needs to remain in focus.

Action Plan (highlights):

Action	By whom	When	Monitored by
Development of soft and hard landscaping plan	PS Director	2010-11	Cabinet
Review soft and hard landscaping plan	PS Director	Annual	Cabinet
Implement according to timeline	PS Director	As in approved timeline	Cabinet

Measurable Outcomes:

Completed projects

Strategic Initiative Action Plan 2.4

Strategic Initiative 2.4: To improve campus infrastructure through continuing the annual update of hardware and software to ensure support for new technologies and compatibility with deployed campus software.

Responsibility:

Computer Services Committee

Justification for strategy:

Canadian University College has been operating with a centralized budget for computers and laptops. Significant savings due to standardization and volume purchases have been realized. Staff have also been able to plan technology refreshers and conversions/upgrades rather than reacting to problems as they occur. The vintage of technology in use has become more homogeneous since planned replacement cycles have been implemented allowing for less frustration with incompatible components. This process should continue with occasional review of the amount of capital needed as technology changes. Overall satisfaction of users to this approach has been very high.

Possible barriers to success:

A few faculty/staff may desire solutions that do not fit within the selected specifications for campus purchases. These can be evaluated on a case by case basis. Funds must be designated for new purchases.

Action Plan (highlights):

Action	By whom	When	Monitored by
Continue providing capital for central capital budget	Cabinet	Annually	Budget Advisory Committee
Determine replacement cycles and allocate resources	Computer Services Committee	Annually	Cabinet
Evaluate current refresh cycles based on current technology trends. (3 years for student labs, 4 years for laptops and staff workstations)	Computer Services	Annually	Computer Services Committee
Deploy new equipment and re-allocate as job functions demand	Computer Services	Continually	Computer Services Committee

Measurable Outcomes:

Equipment on campus is capable of doing the task necessary for that function.

Strategic Initiative Action Plan 2.5

Strategic Initiative 2.5: To improve campus infrastructure through research of emerging technologies and evaluating their appropriateness for adoption based on affordability, reliability, and benefits to students.

Responsibility:

Computer Services

Justification for strategy:

Technologies and solutions deployed on campus should not be selected based on one person's perceived needs. The impact of that technology and opportunities for savings and gains in efficiency should be considered for all purchases and technology deployments. "Band-aid" solutions often end up costing more when long term return on investment is considered. New ways of doing things should be explored before simply replacing existing systems because users are familiar with that technology.

Possible barriers to success:

Users may be hesitant to change processes and procedures unless clearly shown an advantage to a new method. Time and funds will need to be provided for adequate research and testing of new technologies.

Action Plan (highlights):

Action	By whom	When	Monitored by
Evaluate solutions based on scalability, integration possibilities, longevity estimates and campus wide impact before adoption	Computer Services	2010-2015	Computer Services Committee

Measurable Outcomes:

New technologies deployed will have a high level of adoption and user satisfaction.

Strategic Initiative Action Plan 2.6

Strategic Initiative 2.6: To improve campus infrastructure through proactively planning for network traffic increases and storage demands as services relying on Information and Communications Technologies infrastructure increase.

Responsibility:

Plant Services, Computer Services, Cabinet

Justification for strategy:

Server and storage infrastructure at Canadian University College has been on a continual refresh pattern and is currently carrying the demands placed on it. However, as increased services are delivered over the network and more functions rely on the infrastructure, we must ensure the capability and reliability of our campus network. Video usage and storage demands are increasing, so systems must be designed to accommodate these needs with minimal infrastructure changes.

Our core network switch and most networking equipment in out-lying buildings is now over 7 years old and should be evaluated for suitability and replacement options explored. If an IP based phone system is installed, the network backbone will need to be upgraded to serve it.

Possible barriers to success:

Funds and staff time must be dedicated to these projects.

Action Plan (highlights):

Action	By whom	When	Monitored by
Educate users on best practices for data storage and provide assistance in ensuring old and redundant data is not wasting resources.	Computer Services	2010-2011	Computer Services Committee
Conduct an inventory of network equipment with consideration of network traffic and capability and determine a timeline for replacements based on anticipated increased needs.	Computer Services	2010-2011	Computer Services Committee
Monitor network storage usage and plan for expansion proactively.	Computer Services	Ongoing	Computer Services Committee

Measurable Outcomes:

Reliability of network infrastructure will increase with fewer disruptions. Fewer complaints about lack of storage space. Users managing their allocated space more proactively.

Strategic Initiative Action Plan 2.7

Strategic Initiative 2.7: To improve campus infrastructure through an integrated campus wide data system where information is entered once at the source, and easily shared between functions needing it.

Responsibility:

Cabinet, Computer Services Committee

Justification for strategy:

Data management on campus has evolved as needs have developed and systems have been deployed to deal with one departments needs often without coordination with other entities on campus. While the Crossroad program has accommodated more than just the needs of the office of the Registrar and it may have more capabilities than we are currently using, we are not sure what it may take to develop it to the point of a campus wide data system. Similar data is maintained by multiple departments leading to inefficiencies and redundancy as well as delays when data is not available. Manual processes must now be run to transfer data between the ID Card system and the library system and the cafeteria. These processes have not been documented or standardized and those with the knowledge have not trained new personnel in the process.

With the inclusion of the College in the APAS system, we must ensure that our systems are compatible and meet their requirements. Grant funds may be available to assist in this and their use must be explored.

Possible barriers to success:

Very significant cost involved.

Action Plan (highlights):

Action	By whom	When	Monitored by
Evaluate the impact that joining APAS will have on our Student Information System and leverage any funds available to assist in a campus wide data system.	Computer Services Committee	2010	Cabinet
Plan for a campus wide data/information system.	Computer Services, Cabinet	2010-2011	Cabinet

Measurable Outcomes:

The data flow on campus is more efficient and double entries are eliminated. Staff have fewer frustrations with not having correct data on time. Data is entered once at the source then available to the functions needing it. Data is more accurate.

Strategic Initiative Action Plan 3.1

Strategic Initiative 3:1: To ensure the delivery of a consistently high quality educational product through increasing the research involvement of faculty.

Responsibility:

VPAA & FDR

Justification for strategy:

Although Canadian University College is primarily a teaching based university college, faculty research is an important component of academic life. Research should be viewed as a necessary and complementary to enhance the quality of teaching. Engaging in research expands not only the knowledge of the academic discipline but also the individual's intellectual and professional stature. Establishing a vibrant research community undoubtedly enhances the institutions image as well.

The scholarly, scientific or creative activities initiated by the university college faculty and students should be encouraged through publication of refereed- journal articles, books, and reviews along with conference presentations. While CUC currently has several stellar research projects, the intent is that a higher number of faculty will participate in research projects of their choice. A possible avenue of research for faculty who currently do not have an active research agenda may involve the scholarship of teaching which enhances classroom presentations.

