

June 2019

Comprehensive Institutional Plan: 2019-2022



THE
KING'S
UNIVERSITY

Caring community
Faithful future

Executive Summary

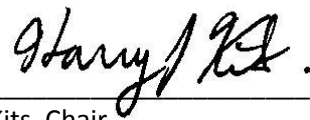
More than 91% of King's graduates report that they find meaningful work soon after graduation. Our graduates are well prepared to thrive in a time of profound economic challenge and technological change. A recent study by the Royal Bank of Canada, *Humans Wanted*, described the skills sets that will be most needed in the coming decade. King's alumni are well positioned to make a significant contribution at their places of work, and in their communities.

Fully accredited by the province, The King's University is dedicated to transformative learning across thirty-seven fully accredited disciplines. King's ranks at the top in national surveys of the student experience for its quality of teaching, students' sense of belonging, and students' intellectual engagement. Faculty serve as expert resources, coming alongside students' academic and vocational endeavours. Ninety-four percent of full-time faculty have a Ph.D. or terminal degree in their field.

It is an exciting time at The King's University. We are positioned to grow and expect to meet our strategic goal of 1,000 students by 2020. We are celebrating our 40th anniversary as an institution this year! An amazing accomplishment for our founding immigrant Christian community. We achieved a surplus budget this past year and have new building projects happening on campus through the generosity of our donor community. We are also nearing the completion of our strategic plan, Shared Vision 2020. We look forward to this next year with great anticipation!

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."



Harry Kits, Chair
Board of Governors
The King's University

Goals, Priority Initiatives and Expected Outcomes

ACCESSIBILITY			
Goals	Priority Initiatives	Expected Outcomes	Performance Measures
<p>1. 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.</p>	<p>1. Establish an Academic Enrichment Centre to support students with a variety of academic needs and academic preparedness.</p>	<p>Develop baseline statistics and key performance indicators for student use of academic and personal support services. Target strategies for non-traditional, international, and aboriginal students.</p>	<p>Funding for the proposed Centre has been secured. Construction will be completed by September 2019. Compile Statistics on the use of academic and personal support services.</p>
	<p>2. Develop campus spaces that foster well-being, learning, and community engagement, both for residential and commuting students.</p>	<p>Increase the use of the existing space in the residence hall and in academic buildings for the purposes of community building and learning collaboration.</p>	<p>Survey the student population with respect to functionality of the residences and the academic building spaces for community building and collaborative learning.</p>
	<p>3. Develop and implement policy and procedures for Sexual Violence Prevention.</p>	<p>Develop Sexual Violence Prevention Policy. Develop Sexual Violence Prevention Procedure. Conduct a Consent Campaign to educate students and employees on the new policy and procedures.</p>	<p>Completed Completed Campaign was launched in September 2018. Ongoing. In the absence of a provincial standard and mechanism for reporting, the Student Life department will monitor the level of reporting and the effective</p>

			application of the policy and the procedures.
AFFORDABILITY			
Goals	Priority Initiatives	Expected Outcomes	Performance Measures
1. The University is committed to keeping tuition increases as reasonable as possible.	1. Develop a strategy for cultivating new financial donors including expanding the membership of The King's University Foundation.	Increase in the number of financial donors and donations.	An improvement in the annual donor statistics. Increase the number of annual donors by 10%.
QUALITY			
Goals	Priority Initiatives	Expected Outcomes	Performance Measures
1. Strengthen Teaching & Research. The University will prioritize the development of innovative programs, pedagogy, research and practices that engage students, alumni and the community.	1. Develop a fresh articulation of the University's foundation curriculum and its relationship to the various degree programs.	1. Greater student awareness of the significance and importance of the foundations curriculum in their area of study.	Completed. Fall 2019 the King's Common Curriculum will be implemented. This curriculum has well-defined learning outcomes and is an integral part of all the University's degree programs.
	2. Launch six new academic programs that advance the University's mission and vision.	1. Four-year Bachelor of Arts in Sociology degree 2. Four-year Bachelor of Kinesiology degree 3. Four-year Bachelor of Science in Interdisciplinary Science degree 4. Four-year Bachelor of Philosophy degree 5. Four-year Bachelor of Biblical Studies/Theology degree.	Government approved. Has been implemented. Proposal has been developed. Not submitted for approval. Waiting for funding. Proposal has been developed. Will be submitted to the Ministry in July 2019. Program under development. Anticipated submission to the Ministry in Fall 2019. Program under development. Anticipated submission to the Ministry in February 2020.

		6. Four-year Bachelor of Public Administration degree.	Program in early stages of development. Anticipated submission to the Ministry in Spring 2020.
	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.	Obtain a successful Tier II Canada Research Chair nomination in Continental Philosophy of Religion.	Dr. Neal De Roo's Tier II Canada Research Chair nomination was approved.
ACCOUNTABILITY			
Goals	Priority Initiatives	Expected Outcomes	Performance Measures
1. Empower People The University will prioritize practices that empower and equip people to thrive and develop.	1. Implement an annual Board Governance training workshop.	Expect the Board of Governors to fulfill their mandate for guiding, maintaining accountabilities and mission fulfillment.	Annual review of the effectiveness of the Board of Governors.
	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 best workplace survey for benchmarking and investing in best practices.	Improve employee satisfaction with the onboarding, training, support, and development opportunities that exist within the University.	Demonstrate an improvement in employee satisfaction with training, support, and development opportunities. In progress.
2. Advance Sustainability	1. Develop and execute a Strategic Enrolment Strategy	The University's Strategic Enrolment Management Plan calls for the following enrolments:	An increase in annual enrolment statistics.

