

The King's University

**Comprehensive
Institutional Plan:
2017-2020**

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Executive Summary

In 2015, The King's University introduced a new five-year strategic plan, *Shared Vision 2020*. Our vision is to be widely known as a Christian university serving to build a more humane, just and sustainable world. The university is focused on five key goal areas: serve community, strengthen teaching and research, equip student success, empower people and advance sustainability. The university continues to make steady progress on achieving the goals of *Shared Vision 2020* and is now moving into the third year of implementation. At a mid-way point to implementation, the university is beginning to consider a refresh and future renewal of the plan.

The university achieved some significant milestones this past year as a part of *Shared Vision 2020*. The excellent scholarly work of faculty has been recognized with the award of our first Canada Research Chair position. The Campus Alberta Quality Council (CACQ) has recommended our four-year degree in Sociology for approval to the Ministry of Advanced Education. Programs in Kinesiology and General Science are well underway and will be submitted in short order. We attained our projected fall 2016 enrolment number. The King's University Board of Governors approved an exciting new Campus Master Plan and a number of fundraising projects which will significantly add to our programs, staffing, campus and overall sustainability. Each of the milestones achieved, and there are more than are mentioned here, were accomplished by an incredible team of people with vision and grit.

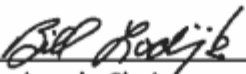
The development of the university's Comprehensive Institutional Plan for 2016/7 – 2018/19 is derived from *Shared Vision 2020*. A priority for the university this year will be to ensure financial stability, particularly in a time of relative economic instability for the province. The literature is fairly consistent in suggesting that a critical mass of approximately 1200-1500 students is required to start hitting some economies of scale. Our strategic goal is to increase the undergraduate headcount to 1,000 and to have 500 adult learners by 2020.

The recent enrolment projections provided by the Campus Alberta Planning Resource (CAPR 2016) are concerning as they indicate a projected decline in enrolment number for King's. However, there are issues with the methodology of these projections. It is not reasonable to restrict the university's 'service area' to Edmonton as that is not the nature of the university's recruitment or history. The first year of the projection is also inaccurate.

The constraints of the independent sector are well known. The other revenues lever, outside of enrolment growth and fundraising, is the government operating grant. Equity for the sector is also equity and access for students.

Accountability Statement

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



Bill Lodewyk, Chair
Board of Governors
The King's University

Institutional Context

The broad context for The King's University Comprehensive Institutional Plan is Alberta's *Roles and Mandates Policy Framework for the Publicly-Funded Advanced Education System*. It states that "**Independent Academic Institutions** will provide primarily liberal arts, science and education baccalaureate programs. They may offer graduate programming in niche areas where demand warrants, and in areas that do not duplicate existing graduate program offerings. Applied research and scholarly research activity may be conducted as a basis to enhance the instructional mandate of these institutions within degree program disciplines."

The Comprehensive Institutional Plan incorporates what is elaborated on in three institutional documents:

1. The King's University's *Shared Vision 2020* strategic directions document, adopted by the University's Board of Governors in March 2015, with the full support of faculty, administrative staff, and The King's University Student Association.
2. The King's University's Strategic Research Plan, adopted by the University's Board of Governors in October 2015, with the full support of faculty.
3. The King's University's Strategic Enrolment Management Plan¹.

The identity of The King's University is expressed as follows in the Mission and the Vision statement:

MISSION: to provide university education that inspires and equips learners to bring renewal and reconciliation to all walks of life as followers of Jesus Christ, the Servant King.

VISION: to be widely known as a Christian university serving to build a more humane, just, and sustainable world.

MANDATE: established by private Act², the University has the authority to operate in the Province as a Christian University in order to

- provide instruction in the liberal and fine arts, the humanities, theology, the physical, natural and social sciences and professional studies. The University has the authority to provide programs of study, approved in accordance with the Post-secondary Learning Act, that lead to the granting of baccalaureate, master's and doctoral degrees;
- provide institutionally approved programs of study that lead to the granting of diplomas and certificates;
- conduct scholarly research related to the approved programs of study provided by the institution.

¹ The Strategic Enrolment Plan will be updated during the 2017/18 academic year.

² The King's University College Amendment Act, 2015 (Assented to December 11, 2015)

The King's University's particular roles in relation to the other members of the adult learning system are:

- The strategic advantage of being a Christian liberal arts undergraduate institution that serves a wide range of students who desire this type of an education. At The King's University all the degree programs, including the sciences and professional programs, are taught within the Christian liberal arts interdisciplinary framework. King's is the only post-secondary institution in Northern Alberta providing this kind of an undergraduate education. An education in the liberal arts context prepares students for a lifetime of learning, professional success, and educated citizenship.
- A growing undergraduate institution that from its establishment as The King's College in 1979 was intent on becoming an accredited university. Unlike competitors in Alberta, King's does not need to build capacity with regards to university governance structure or faculty engagement in scholarship. King's began with these structures and expectations in place. The December 11, 2015 assent to The King's University College Amendment Act, was the last step in being fully recognized as a university.
- The excellent and growing reputation for the quality of teaching. The King's University consistently ranks at the top of national surveys for quality of teaching, student sense of belonging, and intellectual engagement. Our students are well equipped for lives of service, work and further study, as evidenced by our alumni data.
- Reputation for high quality scholarly work, a significant portion of it involving undergraduate students. In the past three years 89 scholarly contributions involved undergraduate students.

The five overlapping research themes at King's are:

- i. Religion, Culture and Society
 - ii. Environment
 - iii. Pedagogy
 - iv. Community Engaged Research
 - v. Natural Sciences Research
- One of the few undergraduate Christian liberal arts universities in Canada that has been awarded a Canada Research Chair as a result of receiving Tri-Council funding that exceeds \$100,000 per year. This has come as a direct result of the institutional expectation that faculty members engage in scholarship as part of their employment. The King's University is a member of Universities Canada.
 - International recognition in improving the public understanding of science. The King's Centre for Visualization in the Sciences (www.kcvs.ca) is committed to enhancing the public understanding of science through the development of innovative ways to visualize. The centre is co-directed by a faculty member who has received a 3M National Fellowship for his work in chemistry education.
 - The King's University, through its Leder School of Business, offers a four-year Bachelor of Commerce (BCom) degree that is integrated with the Christian liberal arts and sciences curriculum and designed to inspire and equip students to be leaders who make a difference. The business school was founded in 2014 thanks to the generous donation of \$12 million by four prominent Alberta families

Consultation Process

In preparation for the 2017-2020 Comprehensive Institutional Plan, the following documents were consulted:

<i>Type of Document</i>	<i>Name of Document</i>
Institutional Document	<ul style="list-style-type: none"> • Shared Vision 2020 • Strategic Enrolment Plan • Strategic Research Plan • Audited Financial Statements for 2013-14 to 2016-17 • CIP 2016-2019 • Annual Report 2015-16 • Faculty Professional Activities Forms (annual) • Documents related to the cyclical reviews of the University's Academic Programs, as required by the Campus Alberta Quality Council. These include the reviews produced by the required external reviewers.
Government Document	<ul style="list-style-type: none"> • 2016 Campus Alberta Planning Resource Projection

The University has several advisory bodies consisting of representative stakeholders that provide feedback on the academic program. These include:

- Teacher Education Advisory Committee
- Advisory Committee to the Leder School of Business.