Possible barriers to success:

Research requires a significant amount of time and financial resources. Barriers include not being able to access possible external funding sources since CUC is not a member of the AUCC. Also, significant time for research must be recognized and provided for the faculty. This may require summer duties focused solely on research projects, a reduction of teaching load during the academic year and/or an increase in sabbaticals, all of which require significant resources to fund.

Action Plan (highlights):

Action	By whom	When	Monitored by
Encourage faculty members to be involved in research.	FDR, VPAA	Ongoing	Strategic Planning Committee
Encourage faculty to apply for outside granting sources.	FDR & VPAA	Ongoing	Strategic Planning Committee
Continue allocation of funding and/or release time to allow for research.	VPAA & VPF	Ongoing	Strategic Planning Committee
Develop funding mechanisms to allow for and promote research	Cabinet	2010-2013	Strategic Planning Committee

Measurable Outcomes:

A broader base of active research throughout all departments

Strategic Initiative Action Plan 3.2

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

Responsibility:

Faculty Development and Research Committee

Justification for strategy:

Canadian University College degree programs are approved through the Campus Alberta Quality Council (CAQC), formerly known as the Private Colleges Accrediting Board (PCAB). The CAQC seeks to have all degree granting institutions maintain a majority of faculty members with desirable qualifications, which means a doctoral degree or other terminal degree in the teaching discipline or a cognate area.

CUC has maintained a majority of total teaching staff with desirable qualifications for the last five reportable years with 55.7% in 2004/05; 55.8 in 2005/06, 58.6 in 2006/07; 58.4 in 2007/08 and 60.5% in 2008/09. The five-year average is 57.8%. These numbers increase when considering continuing teaching faculty. They are 59.5% (2004/05); 59.0% (2005/06); 60.0% (2006/07); 62.5% (2007/08) and 64.1% for a five-year average of 61.0%. The CAQC has indicated a desire for these numbers to increase and be reasonably parallel with other independent academic institutions (IAs) in Alberta whose averages are in the high 60% to low 70% range. With a focused emphasis on hiring individuals with doctoral degrees and encouraging current faculty who do not yet have a doctoral degree to complete one, it appears that achieving an increase in this percentage is realistic over time.

Possible barriers to success:

Budgeting for faculty to continue graduate studies may present a problem due to funding the required release time and/or the program costs. Also, finding programs for faculty who want to continue teaching along with graduate studies is a challenge. Recruiting individuals with desirable qualifications continues to be problematic not just for CUC but for higher education in general due to shortages of doctoral degree holders.

Action Plan (highlights):

Action	By whom	When	Monitored by
Continue to seek individuals with desirable qualifications when hiring new faculty.	VPAA, Search committees	On-going	Strategic Planning Committee
Encourage current faculty members to seek desirable qualifications	VPAA, FDR	On-going	Strategic Planning Committee
Continue to develop funding mechanisms to create time and support for faculty or prospective faculty to pursue doctoral degrees	Cabinet	2010-2012	Strategic Planning Committee

Measurable Outcomes:

An increase in faculty members with desirable qualifications

Strategic Initiative Action Plan 3.3

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

Responsibility:

Administration

Justification for strategy:

The Private College Accreditation Board's (now Campus Alberta Quality Council - CAQC) expectations stemming from Canadian University College's second comprehensive evaluation, as stated in the letter dated 8 June 2004, indicates an expectation of succession planning. This includes planning for the replacement and retention of key personnel in the administration of Canadian University College, for the recruitment of excellent faculty members in existing and future programs and for the replacement of Board of Trustees members as well.

Suggested approaches include identifying general competencies for the leadership positions accompanied by an awareness of special qualities that are needed in future leaders depending on the stage of development of the institution along with the challenges facing the post-secondary system in Alberta. Support for current administrative leaders as well as teaching faculty may include support for professional development in the area of their assignment or discipline.

Possible barriers to success:

Recruiting well qualified individuals for positions in the post-secondary sector continues to be a challenge for all institutions. Recruitment of new individuals as well as the professional development of current leaders and faculty members needs significant budgetary support.

Action Plan (highlights):

Action	By whom	When	Monitored by
Establish general competencies for leadership positions including board members.	Administration & HR	Ongoing	Strategic Planning Committee
Encourage select individuals to develop the stated competencies for succession purposes.	Administration & HR	2010-12	Strategic Planning Committee
Target individuals, both on and off-campus, who indicate potential for faculty or administrative roles and provide financial support for graduate work and/or other forms of preparation relevant to succession planning.	President VPAA	Ongoing	Strategic Planning Committee
Continue to fund and increase the funding for current faculty to develop administrative skills.	President, VPAA	Ongoing	Strategic Planning Committee

Measurable Outcomes:

Regular completion of competency programs by administration/faculty and targeted funding for new individuals

Strategic Initiative Action Plan 3.4

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

Responsibility:

VPAA, FDR & Marketing

Justification for strategy:

Canadian University College currently does not fully qualify for membership in the Association of Universities and Colleges in Canada (AUCC). CUC currently meets membership requirements by demonstrating 1) the powers it purports to exercise pursuant to authority granted by the Crown or by Statute, 2) a governance and an administrative structure appropriate to a university, 3) an approved, clearly articulated and widely known and accepted mission statement and academic goals that are appropriate to a university and that demonstrate its commitment to: (a) teaching and other forms of dissemination of knowledge; (b) research, scholarship, academic inquiry and the advancement of knowledge; and (c) service to the community, 4) in its core teaching mission the provision of education of university standard with the majority of its programs at that level, 5) a full program or programs of undergraduate studies that animate its mission and goals, and that lead to a university degree or degrees conferred by itself, 6) undergraduate degree programs that are characterized by breadth and depth in the traditional areas of the liberal arts and/or sciences, 7) an atmosphere for promotion of a search and communication of knowledge; a valuing of intellectual honesty, fairness and integrity, and promotion of accountability; an encouragement of high standards in scholarship and research; and a respect for academic freedom along with attendant articulated policies 8) operations based on non-profit status.

AUCC criteria that CUC is in the process of meeting include 1) a proven record of scholarship, academic inquiry and research, and 2) an expectation of its academic staff to be engaged in externally peer reviewed research and to publish in externally disseminated sources, and 3) provision of appropriate time and institutional support for faculty to do so.

The one AUCC criterion that CUC has not met is 1) in the academic year in which it makes application for membership, and has had in the two preceding years, an enrolment of at least 500 FTE students enrolled in university degree programs.

Possible barriers to success:

Two major barriers exist: 1) the minimum enrolment requirement and 2) a consistent application of research expectations.

Action Plan (highlights):

Action	By whom	When	Monitored by
A successful marketing program to achieve and sustain 500 FTE students	Marketing	Ongoing	Strategic Planning Committee
A continual emphasis on research meeting AUCC expectations	FDR, Research Ethics Committee, VPAA	Ongoing	Strategic Planning Committee

Measurable Outcomes:

Successful membership application to AUCC

Complete information regarding AUCC membership criteria can be found at

http://www.aucc.ca/about_us/membership/criteria_e.html.

Strategic Initiative Action Plan 3.5

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

Responsibility:

VPAA, Quality Assurance Committee

Justification for strategy:

Canadian University College strives for quality in all academic endeavours. A Quality Assurance Committee has been established to monitor an annual as well as a five-year review of all degree programs. Along with this, the Academic Master Plan Committee monitors each department's achievements toward the goals that it has set for itself. Combined, these efforts facilitate an educational product that will become recognized for high academic quality.

It is important for faculty to regularly monitor the courses which they teach and to make adjustments, if necessary, to ensure high quality. Along with this is an attempt through the Alberta Council on Transfer to have as many courses recognized for transfer and included in its annual Transfer Guide. On-going emphasis on library resources is essential to maintain quality in this area.

Possible barriers to success:

Barriers may include difficulty in receiving transfer guide approval due to lack of personnel to facilitate timely submissions. Finances may be an issue, also, not allowing the university college to achieve growth in library funding.

Action Plan (highlights):

Action	By whom	When	Monitored by
Reviewing courses listed in transfer guide with the intent of increasing first- and second-year transferability.	Registrar Services	Ongoing	Academic Master Plan Committee
Ensure on-going growth of library funding towards recommended level.	Library, VPAA, VPF	Ongoing	Academic Master Plan Committee
Review recent course additions and courses or programs possibly needing revision.	VPAA, Registrar, Faculty	Ongoing	Academic Master Plan Committee
Meeting or exceeding CAQC quality standards through annual and 5-yr review cycles.	VPAA QAC	Annual	Academic Master Plan Committee
Explore the development of a formal advisement and career placement process.	Schools, Divisions, VPAA	2010-2011	Academic Master Plan Committee
Explore the possibility of a career placement process.	Schools, Divisions	2010-2011	Academic Master Plan Committee
Explore possibilities of being responsive to the employer's needs of graduates especially within the SDACC.	Schools, Divisions, VPAA	2011-2013	Academic Master Plan Committee

Measurable Outcomes:

A higher percentage of courses in the transfer guide, library funding to desired level and a regular review of courses and program offerings to ensure quality

Strategic Initiative Action Plan 3.6

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

Responsibility

VPAA, Faculty Development & Research Committee

Justification for strategy:

Professional development of faculty is an on-going requirement to ensure a high quality educational product. It is important for faculty members to keep current in their fields of expertise and to adopt effective pedagogical strategies to ensure excellence in the classroom.

Currency in one's professional field is a priority for faculty. This may involve a renewal or updating of certification. Faculty presentations on current research is a valuable activity to ensure making public one's findings as well as keeping colleagues informed of emerging trends. One basic form of professional development is through a sabbatical program which allows faculty to renew themselves and re-immense themselves in their field of study. It also provides for a break from the contingencies of the everyday requirements of the classroom for renewal and new knowledge development.

Possible barriers to success:

The most significant barrier to success in this area is finances. If money cannot be prioritized for faculty development, the quality of the programs will suffer.

Action Plan (highlights):

Action	By whom	When	Monitored by
Encourage all relevant faculty to receive/maintain professional certification.	VPAA, Deans/Chairs	Ongoing	Academic Master Planning Committee
Continue round table forums or brown bag lunch presentations.	FDR	Ongoing	Academic Master Planning Committee
Ensure continued funding for sabbaticals	VPAA, VPF	Ongoing	Strategic Planning Committee
Develop research and professional development endowment.	VPAA, VPF	2010 - 2012	Cabinet

Measurable Outcomes:

All faculty will hold current membership and/or qualifications in their discipline
Regular presentations by faculty members both on and off campus and the initiation of a sabbatical rotation

Strategic Initiative Action Plan 3.7

Strategic Initiative 3.7: To ensure the delivery of a consistently high quality educational product through aggressively providing proactive training on strategic campus computer resources (hardware, software and new technologies).

Responsibility:

Computer Services, Cabinet

Justification for strategy:

While Canadian University College has been keeping quite current in its deployed computing hardware and software, a minimal amount of user training has been conducted. Support has only been available on an as need basis as users have contacted the help-desk or requested help on specific issues encountered. While many students have grown up in a society infused with technology and new versions of software, many faculty/staff still struggle with adopting change and dealing with new technologies.

Possible barriers to success:

It will take increased resources necessary to develop and maintain training programs. Having faculty/staff find time in their busy schedules to dedicate to training can be a challenge.

Action Plan (highlights):

Action	By whom	When	Monitored by
Identify topic areas that are most necessary to aid users to be proficient in their technology use.	Computer Services	2010-2011	Computer Services Committee
Develop a skills assessment tool to be used when new equipment is deployed to a user or when their operating system is updated, with follow-up training on areas where proficiency is lacking. This will include campus technology offerings and skills expected.	Computer Services	2010-11	Computer Services Committee
Incorporating a program that can support different skill levels, topics, learning styles and preferences with flexible class times	Computer Services	Ongoing	Computer Services Committee

Measurable Outcomes:

Amount of calls to the Help-Desk should be reduced after effective training is conducted. Users will be more productive after learning new skills and techniques, and should face less technology based frustrations.

Strategic Initiative Action Plan 3.8

Strategic Initiative 3.8: To ensure the delivery of a consistently high quality educational product through promoting and supporting the use of educational technologies in the instruction process.

Responsibility:

Faculty Council, Computer Services

Justification for strategy:

Today's learners are used to dealing with multiple information sources and expect education products to use modern delivery methods. Survey results of our students show that the majority expect more technology use in classroom delivery and instruction resources. Even though there may not be empirical evidence that increased technology use enhances the educational process, use of these technologies do increase student engagement, and help to 'meet them where they are'. By providing resources to be available wherever the student is, more students and learning styles can be accommodated.

Possible barriers to success:

Faculty may not want to put in the effort to change methods and learn new technologies. Time and training must be given to assist in this.

Action Plan (highlights):

Action	By whom	When	Monitored by
Implement a standardized grading system.	Office of the Registrar, Computer Services	2011	Cabinet
Provide initial and ongoing training in campus deployed learning management system and other standard software/systems.	Computer Services	Ongoing	Computer Services Committee
Continue to broaden and enhance the technology skills of the faculty in teaching and learning.	Computer Services, VPAA	Ongoing	Academic Master Planning Committee

Measurable Outcomes:

Increased student satisfaction on availability of information and instructional processes.

Increased capacity of faculty to use technology in learning management.