The King's University negotiates an annual Salary and Benefits agreement with the Faculty/Staff Association. The 2017/18 budget year is the first year in a two-year agreement.

The King's University Student Association has representatives on the following decision making bodies in the University:

- The King's University Board of Governors
- Executive Committee of the University's Board of Governors
- Senate
- General Faculty Council
- President's Council
- Strategic Enrolment Management Committee.

The final responsibility for the annual preparation of the CIP is the responsibility of the President's Cabinet, consisting of the President and the four Vice-Presidents. The CIP production process is facilitated by the Office of Institutional Research.

The final draft of the CIP is approved by the Executive Committee of the Board of Governors.

Affordability, Accessibility and Quality Goals, Priority Initiatives and Expected Outcomes

Type	Description	Expected Completion Date
Goal 1	Serve Community The University will prioritize community engagement efforts that cultivate vibrant relationships of mutual service, partnership and exchange.	
Priority Initiatives		
P1.1	Cultivate relationships and collaboration with the aboriginal peoples of Alberta.	In progress
P1.2	Pursue partnerships and collaboration with national and international Christian higher education institutions.	In progress
Expected Outcomes		
EO1	Acknowledge Treaty 6 indigenous peoples and traditional territories at significant ceremonial events (e.g. Convocation).	Complete
EO2	Develop opportunities for intercultural learning, student exchange and faculty research collaboration.	In progress
Performance Measures		
PM1.1a	Create guidelines for acknowledgement of indigenous peoples and lands at ceremonial events.	March 2017
PM1.1b	Expand transfer agreements with Blue Quills First Nations College, Maskwacis Cultural College and Yellowhead Tribal College; as well as engage the other First Nations institutions in the province.	In progress
PM1.1c	Orient first year students to the Truth and Reconciliation commemorative bench and The King's University Expression of Reconciliation.	Complete
PM1.1d	Visit First Nations institutions in Alberta for the purpose of learning, honouring and relationship building.	In progress

PM1.2	Sign Memorandum(s) of Understanding with international Christian higher education institutions.	Complete
Goal 2	Strengthen Teaching & Research The University will prioritize the development of innovative programs, pedagogy, research and practices that engage students, alumni and the community.	
Priority Initiatives		
P2.1	Develop a fresh articulation of the university's foundations curriculum and its relationship to the various degree programs.	In progress
P2.2	Launch five new academic programs that advance the university's mission and vision.	In progress
P2.3	Establish an interdisciplinary Centre for Christian Thought and Action. The focus of this centre is to sustain, promote, and invite Christian philosophical and theological reflection within, upon, and across all university disciplines.	In progress
Expected Outcomes		
EO2.1	Greater student awareness of the significance and importance of the foundations curriculum in their area of study.	April 2020
EO2.2a	Students graduating with a 4-year Bachelor of Arts in Sociology degree.	April 2020
EO2.2b	Students graduating with a 4-year Bachelor of Kinesiology degree.	April 2022
EO2.2c	Students graduating with a 4-year Bachelor of Science in General Sciences' degree.	April 2022
EO2.3	Organize and host an international conference on the Continental Philosophy of Religion and publish the conference proceedings in a peer-reviewed journal.	Summer 2021
Performance Measures		
PM2.1	Implement a refreshed foundations curriculum that has well-defined student learning outcomes and that forms an integral part of the various degree programs.	Sept 2018
PM2.2a	Receive approval to offer a 4-Year Bachelor of Arts in Sociology degree. The Campus Alberta Quality Council has recommended this program proposal for approval to the	Complete

	Minister of Advanced Education.	
PM2.2b	Receive approval to offer a 4-Year Bachelor of Kinesiology degree. The program proposal is anticipated to be submitted to the Department of Advanced Education in early Fall 2017	Sept 2019
PM2.2c	Receive approval to offer a 4-year Bachelor of Science in General Sciences degree. The program proposal is anticipated to be submitted to the Department of Advanced Education late Fall 2017.	Sept 2019
PM2.3	Obtain successful Canada Research Chair nomination in Continental Philosophy of Religion. Dr. Neal DeRoo's nomination was approved in April 2017.	Complete
Goal 3	Equip student success The University will prioritize programs and practices that equip all learners to thrive through their academic career and a lifetime of active engagement in their communities.	
Priority Initiatives		
P3.1	Establish an Academic Enrichment Centre to support students with a variety of academic needs and academic preparedness.	In progress
P3.2	Develop campus spaces that foster well-being, learning, and community engagement, both for residential students and commuting students.	In progress
Expected Outcomes		
EO3.1a	Develop baseline statistics and key performance indicators for student use of academic and personal support services.	
EO3.1b	Target strategies for non-traditional, international and aboriginal students.	In progress
EO3.2	Increase use of the existing in the residence hall and in the academic buildings for the purposes of community building and learning collaboration.	Complete
Performance Measures		
PM3.1	Compile statistics on the use of academic and personal support services.	April 2017
PM3.2	Survey the student population with respect to functionality of the residences and the academic building spaces for community building and collaborative learning.	April 2017

Goal 4	Empower People The University will prioritize practices that empower and equip people to thrive and develop.	
Priority Initiatives		
P4.1	Implement an annual Board Governance training workshop.	Complete
P4.2	Create an effective employee engagement process by developing a new employee orientation and onboarding program. Provide regular training and development opportunities for employees. Participate in a best workplace survey for benchmarking and investing in best practices.	In progress
Expected Outcomes		
EO4.1	Equip the Board of Governors to fulfill their mandate for guiding, maintain accountabilities and mission fulfillment.	Complete
EO4.2	Improve employee satisfaction with the onboarding, training, support, and development opportunities that exist within the University. The professional Development policy is being updated by the Human Resources department	In progress
Performance Measures		
PM4.1	Annual review of the effectiveness of the Board of Governors.	Complete
PM4.2	Demonstrate an improvement in employee satisfaction with training, support, and development opportunities through best workplace survey. The survey has been completed and the results are being discussed with the employees.	Complete
Goal 5	Advance Sustainability The University will prioritize financial and ecological sustainability.	
Priority Initiatives		
P5.1	Develop and execute a Strategic Enrollment Strategy that increases the total undergraduate headcount to 1,000 students and 500 adult learners.	2020; In progress