Strategic Initiative Action Plan 4.1

Strategic Initiative 4.1: To develop a resilient financial base for campus operations through increasing the Heritage Fund to 12 million dollars

Responsibility

Property Development Committee

Justification for strategy:

Canadian University College has been blessed with significant land holdings which have been annexed by the Town of Lacombe and are therefore developable for town expansion. As the University College has adequate area reserved for campus expansion and isolation, (approximately 145 acres from hi-way #2 to Rosedale Valley, of which the area from Plant Services – the Northern most building – to the PE Centre – the Southernmost building – is about 80 acres) and since there are additional land holdings outside of the Town of Lacombe annexation boundaries, the board has determined to sell the non-campus-lands within the Town of Lacombe for development. This provides funds which yield investment returns far greater than those realized from leasing the land for agricultural purposes.

The annexation of lands occurred in January 2000. At that point the total land holdings of the University College, in addition to the campus 300 acres, including Lake Barnett, was about 1,200 acres and ten years later approximately 830 acres remain of which less than half, only 350 acres, are scheduled to be sold and developed. The Heritage Fund has accumulated 8.5 million dollars as of January 31, 2010.

Estimating the rate of sale for the 350 acres remaining and subtracting 42 acres for a school site and some commercial areas, and 70 acres for Henner’s Pond, the remaining 239 acres could support approximately 1,100 residential lots. The average number of lots sold per year in Lacombe has been 100, therefore allowing for a slow-down within 5 years almost a quarter of the residential area could be sold. Based on current offers this could mean up to \$3.5 million from sales within 5 years and would take the Heritage Fund to over \$12 million – which could yield income of about \$600,000 annually at a rate of return of 5% per year.

Possible barriers to success:

Shifts in the economy and specifically a down turn in the growth of the Town of Lacombe will slow or stop the progress in this direction. Low returns on investments would reduce the positive effect on operations.

Action Plan (highlights):

Action	By whom	When	Monitored by
Continuation of land sales process	PDC	2010-2015	Board & Cabinet
Review and approve a plan to put some of the investment earnings (such as the CPI increase amount) back to the Heritage fund to maintain the value of the fund.	Board	April 2011	Board & Cabinet

Measurable Outcomes:

Increase in Heritage Fund balance. Amount of investment income generated.

Strategic Initiative Action Plan 4.2

Strategic Initiative 4.2: To develop a resilient financial base for campus operations through an increase to the annual endowment and donation base to \$700,000

Responsibility:
VP Advancement

Justification for strategy:

The last three-year donation average (excluding legacies) was approximately \$500,000. Good progress is being made in contacting and meeting previous major donors but moves management is a process that takes time and multiple contacts to build the appropriate relationships and opportunities for involvement and increase in the annual donation level outside legacies is slow.

Increasing effort is being made to get the good news of the progress at CUC/PAA out to our alumni friends and constituents. This positive contact also leads to increased donation participation. Even small projects started and completed help maintain and expand momentum and with Access funding we can legitimately offer people matching funds for various donations and projects, thus encouraging further donations. Excellent work has also been done and continues to be done in expanding the “Committee of 100”; this group can significantly impact the future of CUC.

This is the third year of the production of a quality in house calendar for wide distribution and a revitalized Canadian Campus. The University College needs to be a daily influence on our constituent family. When they hear the word university, CUC should automatically register in their minds because we have and continue to have exposure and contact. This in turn should increase the number of constituents willing to support the University College, such as through the annual offering and/or appeal and student aid.

As more and more contact is generated with alumni and prospective donors, and larger and or more frequent projects are initiated, further volunteers and staffing will be required to ensure the success of this strategic initiative.

Possible barriers to success:

The process of developing a stronger donation base will take time.

Action Plan (highlights):

Action	By whom	When	Monitored by
Growth of Committee of 100 to 100	VPA	2011	Cabinet
Moves management in place and in operation	VPA	2010 and ongoing	Cabinet
Gifting folder developed	VPA	2010-11	Cabinet
Project giving	VPA	2010 and ongoing	Cabinet
Family gifting	VPA	2010 and ongoing	Cabinet

Measurable Outcomes:

Percentage of alumni giving increased
Annual donation income averages \$700,000, excluding large capital campaign gifting and bequests
Continued positive feedback from constituents

Strategic Initiative Action Plan 4.3

Strategic Initiative 4.3: To develop a resilient financial base for campus operations through a process that encourages alumni and friends to consider legacies and trusts in favor of the University College

Responsibility:
VP Advancement

Justification for strategy:

Many supportive alumni are at the point in their lives when they are seriously wondering where to leave their money in the form of legacies and trusts. In the last few years, several substantial legacies have been received. While others trained in trusts and wills are representing CUC well, along with other portfolios, it will be important to have an individual trained on campus who can advise alumni and friends of their options if they want to give. It will also be important to increase the personnel employed in or supporting the work of the Advancement Office to allow the Director more time for more focused work on large donations and legacies.

Providing appropriate materials and working closely with other groups in the Seventh-day Adventist Church in Canada will be important in this initiative.

Possible barriers to success:
Training will take time.

Action Plan (highlights):

Action	By whom	When	Monitored by
Training of Advancement VP	VPA	2010-11	Cabinet
Increase personnel	VPA	2010	Cabinet
Trusts and legacies plan developed	VPA	2011	Cabinet
Materials developed	VPA	2012	Cabinet

Measurable Outcomes:

An increase to funds willed to the University College

Strategic Initiative Action Plan 4.4

Strategic Initiative 4.4: To develop a resilient financial base for campus operations through increasing working capital

Responsibility

Cabinet

Justification for strategy:

A reasonable base of working capital is required to provide resilience during periods of uncontrollable or planned losses.

Also, a reasonable base of working capital allows for decisions to be made for growth and development without the inhibiting caution that if something were to backfire or not produce the exact desired results there could be financial devastation.

As of April 30, 2009, the working capital was 69% of the recommended amount of working capital (\$2,946,682) as per the NAD policy.

Possible barriers to success:

Demands on funds are so great that there is little left to go towards restoration of working capital. The process of climbing to a resilient financial base through the restoration of working capital may be slow and varied.

Action Plan (highlights):

Action	By whom	When	Monitored by
25% of Heritage Fund Income going towards restoration of the UUNA.	Board of Trustees	April 2009	Cabinet
Build internally restricted net assets designated for contingency to \$500,000	Cabinet	2010-11	Cabinet

Measurable Outcomes:

Increase of 1) unrestricted unallocated net assets; 2) internally restricted amount for contingency; and 3) working capital.

Strategic Initiative Action Plan 4.5

Strategic Initiative 4.5: To develop a resilient financial base for campus operations through expedited payment of internal loans

Responsibility:

VPFA

Justification for strategy:

Canadian University College currently has two internal loans. The first is an internal loan of \$264,084 as of January 31, 2010, due to funds borrowed internally for the building of the Beardsley Apartments in 1995. This loan is being paid back on an amortization period of 20 years and is scheduled to be paid in full in 2015. The funds borrowed are earning interest at the rate of 2.875% (the blend of the SDACC revolving fund loan and lend rates). To assist in clearing this loan in a more expedient manner, additional principal payments are being applied on a monthly basis to retire the debt on an advanced time line.

The second internal loan is a new loan approved as an investment of the CUC Heritage Fund and is for the PE Centre Expansion. This loan is amortized over 25 years; however, should the weight room income generate more funds than expected there would be potential for reducing the amortization period by making additional principal payments as available.

Possible barriers to success:

Should the Rental Funds or weight room not produce sufficient gains the payment schedules would remain the same for the internal loans or may need to be extended.

Action Plan (highlights):

Action	By whom	When	Monitored by
Pay off internal loans as funds become available from associated gains	VPFA	2010 Onward	Cabinet

Measurable Outcomes:

Amount of loans outstanding.

Strategic Initiative Action Plan 4.6

Strategic Initiative 4.6: To develop a resilient financial base for campus operations through continued implementation of a market-based salary scale (within NAD policy)

Responsibility:

Cabinet

Justification for strategy:

Canadian University College is one of five Independent Academic Institutions (IAIs) in Alberta. When comparing the University Colleges previous remuneration scales to various positions with the other IAIs in Alberta, the discrepancies between CUC and the other IAIs is varied depending on the position being compared – some positions are currently on track or slightly higher than comparative positions while other positions lag far behind. Therefore, rather than implementing the NAD and SDACC approved housing component, based on ERI, for all positions across the board and thereby putting some CUC positions significantly higher than other IAIs while still not addressing the significant gap on other positions does not seem fair or wise.

Starting May 1, 2008, the University College implemented a new remuneration scale based on 14 categories and six steps within each category. As it was not financially possible to implement the new remuneration rates all in the first year, it has been scheduled for implementation over five years.

Since housing costs in Lacombe would be comparable to or lower than housing costs in Edmonton and Calgary – where the other IAIs are located – the cost of housing is already included in the amounts being compared to.

Limiting the increases to be within the Church approved cost of housing component, would allow a movement toward parity with IAIs while at the same time staying within Church approved remuneration levels.

Possible barriers to success:

The inability to implement a scheduled move toward the target remuneration could be a barrier.

Action Plan (highlights):

Action	By whom	When	Monitored by
Complete implementation of new remuneration targets by May 1, 2012 as budget allows	Cabinet	May 2012	Cabinet
Complete annual comparison with other Alberta IAIs	VPFA	2010	Cabinet

Measurable Outcomes:

Wage adjustments toward greater comparability with other Alberta IAIs.

Strategic Initiative Action Plan 5.1

Strategic Initiative Action Plan 5.1: To enhance the CUC student experience through intentional spiritual formation towards developing growing Christians who are living their commitment to Christian faith and the Seventh-day Adventist church.

Responsibility:

Cabinet, Spiritual Life Committee (SLC), VPSS, Religious Studies Dept/Chair, Chaplain, Deans, Pastoral Staff.

Justification for strategy:

Being a Seventh-day Adventist Christian faith-based institution, one of the foundational goals for Canadian University College is to help people discover, choose and build a relationship with God. While part of this process is unstructured and immeasurable, intentional efforts can foster this process. Such efforts should include: helping students encounter God, supporting them as they make their choice for God, welcoming them into Christian community, fostering them in a knowledge of God, mentoring them in developing competencies of spiritual disciplines and providing opportunities for them to live out God's love.

Possible barriers to success:

As spiritual formation is a very subjective experience, the greatest barrier to structured efforts in this direction will be the willingness of students, staff, faculty and administration to meaningfully engage in the community, mentorship and growth opportunities. In addition to strong vision casting, additional or re-allocation of time, resources, leadership and personnel may be necessary.

Action Plan (highlights):

Action	By whom	When	Monitored by
Continue developing a stronger network, small group based spiritual formation structure and process.	Chaplain, Deans	On-going	SLC
Continue developing a recruitment, training, support and accountability structure for small group leaders.	Chaplain, Deans	Ongoing	SLC
Initiate and review general education courses to emphasize spiritual formation courses.	Religious Studies Dept.	2010	Religious Studies Chair & SLC
Pair finishing students with future church communities beyond CUC.	SLC	2011	SLC

Measurable Outcomes:

An increased number of trained small group leaders, of functioning small groups, and of existing mentorship opportunities

A class on spiritual formation offered at regular intervals

Increased retention in church involvement after study completion

Strategic Initiative Action Plan 5.2

Strategic Initiative Action Plan 5.2: To enhance the CUC student experience through unified spiritual planning towards integrated and wholistic spiritual life and ministry.

Responsibility:

Cabinet, President, Spiritual Life Committee, Chaplain.

Justification for strategy:

To ensure that spiritual life and spiritual initiatives are not compartmentalized into specific areas but rather receive the integrated attention necessary, it is essential that there is a level of unified spiritual planning that not only considers but involves leadership from student, faculty, staff, administration and the local church. Special consideration should be given to those specifically involved in enacting spiritual life, such as Campus Ministries, the residence halls, the Religious Studies Department, the Chaplain's office, and the local church. Additionally, intentional effort should be made to have a strong spiritual life voice and awareness represented at all campus levels.

Possible barriers to success:

The following may serve as barriers to success: the difficulty of finding the balance on campus between personal initiative and intentional unified focus; helping all campus groups recognize their responsibility in the spiritual growth process and ensuring there are sufficient leadership resources focused on spiritual life needs.

Action Plan (highlights):

Action	By whom	When	Monitored by
Emphasize and support a concept of a campus theme to be integrated into organizations and clubs	Chaplain	Ongoing	SLC
Develop and implement a revised Spiritual Master Plan reflecting integrated and wholistic spiritual life and ministry.	SLC	2012	Cabinet
Initiate opportunities for faculty and staff to dialogue their role in spiritual life and ministry.	Chaplain/ Cabinet	2009	SLC
Integrate service activity into various organizations and clubs	Chaplain	Spring 2010	SLC

Measurable Outcomes:

Representation and implementation of Spiritual Life issues and initiatives at the student, staff, faculty, administration and local church leadership levels

Strategic Initiative Action Plan 5.3

Strategic Initiative Action Plan 5.3: To enhance the CUC student experience through identifiable plans to focus on integration of faith and learning.

Responsibility:

VPAA, VPSS, Deans and Chairs, Spiritual Life Committee

Justification for strategy:

Being a Seventh-day Adventist Christian, faith-based institution, Canadian University College exists to not only provide excellence in academics but to also provide opportunity for examination of subject matter from a faith perspective through an integration of faith and learning and indeed faith and living. As the Faculty Handbook indicates, faculty are expected to provide mature spiritual influences both inside as well as outside the classroom and clearly interface their faith with their discipline. This provides for a grace-filled context for education.

It is important for faculty and staff to be intentional in nurturing this interface as well as being reflective on how one best accomplishes integration of faith and learning. Just as each faculty and staff members' spiritual experience is unique, so will their approach be to this important process. While a variety of methods may be employed to accomplish this integration, each faculty member should make it a part of planning and preparation for classes and as well as with interaction with students. This will enable students to have confidence that not only does the faculty member have a command of the discipline which he or she teaches but also has a faith that provides a foundation for class presentation and personal interaction.