P5.2	Develop a strategy for cultivating new financial donors including the members of The King’s University Foundation.	In progress														
P5.3	Increase the capacity of departments and units to manage their budgets more effectively.	Complete														
P5.4	Establish a multi-year plan for debt reduction.	Complete														
P5.5	Develop a Campus Master plan that is financially viable, ecologically responsible and innovative.	Complete														
P5.6	Appoint a presidential committee on financial sustainability	In progress														
Expected Outcomes																
EO5.1	<p>The University’s Strategic Enrolment Management Plan calls for the following enrolments:</p> <table> <tr> <th>Term</th> <th>Enrolment (Head count)</th> </tr> <tr> <td>Fall 2015</td> <td>740</td> </tr> <tr> <td>Fall 2016</td> <td>777</td> </tr> <tr> <td>Fall 2017</td> <td>822</td> </tr> <tr> <td>Fall 2018</td> <td>874</td> </tr> <tr> <td>Fall 2019</td> <td>935</td> </tr> <tr> <td>Fall 2020</td> <td>1000</td> </tr> </table>	Term	Enrolment (Head count)	Fall 2015	740	Fall 2016	777	Fall 2017	822	Fall 2018	874	Fall 2019	935	Fall 2020	1000	On target
Term	Enrolment (Head count)															
Fall 2015	740															
Fall 2016	777															
Fall 2017	822															
Fall 2018	874															
Fall 2019	935															
Fall 2020	1000															
EO5.2	Increase in the number of financial donors.	In progress														
EO5.3	Train budget managers on new budget and accountability software systems.	Complete														
EO5.4	Decrease in the University’s accumulated debt.	In progress														
EO5.5	Develop fiscally responsible fundraising plans for campus expansion.	In progress														
EO5.6	Develop plans to achieve long-term financial sustainability.	In progress														
Performance Measures																

PM5.1	An increase in the annual enrolment statistics. Attain Fall 2016 enrolment of 777.	Complete
PM5.2	An improvement in the annual donor statistics. Increase number of annual donors by 10%.	In progress
PM5.3	Decrease in the cumulative amount of time spent on the annual budget development and monitoring.	In progress
PM5.4	Decrease the accumulated debt as evidenced in the Financial Statements of the University.	In progress
PM5.5	Approval by the Board of Governors to proceed with fundraising for campus expansion.	In progress
PM5.6	Approval by the Board of Governors of policies that will lead to long-term financial sustainability.	In progress

Appendix A: Financial and Budget Information

Budget Assumptions

The King's University employs a three-year budget planning model. The budget model for 2017 to 2020 has the following assumptions:

- A salary grid adjustment of 1.0% for the current year, and an assumption of 1.0% in each of the next two years.
- Government funding adjustment is 2%, 0% and 0% in the three years.
- Tuition rate increases of 2.6%, 3.8% and 2.5% per year.
- Enrolment increase of 16% over three years, as projected in Table 3.
- No increase in departmental operating expenses in 2017-2018; minimal increases in the following years.
- Interest rates increase by about 0.25% above current rates over the three years.
- Capital purchases of \$958,000 in 2017-18 and approximately \$763,000 annually in subsequent years; a portion of the capital budget is subject to fund raising efforts.
- Debt reduction, subject to operational results, of \$1,140,000 to reach \$15 million in total debt by 2019-2020.

King's relies heavily on donor revenue to cover operating expenses. The 2017-2018 donations budget of \$3.2 million represents 15.7% of total revenue (2016-17 \$3.6 million, 18.6%). Actual donations raised in 2016-17 of \$2.7 million were \$900,000 lower than expected. This reduction in donations reflects the current economic climate and represents a major challenge to the University. In any case, the University needs to redirect donor revenue away from operating expenses to capital costs and debt reduction. However, in a time of revenue uncertainty movement toward this goal in the coming years will be extremely difficult.

The University acquired its current campus in 1993, at a cost of about \$14 million. By 2004, the debt on this facility was reduced to less than \$9 million. Subsequent capital projects (completed in 2005) added \$7 million to the total long-term debt. Interest costs and debt reduction, which are entirely financed from donation income, put a significant strain on the University's finances. Currently, campus financing comes from King's supporters (\$13.7 million) and ATB Financial (\$2.5 million). Supporter investments consist of unsecured promissory notes and the Group RRSP/TFSA Plan. Currently, total debt at King's is about \$16 million. Debt reduction (\$1,140,000) is projected in this three-year plan based on repayment commitments to ATB Financial. Current interest rates vary between 2.00% (average) on supporter debt and 3.70% on bank debt.

The University's current campus is designed to accommodate up to 1,000 students. A major element of the strategic plan Shared Vision 2020 is the updating of the campus master plan. Major building projects may be developed during the Plan period depending on our ability to raise the required funds.

Statements of Expected Revenues and Expenses

Table 1 below provides revenues and expenses for the years 2014-2020.

Table 1 Operations Summary 2014-2020 (\$ thousands)

	Actual 2013-14	Actual 2014-15	Actual 2015-16	Actual 2016-17	Budget 2017-18	Plan 2018-19	Plan 2019-20
Revenue							
Tuition	\$6,435	\$6,937	\$7,598	\$8,193	\$8,834	\$9,428	\$9,841
Government funding	4,626	4,610	4,704	4,966	4,859	4,978	5,064
Donations	2,437	3,321	2,970	2,690	3,179	2,868	2,852
Residence & other	2,799	3,033	3,143	3,258	3,356	3,275	3,324
Total	16,298	17,901	18,415	19,107	20,228	20,548	21,080
Expenses							
Salaries and benefits	9,886	10,904	11,408	11,799	12,588	12,935	13,388
Interest	410	432	397	375	420	350	373
Cost of sales	845	961	963	916	967	958	975
Other expenses	3,552	4,057	4,233	4,705	4,629	4,692	4,756
Amortization	1,576	1,656	1,606	1,626	1,625	1,613	1,588
Total	16,269	18,010	18,606	19,420	20,228	20,548	21,080
Surplus (Deficit)	\$ 29	\$ (109)	\$ (191)	\$ (313)	\$ 0	\$ (0)	\$ -
FLE enrolment	567	585	624	626	678	702	726
Average Headcount	675	692	752	767	778	788	818
Tuition increase	6.3%	3.8%	4.2%	3.3%	2.6%	3.8%	1.2%

The 2017-2018 budget adopted by the Board of Governors projects a balanced budget. Projections beyond 2017-2018 suggest continued balanced budgets. Audited statements for the 2016-2017 fiscal year indicate an operating deficit of approximately \$313,000, compared to the projected balanced budget due to significantly lower than expected donations.

The Board of Governors recognizes that operating surpluses are required to reverse the erosion of the University's equity reserves over the past several years. In the short term, King's has adjusted employee salary grids by 1.0% for 2017-18 and expects further growth in student numbers. During the Plan period, King's will focus on improving revenues by implementing its strategic plan, *Shared Vision 2020*. Operating costs will be continually reviewed for administrative efficiencies that enhance student service but significant reductions are not anticipated.

Table 2 below provides expected cash flows for the years 2016-2020.

Table 2 Cash Flow Statements 2016-2020 (\$ thousands)

for year ending March 31	Actual 2016-17	Budget 2017-18	Plan 2018-19	Plan 2019-20
Cash Flows from Operations				
Cash from students	\$ 8,300	\$ 8,834	\$ 9,428	\$ 9,841
Cash from government	5,083	4,777	4,902	4,999
Cash from donors	3,150	3,001	2,684	2,684
Cash from sales & other	2,677	3,097	3,014	3,073
Cash paid for salaries	(11,835)	(12,588)	(12,935)	(13,388)
Cash paid for materials	(5,693)	(5,603)	(5,650)	(5,731)
Cash paid for interest	(177)	(172)	(155)	(153)
Total	1,505	1,346	1,286	1,323
Cash from Investing				
Cash from capital contributions	47	10	10	10
Cash from investment earnings	205	259	261	251
Cash paid for purchase of property & equipment	(1,092)	(958)	(763)	(763)
Cash paid for purchase of investments	(793)	(50)	(50)	(50)
Total	(1,633)	(739)	(542)	(552)
Cash from Financing				
Cash from supporter loans, RRSP	-	-	-	-
Cash from endowments	133	50	50	50
Cash paid for loan repayments	(929)	(480)	(648)	(675)
Total	(796)	(430)	(598)	(625)
Net increase (decrease) in cash	(923)	176	146	146
Cash, beginning of year	1,168	245	421	567
Cash, End of Year	\$ 245	\$ 421	\$ 567	\$ 713

Table 3 represents actual and projected enrolments for the period 2014-2020 as used for budgeting purposes.

Table 3 FLE Enrolment 2014-2020

Year	FLE Enrolment	% Change	Status
2013-14	567	3.3%	Actual
2014-15	585	3.2%	Actual
2015-16	629	7.5%	Actual
2016-17	626	(0.5%)	Estimated
2017-18	678	8.3%	Projected
2018-19	702	3.5%	Projected
2019-20	726	3.4%	Projected

Tuition and Mandatory Fees

Table 4 provides the relevant information on tuition levels:

Table 4 Tuition Fees 2013-2020

Year	Tuition (per 3-credit course)	Fees Annual Facilities, Students' Association, Publications, Fitness Centre and Community Life Programming	Fees International Student
2012-13	\$960	\$600	\$1,500
2013-14	\$1,020	\$625	\$1,500
2014-15	\$1,059	\$650	\$1,500
2015-16	\$1,104	\$650	\$1,500
2016-17	\$1,140	\$650	\$1,500
2017-18	\$1,170	\$815	\$2,000
2018-19	\$1,215 (projected)	TBD	TBD
2019-20	\$1,230 (projected)	TBD	TBD

Tuition revenues are projected to increase as a percentage of total revenue, ranging from 44% to 47%, due to limited revenue growth in other areas to offset increasing costs. These ratios would be higher if donation income were allocated to the capital budget rather than being directed to support the operational budget. They could be lower if government funding were adjusted to reflect greater equity with operational funding provided for comparable programs in other sectors of the publicly funded post-secondary education system.

Appendix B: Enrolment Plan and Proposed Programming Changes

Enrolment Management Plan

King's is embarking on its third year of a five year Strategic Enrolment Management (SEM) plan. The goals outlined in the plan include an increase of total student headcount to 1000 by the end of the 5 year timeframe.

A key driver of growth in student numbers is the introduction of new programs. The first of these proposed programs is a 4-year Bachelor of Arts in Sociology. We have projected a slow start for that program in 2017/18 assuming approval prior to the end of the year. The second program is in General Science which would begin in 2018/19. We also have a number of other programs in the process, but timelines are more difficult to assess.

Our projections assume that new programs put a bit of pressure on existing programs, not only when there is direct overlap (i.e. same subject but introducing a 4-year degree in addition to an existing 3-year degree) but also in indirect competition. So there are small declines in FLE in most other programs due to this anticipated competition.

However, projections should not be interpreted as goals. We fully intend to promote all our programs vigorously. We continue to work towards enhanced learner pathways into our programs, and to strengthening our church relations. We continue to work on student retention by early identification of at risk students.

Our Strategic Enrolment Management committee is charged with monitoring our progress towards the various goals under our plan, advising various groups on appropriate strategic choices.

FLE Projections

Projections are fraught with variables outside of institutional control. So at best these should be viewed as educated guesses about growth that will come through enrolment management strategies. Our budgeting is based on conservative numbers in an effort to build margin should these projections not be realized. Projections are doubly difficult when extended to the program level especially as none of our programs have formal caps and given that our program design makes changing major or concentration quite easy.

We have included in these projections the approval and launch of a Sociology major in our 4-year Bachelor of Arts program, which has been approved by Advanced Education and CAQC and is awaiting ministerial approval, and a 4-year Bachelor of Science in General Science, which has internal approval and will shortly be proceeding to Advanced Education and then in turn to CAQC. In addition, a 4-year Bachelor of Kinesiology proposal is in preparation.