Possible barriers to success:

The integration of faith and learning is a topic that can be shrouded in ambiguity. To define or measure how well one is doing in this process is difficult. An understanding of integration of faith and learning may need to be more clearly defined for our purposes. Also, there may be individuals who view their faith as a personal experience and not for public appraisal.

Action Plan (highlights):

Action	By whom	When	Monitored by
Develop an understanding of what the integration of faith and learning is and how it is evaluated.	Teaching and Learning Committee	2010-11	Academic Master-Plan Committee
Develop faculty skills in delivering faith and learning in the classroom.	Committee VPAA FDR	Ongoing	Academic Master-Plan Committee
Continue monitoring through surveys i.e. Graduation survey.	VPAA	Annually, at graduation	Academic Master-Plan Committee

Measurable Outcomes:

An acceptably high rate in the faith and learning survey question statistics.

Strategic Initiative Action Plan 5.4

Strategic Initiative Action Plan 5.4: To enhance the CUC student experience through increased intentional opportunities for staff, faculty, administration and church members to regularly share their faith with students.

Responsibility:

Cabinet, VPAA, Chaplain, Pastoral Staff, Spiritual Life Committee

Justification for strategy:

While most of the staff, faculty and administration of CUC are very interested in sharing their Christian life and experience with students, they do not always have a direct way to do so which is representative of their gifts, abilities, personality and availability. Identifying new and/or specific opportunities would allow for further participation and greater visibility of our staff, faculty, administration, and church members in spiritual life. As a result, students would likely perceive more spiritual interest and integration in the personal lives of campus community.

Possible barriers to success:

The over-commitment of many of our staff, faculty and administration in current roles and responsibilities may result in a fear of taking on one more thing. Simplification of existing demands on time and resources and intentionalization of current involvement may counteract these difficulties.

Action Plan (highlights):

Action	By whom	When	Monitored by
Continuation of defined moments for staff, faculty, and administration to lead in spiritual life opportunities (e.g. Community Worship)	SLC, Chaplain	Ongoing	SLC
Encourage staff/faculty/administration faith sharing opportunities through student surveys and student focus groups	Chaplain	2010	SLC
Explore and challenge ways staff, faculty, admin and church members can model a living faith and create spiritual community and mentorship.	Cabinet, Pastor, SLC	On-going	SLC

Measurable Outcomes:

Knowledge and increase of specific opportunities for regular faith sharing and mentoring

Strategic Initiative Action Plan 5.5

Strategic Initiative Action Plan 5.5: To enhance the CUC student experience by integrating service opportunities and faith sharing opportunities into all aspects of campus life.

Responsibility:

Master Planning Committee, Academic Committee, Spiritual Life Committee, VPAA, Chaplain.

Justification for strategy:

Mature Christianity includes the expression of faith through engaging in service and faith sharing. As CUC seeks to form and empower maturing Christians, we should also seek to create structured opportunities for students not only to participate in, but also to lead in these opportunities.

Possible barriers to success:

Certain applications of this strategy can be implemented seamlessly into existing strategies without much difficulty. As we attempt to accomplish more and to broaden the scope of impact to include national and international projects, there will be increased demands for space within the academic timeline, for time commitment by those involved in planning and leading, and in funding for the designated projects. Intentional partnerships may help reduce these barriers.

Action Plan (highlights):

Action	By whom	When	Monitored by
Integrate either a service or faith sharing component into the regular life of the small groups described in 5.1	Chaplain	On-going	SLC
Continue to provide and encourage mission opportunities	Chaplain, VPSS	Ongoing	SLC
Partner Campus Ministries with other CUC student clubs and organizations for increased service and evangelism.	Chaplain, SLC	Ongoing	SLC
Partner CUC with other missions, service and evangelism organizations/institutions/ministries.	SLC	Ongoing	SLC
Develop a plan for integrating a service day into the academic calendar for all students, staff, faculty and administration.	VPAA, SLC	Ongoing	MP, AcCom, SLC
Encourage students to become involved with local, national, and international opportunities.	SLC	Ongoing	MP, AcCom, SLC

Measurable Outcomes:

Increase in opportunities for service or faith sharing and greater participation of student, staff, faculty and administration in these opportunities

Strategic Initiative Action Plan 5.6

Strategic Initiative Action Plan 5.6: To enhance the CUC student experience through intentional fostering of a balanced lifestyle.

Responsibility:

Vice President for Student Services; Campus Life Committee (CLC)

Justification for strategy:

Many students come to CUC having never lived away from home. With the range of expectations and challenges implicit in a university-level education, a number struggle to effectively balance their lifestyle. This can result in lack of academic success and lack of focus. Some students also are challenged with making positive personal choices in relationships and lifestyle. The CUC community will be best-served by a positive and proactive program that encourages a balanced lifestyle, and assists students in developing (or continuing to develop) skills to make choices based on good judgment. This will also represent what is best in Adventist education (i.e. education of the whole person).

Possible barriers to success:

It is difficult to find the framework to provide intentional opportunities for fostering a balanced lifestyle. It will be important to not oversimplify the needs into —programs|| only—deeper issues will need to be resolved on an individual level where diagnosis and support will take time.

Action Plan (highlights):

Action	By whom	When	Monitored by
Continue integration of SIT program	VPAA VPSS	Ongoing	Academic Comm. CLC
Develop and coordinate a unified mentorship program. (Student-to-Student)	VPSS Asst. to Pres.	Ongoing	CLC
Ensure first-year program includes skills and wholistic education necessary for student success (e.g.: CueQuest)	VPAA VPSS	Ongoing	Academic Comm CLC
Include conscious ongoing emphasis in programming on balanced and healthy lifestyle choices	Chaplain, Res Hall Deans	Ongoing	CLC
Establish deliberate opportunities for student-faculty engagement	Cabinet	Ongoing	CLC
Develop means of identifying concerns and evaluating growth	CLC	Ongoing	Cabinet

Measurable Outcomes:

Decrease in student drop-out rates
Positive ratings in student surveys on lifestyle commitments and attitudes

Strategic Initiative Action Plan 5.7

Strategic Initiative Action Plan 5.7: To enhance the CUC student experience through providing increased opportunities for appreciation and integration of all diverse campus communities.

Responsibility:
VPSS; CLC

Justification for strategy:

CUC is an increasingly diverse community. The ethnic and racial mix of students and faculty/staff provides the campus with unique opportunities for celebrating the richness that comes with diversity. Diversity, however, also can lead to lack of understanding and to misperceptions. To capitalize on the opportunities provided by this rich mix of individuals, CUC needs to be proactive in providing opportunities to appreciate the different campus groups and integrate all individuals into the CUC community. This could mean ensuring a good mix of student involvement in regular programs, and facilitating specific programs that focus on diversity or diversity training.