Table 5 Overall FLE Projection

Year	FLE	Headcount
2015-16 Actual	628.972	806
2016-17 Preliminary	625.903	851
2017-18 Projected	677.999	902
2018-19 Projected	701.998	934
2019-20 Projected	725.999	966

Table 6 Program Level FLE Projection

Degree	Major or Concentration	2015/16 Actual	2016/17 Preliminary	2017/18 Projected	2018/19 Projected	2019/20 Projected
3-year Bachelor of Arts	Biology	3.289	4.207	4.515	4.372	4.223
	Chemistry	-	0.290	0.311	0.301	0.291
	English	19.177	18.908	20.294	19.652	18.984
	History	13.902	14.741	15.822	15.322	14.801
	Music	5.373	6.726	7.219	6.991	6.753
	Philosophy	1.371	2.918	3.132	3.033	2.930
	Psychology	31.770	32.103	34.457	33.367	32.233
	Sociology	20.378	17.929	13.447	10.085	7.564
	Social Science Group	9.465	13.174	14.140	13.693	13.228
	Theology	7.078	8.177	8.777	8.499	8.210
	Undeclared	32.078	33.743	36.217	35.072	33.880
4-year Bachelor of Arts	English	23.311	24.056	25.820	25.003	24.153
	Environmental Studies	19.838	20.516	22.020	21.324	20.599
	History	9.277	9.288	9.969	9.654	9.326
	Music	5.362	6.474	6.949	6.729	6.500
	Politics, History, and Economics	28.035	30.542	32.781	31.744	30.665
	Sociology (Proposed)	-	-	12.000	36.000	60.000
	Psychology	59.320	62.065	66.616	64.509	62.317
Bachelor of Commerce		70.199	68.549	73.575	71.248	68.827
2-year Bachelor of Education (after degree)	Elementary Education	38.600	43.499	46.689	45.212	43.675
	Secondary Education	26.833	25.900	27.799	26.920	26.005
Bachelor of Music		22.912	14.357	15.410	14.923	14.416
3-year Bachelor of Science	Biology	18.670	10.673	11.456	11.094	10.717
	Chemistry	4.612	6.307	6.769	6.555	6.332
	Undeclared	11.352	16.058	17.235	16.690	16.123
4-year Bachelor of Science	Biology	75.342	64.793	69.544	67.344	65.055
	Chemistry	23.277	22.442	24.088	23.326	22.533
	General Science (Proposed)	-	-	-	24.000	48.000
	Computing Science	25.432	22.591	24.247	23.480	22.682
	Environmental Studies	22.719	24.877	26.701	25.856	24.977
Total		628.972	625.903	677.999	701.998	725.999

Please note that the undeclared programs in the 3-year BA and 3-year BSc act as placeholders until a student selects a concentration or major. Please also note that the totals may vary from the previous chart due to rounding.

Transfer Credit expansion

King's has long been a full participant in the Alberta Council on Admissions and Transfer, as well as engaging with the Pan-Canadian Consortium on Admissions & Transfer. We continue to maintain in excess of 6000 transfer credit agreements, and are seeking to expand those in two ways.

Course by Course

The large majority of our agreements are at the course by course level. This past year has been quite difficult with ACAT systems off-line during redevelopment. Even now, due to data issues, we are only just beginning to be able to look at new agreements. ACAT development is ongoing on the third component of the system, which will get us back to a fully operational state.

Despite this interruption in this aspect of our business, we continue to enhance our internal processing of transfer credit evaluations, including those that relate to ACAT agreements. A total of 650 individual courses have been assessed for equivalency in the past year.

Program Level

This year we hope to add program to program learner pathway agreements. This is somewhat difficult as most of the certificate and diploma programs were built around laddering to degrees at other institutions, and are highly focussed on immediate employment of completers. We are continuing to pursue these opportunities but will need to examine the structure and policy environment of our own programs to determine if such agreements can be helpfully facilitated.

New Programs

Sociology

King's has already submitted a proposed new major in our 4-year Bachelor of Arts in the area of Sociology. We have received department approval, and hope to move through CAQC approval quickly. This program builds, in part, on the cross-departmental initiative of Community Engaged Research, which has moved to a new stage of maturity this year, especially amongst students in our social science faculty.

General Science

To serve students interested in health sciences (e.g. nursing, physical therapy, medical/dental school, health administration), or teaching science at the elementary or secondary level, a program in General Science has been made. It has moved through our internal processes and will be forwarded to Advanced Education in the next months. This is a 4-year Bachelor of Science program that draws students into all areas of science study, though allowing a concentration in particular areas that suit future study and vocational goals. This draws on our existing strengths in science, and will allow us to bolster areas in which we cannot yet offer a concentration or major, such as astronomy, physics, and mathematics.

Kinesiology

Last year's report included the idea of a program in kinesiology. We continue to work on this proposal, but are proceeding slowly to ensure that we can have appropriate staffing available and can document

that adequate lab facilities will exist. These should be addressed in the coming year, putting the proposal process back on track.

International enrolments

This has been an unusual year in international recruitment. With political uncertainty, we have sought to capitalize on potential international student interest. We have also taken a step towards direct recruitment in China with a recruiting trip this past spring. Recruitment in China is hampered by our omission from the approved universities list with the Chinese government. This is an issue between the provincial government and the Chinese government which we hope can be rectified in the next short time period as we have identified some niche opportunities for King's.

We are anticipating gradual improvements in our percentage of FLE made up of international students. Our projections are below.

Year	International FLE
2015-16 Actual	36.000
2016-17 Preliminary	38.886
2017-18 Projected	42.123
2018-19 Projected	43.614
2019-20 Projected	45.105

Appendix C: Research, Applied Research and Scholarly Activities

A. Institutional context and commitment to research

The King's University aspires to contribute to the advancement of knowledge through a commitment to excellence in teaching and scholarly research.

In order to live up to this commitment, King's requires a doctorate or equivalent terminal degree for appointments to tenure track faculty positions, and faculty members are contractually obliged to be actively engaged in research and scholarship as a condition of employment. Teaching loads are commensurate with research expectations.

Research and scholarship productivity play a central role in consideration for tenure and promotion. Evaluation and assessment of faculty scholarship is done according to the five categories of the extended Boyer model (scholarship of discovery, application, integration, pedagogy, and engagement).

Faculty members are encouraged to apply for external research funding, and they are given opportunity and funding to attend scholarly conferences. The university has a policy to grant a one-course teaching release to major research grant holders. Modest funding for research projects is available from the institutional budget on a competitive basis. Substantially funded faculty sabbatical leaves are encouraged.

Limited institutional funding is provided for undergraduate students to attend academic conferences and give presentations. Some courses in Environmental Studies/Geography, psychology, and in the Natural Sciences have conference presentations explicitly built into their course requirements. The university also subsidizes a number of summer research assistant positions. Undergraduate students are routinely involved in faculty research in the context of required research projects for meeting their degree requirements. These faculty student research collaborations provide unique opportunities for mentoring senior undergraduate students and have become one of the treasured hallmarks of a King's University education.