Campus diversity however is not limited to ethnicity. Around 50% of students live on campus. 50% live in the local community. This group, and particularly married students, can feel alienated from the CUC student experience by distance and campus or personal priorities. These individuals also have much to share with the campus, and much to gain by participating in a broader range of campus life experiences.

Possible barriers to success:

Off-campus and married students can distance themselves from the campus community by choice. Both students and staff/faculty can be unaware of personal barriers and assumptions that negatively impact attempts to value diversity.

Action Plan (highlights):

Action	By whom	When	Monitored by
Initiate intentional program planning to involve and/or focus on diverse groups	CLC VPSS Chaplain	Ongoing	CLC
Focus some dialogues on specific campus groups (ethnic; off-campus, etc.)	VPSS	Ongoing	CLC
Encourage multicultural clubs to take more significant role in recommending strategies and programs	VPSS	Ongoing	CLC
Evaluate and respond to expressed challenges of diverse campus groups	VPSS Chaplain	Ongoing	CLC
Include diversity training opportunities for students and faculty/staff	VPSS Cabinet	2010	CLC; Cabinet

Measurable Outcomes:

Positive responses to key questions on student surveys relating to appreciation of diversity, personal value and personal integration into campus life

Strategic Initiative Action Plan 5.8

Strategic Initiative Action Plan 5.8: To enhance the CUC student experience through a unified focus on leadership development.

Responsibility:

VPSS; CLC

Justification for strategy:

CUC as a small institution both needs strong student leaders and can offer significant opportunities for students to develop a range of leadership skills. Focusing on leadership development will therefore both enrich CUC and provide another value-added component to the CUC experience. Present leadership opportunities include some training; however with a small campus a more unified approach to training would be beneficial.

A focus on leadership development would also broaden the potential numbers of students mentored into leadership. While some students are given paid leadership positions (SA, student deans), the opportunity for others to be involved in leadership development will assist in making them more marketable in their future careers

Possible barriers to success:

Students are busy with a range of activities and can lack the focus that would be required. Not all students recognize the importance of leadership skills and experience to their future careers.

Action Plan (highlights):

Action	By whom	When	Monitored by
Unify leadership training for appointed leaders	Chaplain Deans	Ongoing	CLC
Continue Developing a leadership development program that will provide more leadership opportunities for students to develop their leadership skills	VPSS President Chaplain	2010 - 2011	Cabinet

Measurable Outcomes:

Development of a program
 Involvement by students, with positive feedback
 Improved feedback from employers on leadership skills and experience of graduates

Strategic Initiative Action Plan 5.9

Strategic Initiative Action Plan 5.9: To enhance the CUC student experience through intentionally fostering spiritual support, growth and community for CUC staff/faculty/administration.

Responsibility

Cabinet, Spiritual Life Committee

Justification for strategy:

In order for the student experience to be enhanced, care must be given to those leading and mentoring our students. While we regularly focus on students or on the professional growth of our staff, faculty and administration, we typically leave the spiritual development to the individual or to the local church. If we are expecting those running our institution to have a strong personal, moral and spiritual influence on our student body, we should be investing in this direction.

Possible barriers to success:

While there is little structured fostering of spiritual life for those who run CUC on a day-to-day basis, little has been done to determine whether their needs are being met through personal effort and through the local church. The greatest barrier at this time is a lack of knowledge as to what needs to be done and what the best way of doing it would be.

Action Plan (highlights):

Action	By whom	When	Monitored by
Evaluate awareness, participation, experience, perception and impact of spiritual life opportunities.	SLC	Ongoing	Cabinet, SLC
Determine the role of and perceived need for institutionally offered spiritual opportunities.	Cabinet	Admin Retreat, Faculty Colloquium, Staff Retreat 2010	Cabinet, SLC
Determine how to encourage personal and family spiritual health through balanced expectations, and overall health and wellness.	Cabinet	2010	Cabinet, SLC
Determine and apply mechanisms and opportunities for intentional fostering of spiritual support, growth and community (e.g. faculty/staff vespers).	SLC	2011	SLC
Determine and apply mechanisms to intentionally foster family spiritual wellness.	SLC	2011	SLC

Measurable Outcomes:

Completed reports: 1) reflecting a knowledge of the current state of affairs, and perceived needs and opportunities regarding staff, faculty and administrative spiritual life; and 2) indicating a clear direction for future action.

Strategic Initiative Action Plan 6.1

Strategic Initiative 6.1: To be proactive in encouraging greater awareness and ownership of CUC among its various constituent communities through increased communication to the campus community.

Responsibility:

Computer Services, Cabinet

Justification for strategy:

While a small campus, CUC is spread over a number of buildings, with no clear centre to the campus. This limits informal communication, and can encourage an environment where some feel uninformed and others miss out on important communication. Campus communication therefore needs to be managed deliberately.

Possible barriers to success:

While the communication plan may be managed deliberately, it must not be contrived. Good communication is also time-consuming and so can be overlooked, unless it remains as a high priority in planning.

Action Plan (highlights):

Action	By whom	When	Monitored by
Research possibilities for a unified communication system (voice-email-fax) and plan for implementation as feasible	Computer Services, Cabinet	2010-12	Cabinet
Increased use of technology to provide campus wide information— video monitors, etc.	Cabinet, Computer Services	Ongoing	Cabinet
Maximize use of web-page as a communication tool	Cabinet	In progress	Cabinet
Increase number of the campus community regularly using and accessing the campus web-site	Computer Services, Cabinet, Communication	Ongoing	Cabinet
Providing planned opportunities for campus feedback	Cabinet	Ongoing	Cabinet

Measurable Outcomes:

Satisfaction ratings high on student and staff/faculty evaluations on communication
 Evidence of greater use of web-site
 Ratings on quality of web-site in student evaluations

Strategic Initiative Action Plan 6.2

Strategic Initiative 6.2: To be proactive in encouraging greater awareness and ownership of CUC among its various constituent communities through providing increased opportunities for campus groups to engage with campus issues

Responsibility:

Cabinet

Justification for strategy:

CUC is a small community, yet large enough for individuals to consider themselves sidelined or uninvolved. Playing the small school advantage means encouraging wide-ranging input and involvement with issues across campus. The expected results are greater ownership and commitment to the future vision for the University College. This initiative supports the desire of CUC to be a “learning organization”.

Possible barriers to success:

To invite and ensure engagement means investment of time. A campus environment that encourages expression of diverse views must also be seen as bringing richness and vibrancy to the community, or it will be perceived as a threat.