B. Current research activity

The King's University has a reputation for combining excellence in undergraduate university education with high quality scholarly work. In the last four years the cumulative total of scholarly contributions by the university's 50 continuing faculty members includes 15 academic books authored or coauthored, 18 edited or co-edited academic books, 55 chapters in academic books, 149 peer-reviewed academic articles, 75 popular articles, 142 creative works, 409 presentations at academic conferences, and 148 other academic contributions, for a total of 1011 scholarly contributions. The number of scholarly contributions involving undergraduate students in the past four years was 123.

For the 2010-2014 period the combined total amount of research funding obtained from external sources and from institutional sources was \$2,271,246. The total amount of research equipment funding received from external sources in the period from 2002 to 2015 was \$892,906.

The table below summarizes the research funding.

Funding Source	Academic Year			
	2013-14	2014-15	2015-16	2016-17
External Grants	\$303,128	\$391,759	\$336,099	\$360,792
Internal Grants	\$10,864	\$14,115	\$24,455	\$30,195
Total	\$313,992	\$405,874	\$360,544	\$390,987

Note: This table does not reflect the in-kind support the University provides by having a sabbatical policy, and by keeping the faculty members' annual teaching assignments reasonable, in order to provide ample time for scholarship.

In the current academic year (2017-18) three faculty members are the recipients of NSERC discovery grants, three faculty members hold SSHRC grants, four faculty members are either co-investigators or collaborators on SSHRC grants, and one faculty member has been awarded a Tier 2 Canada Research Chair. Three faculty members have received grants from the Alberta Conservation Association.

C. Current Research Themes

The following five overlapping research themes can be identified at King's.

1. Religion, Culture and Society

The encompassing theme of Religion, Culture, and Society, is a reflection of the liberal arts foundations/general education curriculum of The King's University. As a Christian university, investigating the role of faith and religion in culture and society is most prominent. As such the university has ongoing research projects in continental philosophy, theology, philosophy of science, public policy, historiography, faith and literature, faith and fertility, religion and sexuality, psychology of religion, cognitive and moral dimensions of belief, faith and commerce, and political theology. In addition, there are performance and research projects by visual arts, drama, and music faculty members.

2. Environment

The broad theme of Environment includes a wide range of research projects. Currently there are projects ranging from the conservation biology of Limber pine and caribou, insects as a food source, development of a digital historical atlas of the Edmonton river valley, Environmental Impact Assessment, climate change and sustainability science education, ecological economics, and sociology of the environment, to the interdisciplinary inquiry into the sociology, economics, and politics of oil sands development.

3. Pedagogy

The Pedagogy theme includes our SSHRC funded research on how religion is taught in the public school social studies classrooms, how mathematics can be taught in a social justice context, and an equal voice approach to classroom management. All these are research projects done by faculty members in the Faculty of Education. In addition, The King's University also has a research focus on pedagogy in the natural sciences, most of it done in conjunction with The King's Centre for Visualization in the Sciences

(www.kcvs.ca). The centre is committed to improving the public understanding of science through the development of innovative ways to visualize science. The university's collaboration in the Modernist Archives Publishing Project (MAPP; www.modernistarchives.com) has yielded numerous open access pedagogical resources and materials.

4. Community Engaged Research

With the appointment of a faculty member as the Director of Community Engaged Research and a part-time coordinator of Community Engaged Research, The King's University is committed to developing this research theme and to involving undergraduate students in it. Currently community engaged research is occurring predominantly in psychology, sociology, theology, and environmental studies. Research projects are related to human trafficking, autism, ageing, fathering, men's issues, local food security initiatives, homelessness, poverty, First Nations issues, environmental impact assessment, and the role of faith-based organizations in civil society.

5. Natural Sciences Research

A significant part of the Natural Sciences Research at The King's University occurs in the King's Centre for Molecular Structure. The Centre was established in 2003 with partial funding by the Canada Foundation for Innovation. The Centre provides the analytical instrumentation and technical expertise for the analysis of fuel cell membranes, the sequencing of genes, genetic and biochemical analysis of bacteria and viruses involved in food safety, and zebrafish eye development.

Another component of the Natural Sciences Research focusses on software testing and reliability, image analysis and image recognition.

The King's University Observatory contributes to our understanding of close binary systems and cataclysmic stars.

The scholarship of faculty members in mathematics focusses on complex algebraic varieties and algebraic number fields.

D. Current Research Collaborations

The King's University faculty members have established fruitful collaborations with researchers at other universities, government and non-government agencies. Some of these collaborations involve projects grants for the King's faculty members, while others involve working on joint projects that do not include a financial arrangement between the collaborating parties. The paragraphs below summarize the current collaborative relationships.

1. Collaborations with university researchers

King's faculty members have collaborative working relationships with faculty members at the following universities: University of Alberta, University of Victoria, University of New Castle (UK), Brock University, St. Mary's University, University of Manitoba, Purdue University, University of Leiden (Netherlands), Stanford University, University of Reading (UK), University of Oregon, and Simon Fraser University.

2. Collaborations with government agencies

King's faculty members have collaborative working relationships with researchers at the following government agencies: Parks Canada, Department of Environment (Government of Nunavut), Alberta Agriculture and Forestry, Alberta Environment and Parks and Alberta Parks.

3. Collaborations with non-government agencies

King's faculty members have collaborative working relationships with the following non-government agencies: American Chemical Society, International Union of Pure & Applied Chemistry, Organization for the Prohibition of Chemical Weapons, National Institute of Nanotechnology, CERN – European Organization for Nuclear Research, and the Prairie Center for Christian Education.

4. Community Engaged Research partnerships

Community Engaged Research partnerships have been established with the following agencies in Edmonton or Alberta: ACT Alberta (Action Coalition on Human Trafficking Alberta), CEASE (Centre to End All Sexual Exploitation), Centre for Autism Services in Alberta, Creating Hope Society, Mennonite Centre for Newcomers, Mustard Seed, and the Terra Association for Pregnant and Parenting Teens, Alberta Health Services, City of Edmonton, CNIB (Canadian National Institute for the Blind), Edmonton Ecumenical Peace Network, Emmanuel Home, Hope Mission, Interfaith Center, John Humphrey Centre for Peace and Human Rights, and the Northern Alberta Alliance on Race Relations.

E. Objectives of the Strategic Research Plan

1. Strengthen the interdisciplinary philosophical and theological inquiry into the relationship between religion, culture, and society.
2. Enhance the development of the community engaged research theme.
3. Assist faculty members to develop sustained programs of disciplinary and interdisciplinary research.
4. Increase the funding obtained through external research operating grants.
5. Continue to promote and facilitate collaboration with researchers at other universities, government and non-government agencies.
6. Access research infrastructure support from federal and provincial government sources in order to maintain and/or upgrade the university's current research infrastructure.
7. Involve an increasing numbers of undergraduate students in active research projects.

F. Action plans

The King's University has established the following action plans under both the Strategic Research Plan and the University's 5-year strategic plan "Shared Vision 2020", adopted in April 2015. These plans are part of the five strategic priorities called for in Shared Vision 2020: Serve Community, Strengthen Teaching and Research, Equip Student Success, Empower People, and Advance Sustainability.

1. Establish a Centre for Christian Thought and Action. The focus of this interdisciplinary Centre is to sustain, promote, and invite Christian philosophical and theological reflection within, upon, and across all university disciplines. By calling attention to the determinative influence of Christian theology and philosophy in the tradition of Western thought and the importance of Christian theological and philosophical reflection for sustaining cutting-edge Christian

scholarship, it will encourage a fruitful dialog with contemporary culture. By its very nature, this Centre will provide foundational support for ongoing research projects on the teaching of religion in public school classrooms, the interaction of native spirituality with religion and secular culture as manifested in oil sands development, and the impact of religion on the environment.

2. Seek funding for three faculty positions, to be seconded to the Centre for Christian Thought and Action. Funding for these positions is anticipated to come from endowments, or from a successful Canada Research Chair nomination.
3. Commit resources to provide adequate administrative support for community engaged research.
4. Appoint a Research Director/grant writer in order to keep faculty informed about research funding opportunities, increase the number of external grant applications, facilitate collaboration with researchers at other universities, government and non-government agencies, and centralize the research grant administration.
5. Increase funding for undergraduate research students by identifying new sources of revenue, including creating an endowment for this purpose. Most of the current funding for undergraduate research students comes from NSERC in the form of the university's annual USRA allocations. Some comes from provincial programs such as STEP. Most of the current undergraduate research opportunities in the faculty of arts are funded by the Modernist Archives Publishing Project (MAPP).
6. Showcase undergraduate research by highlighting the involvement of undergraduate students in research when making presentations at major conferences, and by participating in annual undergraduate research conferences held together with the University of Alberta, McEwan University, and Concordia University of Edmonton.
7. Increase institutional research funding and funding for conference attendance by faculty members. In the past number of years the annual per faculty member allocation for Professional Development has not kept pace with the increasing cost of attending academic conferences. Neither has the university's operating funds allocated for faculty research.

G. Expected observable outcomes

The King's University expects the following observable outcomes of the Strategic Research Plan.

1. Successful launch of the proposed Centre for Christian Thought and Action in 2018 or 2019. One of the goals of the centre should be to facilitate fruitful dialogue between faculty members seconded to the center and leading spokespersons of contemporary culture. The daily operation of the centre should be the responsibility of a managing director.
2. Have one or more endowed faculty positions as part of the Centre for Christian Thought and Action.
3. A successful Canada Research Chair nomination. The university's Fall 2016 nomination is for a Special Tier 2 Canada Research Chair in Continental Philosophy of Religion position in the department of philosophy. The successful nominee will be seconded to the Centre for Christian Thought and Action.

4. The appointment of a Director of Research/grant writer should increase the number of tri-Council grant applications and of applications submitted to other research-sponsoring agencies. The Director will have developed an effective grant administration and reporting structure.
5. Increase in the number of collaborations with researchers at other universities, non-government, and government agencies.
6. The appointment of a full-time coordinator of Community Engaged Research. Working with the Director of Community Engaged Research, the coordinator will be the primary liaison between the students conducting the community engaged research and the agencies they are working with.
7. An increase in the number of undergraduate students involved with faculty research, and an increase in the number of academic presentations that involve undergraduate students.
8. Adoption of a funding formula that will keep faculty professional development funding allocations and internal research funding in pace with the increased costs of attending conferences and conducting research.
9. Adoption of a multi-year plan to upgrade the university's research infrastructure.

Appendix D: Community Outreach and Underrepresented Learners

The King's University is committed to being of service to our community and to creating opportunities for underrepresented learners. To that end, we have some initiatives that seek to extend access to our courses and programs beyond our normal student population.

Public Access

In the past year we had a further experiment in using our policy on **Public Access Courses**, wherein a regular credit course has a non-credit version that is open to public registration that meets with the regular course. In the past this involved our courses on the Truth and Reconciliation process. This year the course was "Literature and Film" and was well received by the 14 registrants who joined the 20 students in the credit version of the course. It will run again in the upcoming school year. We have regularized the process for faculty to put forward such courses, and look forward to more developments in this area in the next year.

We also have two **Interdisciplinary Studies Conferences** each year. These two day conferences, which engaged a variety of fundamental worldview topics and topics that cut across disciplinary boundaries, are open to the public at no charge, a number of whom do attend, and we make recordings of them available through our websites and libraries.

Continuing Education

King's has for years offered the occasional evening or weekend course or workshop for the community, and our twice-yearly Interdisciplinary Studies courses are always open to all. We are piloting more continuing education for adult learners at times convenient to them, in alignment with our Shared Vision 2020 strategic plan. In an effort to entice more of the community onto our campus, we will be piloting non-credit courses and workshops on evenings and weekends commencing in January 2018. It is a crowded market in Edmonton, but there may be room for more continuing education offerings from our unique perspective. We are learning what we can from other institutions in Alberta who have been offering continuing education successfully for years and are willing to share their experience.

Initial organizational steps are being taken now, with instructors both from within and outside of King's who have already provided more than two dozen proposals for courses. They will only be paid if courses actually run, which will depend on minimum registrations for each course, which cover a broad range of topics and interests. Promotion will begin in August and continue into December 2017, across traditional, online and social media communication platforms.

Dual Credit

This past year also saw us experiment with our first dual-credit offering. In this case it was a special section of introductory business, offered through our Leder School of Business in which 14 students participated.

The discussion of dual credit offerings has been broadened to other academic departments and has engaged a broader group of schools in the city. As models for engaging in dual credit which are of

mutual benefit students, high schools, and post-secondary institutions, we look forward to this expansion.

First Nations Initiatives

In the past year, King's began fulfilling its commitments under the Truth and Reconciliation process. Prominent among these is Reconciliation Bench and Garden which was dedicated this past fall. Educating for reconciliation is in our mission statement, and our engagement with the TRC is an important part of that.