Action Plan (highlights):

Action	By whom	When	Monitored by
Using faculty and staff focus groups to brainstorm on strategic and key campus issues	Cabinet	Present and ongoing	Strategic Planning Committee
Being proactive in inviting student input into key issues through SA etc.	President VPSS	Present and ongoing	Strategic Planning Committee
Continue open forums for students at least twice annually	President VPSS	Ongoing	Strategic Planning Committee
Developing processes for providing feedback to students on issues raised and on campus plans	President VPSS	2010-2011 academic yr.	Strategic Planning Committee
Using evaluative tools to ensure all campus groups are feeling involved	Cabinet	Development to 2012	Strategic Planning Committee (see also Action Plan One (4))
Continue to develop parent communication project	VPME	Ongoing	Cabinet

Measurable Outcomes:

Evidence of opportunities that invite involvement on campus issues

Evaluation responses that imply high satisfaction in involvement, having a voice, and partnership in decision-making.

Strategic Initiative Action Plan 6.3

Strategic Initiative 6.3: To be proactive in encouraging greater awareness and ownership of CUC among its various constituent communities through increasing the profile and service to the local community

Responsibility: Cabinet

Justification for strategy:

CUC has many positive links to the Town of Lacombe and many individuals or campus groups connect with other groups in the Town and provide a range of services. The PE Centre in particular serves as a positive link and the Music and OP departments also are seen as strong service providers. CUC is also a member of the Central Alberta Economic Partnership (CAEP). However, CUC still remains somewhat distanced from the Town, even though an increasing number of Lacombe residents see the CUC community as inviting or open. However, there are still only a small number of students attending CUC from the local community and in there remains a lack of awareness of what CUC is and has to offer in the Town. For the Town to be proud of having CUC in the community, CUC will have to continue its efforts to be a more active participant in Town affairs.

Possible barriers to success:

CUC has a primary responsibility to the SDACC and has strong links to the Adventist community of higher education institutions. It also is an active member of PAPIC. This initiative will require conscious focus of time and energy.

Action Plan (highlights):

Action	By whom	When	Monitored by
More direct marketing to and cooperation with local high schools, Lacombe, Red Deer, etc.	VPME	Lacombe ongoing Others 10-12	Cabinet
Create opportunities to host businesses, etc. on campus	VPA	Ongoing	Cabinet
Create welcoming and open campus environment—inclusive language, etc through seminars, campus dialogue, etc	Cabinet	Ongoing	Strategic Planning Committee
Develop community relations office and/or committee	VPA	2010	Strategic Planning Committee
Planned expansion of facilities and programs available to the community	Cabinet	Ongoing	Strategic Planning Committee
Increased networking between President (administration) and Town/Central Alberta	President, VPA	Ongoing	Cabinet

Measurable Outcomes:

More local students attending CUC; more defined opportunities for networking; development of a community relations plan

Strategic Initiative Action Plan 6.4

Strategic Initiative 6.4: To be proactive in encouraging greater awareness and ownership of CUC among its various constituent communities through providing opportunities for increased ownership of CUC by SDACC constituency

Responsibility:

Cabinet

Justification for strategy:

SDACC is a large territory and many members and workers, especially pastors, have little history with or first-hand knowledge of CUC. This is particularly true where there is high immigration, or where there are large numbers of new members at some physical distance from CUC. Our largest membership base is in Ontario, and yet many pastors in that conference have taken their studies elsewhere. The pastors meetings held at CUC in 2009 have significantly helped narrow the perception of distance, but ongoing plans must be in place to keep members and pastors engaged with CUC. CUC must maintain a strong proactive plan to spread the good news about CUC. In addition, the church in Canada provides a high level of financial support to CUC. It sees CUC as central to its mission and CUC needs to ensure that it is transparent in its support of the mission of the church. This may include looking at new means of partnering with conferences to ensure students are prepared for a variety of mission roles.

Possible barriers to success:

The difficulty with this initiative will be keeping up with the rapid changes that take place within SDACC. How can the public relations plan be strong enough that CUC can develop and maintain a strong positive presence in the minds of the membership and workers throughout Canada.

Action Plan (highlights):

Action	By whom	When	Monitored by
Maintaining a high level of communication with Board: President's Page, etc.	President	Ongoing	Board
Regular planning to meet conference mission needs	President	Ongoing	Cabinet
Facilitating workers meetings on CUC campus	President, VPME, VPA	2014	Cabinet
Involving ministers etc. in CUC: guest teaching, mission trips, campus visits	Cabinet	Ongoing	Cabinet
Developing an introduction to CUC package for new workers/pastors	President, VPME, VPA	2010	Cabinet

Measurable Outcomes:

Increase of students from across Canada, especially those not attending SDA K-12 schools—goal of 12.5% of eligible students coming from public schools
 More referrals of students to CUC from pastors/teachers
 An increase in workers who have visited CUC and/or been involved in defined programs at CUC

Appendix—Review of Progress

The 2010-2015 Strategic Plan represents the 3rd annual review of a rolling 5-year strategy for Canadian University College that was first voted by the Board of Trustees in April 2007.

During the three years of the plan's operation some of the major accomplishments are as follows:

- Enrolment has seen an increase from 360 at the beginning of the 2007-08 year to over 409 in the fall of 2009.
- One new program has been approved by the government and three others are in various stages of development and approval
- A retention committee has been actively engaged in working with existing students on campus and our measurable goals in this area have been exceeded
- Scholarships have been expanded—both entrance scholarship and scholarships targeting present students. Between 2007 and the current year, scholarships have increased by around 110%
- A 10-year campus development plan has been approved and the first phase of that has been implemented. This has included the PE Centre expansion and considerable improvements to landscaping and the administration building.
- A fund has been established for faculty research and more annual funding given for sabbaticals, research release and professional development. This has increased by around 183% since 2007.
- The financial position of the campus has been improved, as indicated by the following changes in financial position:
 - UUNA: improved from (482,543) in 2007 to (119,705) in 2009.
 - Working Capital: improved from 46% in 2007 to 69% in 2009.
 - Elimination of all external loans as of July 2008.
- The Heritage Fund total for investment has increased to 8.45 M in February 2010 from 4.6 M in April 2007, or an 84% increase.
- A market-based salary system has been approved by the Board and implementation is at 89.5%.
- Donations have increased from \$549,491 in the 2006-07 academic year to over \$1.4 M in 2009-10 (final figure not available).
- Spiritual Life and Student Life initiatives have focused on personal leadership development and small group skill development.
- The campus has become more engaged in a formal way with local community groups such as CAEP.

- CUC Administration has engaged more actively with the church constituency across Canada and initiated a meeting of principals on the CUC campus. CUC also partnered with the SDACC in running a convention for all pastors across Canada on the CUC campus.
- Administration has developed ways of increasing communication on campus through faculty /staff initiatives and through advising students to develop a Student Senate.

During the three years of operation of *Vision for Tomorrow*, **significant** changes to the plan have been the following:

- Addition of strategies relating to IT infrastructure and development
- Addition of 10-year campus development strategy
- New Ends, as voted by the Board of Trustees, are included in the present plan
- Change of projected enrolment in preferred future to 600 from 700
- Removal of action plans as they have been completed. These would reflect the completed actions identified above