We have also recently adopted a policy on recognizing aboriginal lands at formal ceremonies. The first use of this policy was at our Spring Convocation; this year we will implement its use in our Fall Convocation, and several other events through the year.

At a more pragmatic level, we will be continuing our review and expansion of transfer credit agreements with First Nations institutions. We now have extensive transfer credit arrangements with Blue Quills First Nations College (36 agreements), Maskwacis Cultural College (21 agreements), Yellowhead Tribal College (30 agreements). We will continue to expand these, as well as engage the other First Nations institutions in the province, over the next year.

Appendix E: Internationalization

International Student Population

King's international student population is quite stable and growing slightly. From 2010-11 to 2016-17, King's has had between 5.17% and 6.19% of FLEs made up of students studying under a visa. We also have a significant fraction of our population that is made up of Permanent Residents, ranging from 3.34% to 5.10%. This means that 11% of our population are students whose country of citizenship is something other than Canada.

King's is well positioned to see a growth in international students as we do not have differential international tuition. As one of the most affordable places in Canada for international undergraduate degree study we are poised to see an increase in those numbers.

To move this forward, King's has an international recruitment plan in preparation this summer and early fall which will seek to build on our existing network of relationships to increase the number of international students at King's.

Memoranda of Understanding with International Partners

Part of the efforts to increase internationalization at King's comes in the form of signing memoranda of understanding with a number of international institutions. We currently have MOUs signed with institutions in Hungary, Lithuania, Turkey, the Netherlands, Korea and Thailand.

Off Campus Study Opportunities

The university offers numerous international opportunities arranged through a variety of partner organizations and internal programs including:

- a. Participation in a January winter course at the Christian University of Applied Sciences in the Netherlands
- b. Participation in a February-May semester at Károli Gáspár University in Budapest, Hungary
- c. Study tour of Southeast Asia (Singapore, Thailand, Vietnam)
- d. A planned study tour to Malaysia in January 2018
- e. A study tours planned for Korea and China in February 2018
- f. A study tour on entrepreneurship planned for Holy Land (likely 2018-2019)
- g. A course is being planned in conjunction with Payap University for the summer 2018. The course will be co-taught by people from both schools on the topic of social entrepreneurship.
- h. We offer international internships for business students. Last year a student interned with a Canadian company in Cambodia.

- i. Partnerships with a variety of organizations including the Au Sable Institution of Environmental Studies, our Council of Christian Colleges and Universities partners, the Oxford Study Program, Netherlandic Studies, and others for a total of 22 options for our students.
- j. The Micah Centre offers off campus learning opportunities in
 - 1. Honduras as a faculty resourced field based introduction to community development practices and principles;
 - 2. Mexico through the Quest Mexico program, an intense immersion into the lived realities of marginalized and vulnerable populations in the Cuernavaca region of Mexico
 - 3. Honduras: in partnership with Calvin College our students participate in the Justice Semester
 - 4. Bangladesh Discovery Tour, a field course in grass-roots community development
- k. Further opportunities and formal agreements are being pursued.

Supporting International Students

Within the Student Life office a half time Coordinator of Intercultural Student Programs supports international students through programming, academic assistance and cultural supports. The Intercultural Student Coordinator also works with international students to host a campus wide “Globe Aware” event annually.

Additionally an International Admissions counsellor role in the Office of Enrolment Management and Registrar supports prospective and incoming international students as they prepare to transition to university life in Canada. This office is working to expand the accessibility of international students to financial aid as currently most scholarships/bursaries require students to be a Permanent Resident or a Citizen, making it difficult for students to receive financial support. This office also hopes to implement use of WES or IQAS Transcript Assessment services and improve the international section of the website to include more clear admission requirements for International students.

Appendix F: Capital Plan

The major capital expenditures anticipated for the next number of years will be for building maintenance. In the current year alone the University is spending \$600,000 on re-roofing a major section of the campus, including the library, classrooms and fine arts building plus the installation of solar panels. This project is possible due to funds provided by the Government of Canada under the Post-Secondary Institutions Strategic Investment Fund. This represents a significant portion of the annual capital budget. Aging facilities continue to require ongoing capital expenditures in order to remain functional.

In light of the University's aging facilities, the implementation of the approved Campus Master Plan continues to be a priority initiative. In the current year, the University will engage in a capital campaign feasibility review to prepare for launching a major funding drive in coming years.

As part of the Campus Master Plan, we are developing priority renovations and expansion plans. These projects will be approved in principle by the Board of Governors so that efforts to secure adequate funding can get underway.

The funding for the development of the capital campaign feasibility review is provided by The King's University Foundation.

Appendix G: Information Technology

The King's University is engaged in continuous improvements in its information technology, whether that is network infrastructure, administrative system additions and integrations, classroom based technology, or web-based course delivery systems. Each of these is an area of continuous focus.

IT Staffing

The Information Technology Services department consists of

- Director of Information Technology Services
- Technical Support Analyst
- Systems and Network Administrator
- Application Support Analyst
- Central Office Services Coordinator

The Application Support Analyst was added in the last year, and reflects the growing complexity of King's systems.

Continued integration of administrative systems

King's administrative and course delivery systems are already substantially integrated.

The integration of our relatively new Human Resources Management System to systems of identity management, building security, network services, student and faculty information system during on-boarding and off-boarding is functioning well at the first level. Further refinements and management of exception cases will be a focus of effort in the coming year.

Building further middle layers between our accounting and other systems continues to be a focus. This past year saw the rollout of a new budgeting system that also provides monthly reporting down to the transaction level to each budget unit manager. A bridge between Sage and other payment systems is still a pending task in this area.

King's will expand its utilization of SharePoint as an intranet platform, providing accessible document and data storage, administrative process automation, and an internal communication platform. It also provides a workflow process platform that engages data from our student information system to facilitate faculty professional activity reporting, transfer credit course assessments, and course outline collection. This will be further expanded to incorporate final exam scheduling requests and convocation participation in the coming year.

Evergreen/Redundancy of Computing Infrastructure

King's continues to make investments in keeping its infrastructure at the appropriate levels for an institution our size. This includes replacement of systems as they approach end of life, and building redundancy into systems to provide for graceful recovery in the case of failures.

Two Hyper V hosts currently supporting approximately 10 Virtual machines will be replaced over the summer as the existing host machines reach end of hardware support in October 2017.

Redundant Air Conditioning is being added to the Server Room to simplify maintenance routines and mitigate the risk an AC unit failure would have on the infrastructure. This work will be completed by September 2017.