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The University will prioritize financial and ecological sustainability	that increases the total undergraduate FLE to 1,000.	<table border="1"> <thead> <tr> <th>Year</th> <th>Enrolment (h.c.)</th> </tr> </thead> <tbody> <tr> <td>2015-16</td> <td>740</td> </tr> <tr> <td>2016-17</td> <td>777</td> </tr> <tr> <td>2017-18</td> <td>822</td> </tr> <tr> <td>2018-19</td> <td>914</td> </tr> <tr> <td>2019-20</td> <td>951</td> </tr> <tr> <td>2020-21</td> <td>1000</td> </tr> </tbody> </table>	Year	Enrolment (h.c.)	2015-16	740	2016-17	777	2017-18	822	2018-19	914	2019-20	951	2020-21	1000	
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	2018-19	914															
2019-20	951																
2020-21	1000																
2. Increase the capacity of departments and units to manage their budgets more effectively.	Budget managers who are trained on the new budget and accountability software system.	Decrease in the cumulative amount of time spent on the annual budget development and monitoring.															
3. Establish a multi-year plan for debt reduction.	Decrease the University's accumulated debt.	Decrease the accumulated debt as evidenced in the Financial statements of the University.															
4. Develop a Campus Master Plan that is financially viable, ecologically responsible and innovative.	Fiscally responsible fundraising plans for campus expansion.	Approval by the Board of Governors to proceed with fundraising for campus expansion.															
5. Appoint a Presidential committee on financial sustainability.	Plan to achieve long-term financial sustainability.	Approval by the Board of Governors of policies that will lead to long-term financial sustainability.															
COORDINATION																	
Goals	Priority Initiatives	Expected Outcomes	Performance Measures														
1. Serve Community The University will prioritize community engagement efforts that cultivate vibrant relationships of mutual service, partnership and exchange.	1. Cultivate relationships and collaboration with the aboriginal peoples of Alberta.	1. Acknowledge Treaty 6 indigenous peoples and traditional territories at significant events (e.g., Convocations)	1. Complete. Have incorporated an indigenous ceremony for aboriginal graduates in Convocation ceremony. 2. In Progress. Expand transfer agreements with Blue Quills First Nations College, Maskwacis Cultural College and Yellowhead Tribal College														

			<p>3. Complete. Orient first-year students to the Truth and Reconciliation bench and The King's University's Expression of Reconciliation.</p> <p>4. Ongoing. Visit First Nations institutions in Alberta for the purpose of learning, honouring and relationship building.</p>
	2. Pursue partnerships and collaboration with national and international Christian higher education institutions.	2. Memoranda of Understanding with international Christian higher education institutions.	1. A total of 6 memoranda of understanding have been signed, providing opportunities for intercultural learning, student exchange and faculty research collaboration.

Appendix A: Financial and Budget Information

Budget Assumptions

The King's University employs a three-year budget planning model. The budget model for 2019 to 2022 has the following assumptions:

- A salary grid adjustment of 1.0% for the current year, and an assumption of 2.0% next year and 3.0% in the third year.
- Government funding adjustment is 2.0%, 0.0% and 0.0% in the three years. These are conservative estimates; King's continues to advocate for more equitable funding.
- Tuition rate increases of 3.0%, 2.0% and 2.0% per year.
- Enrolment increase of 6% over three years, as projected in Table 3.
- No increase in departmental operating expenses in 2019-2020; minimal increases in the following years.
- Interest rates to hold steady over the three years.
- Capital purchases of \$1,587,000 in 2019-20 and approximately \$1,000,000 annually in subsequent years; a portion of the capital budget is subject to fundraising efforts.
- Debt reduction, subject to operational results, of \$1,996,000 to reach \$14 million in total debt by 2021-2022.

King's relies heavily on donor revenue to cover operating expenses. The 2019-2020 donations budget of \$2.6 million represents 12.4% of total revenue (2018-19 \$2.4 million, 11.6%). Actual donations raised in 2018-19 of \$2.4 million were \$400,000 lower than expected. This is a 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 approximately \$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 by donation income, put a significant strain on the University's finances. Currently, campus financing comes from King's supporters (\$12.8 million) and ATB Financial (\$1.97 million). Supporter investments consist of unsecured promissory notes and the Group RRSP/TFSA Plan. Currently, total debt at King's is about \$15 million. Debt reduction (\$1,996,000) is projected in this three-year plan based on repayment commitments to ATB Financial. Current interest rates vary between 2.40% (average) on supporter debt and 4.95% 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 2016-2022.

Table 1 Operations Summary 2016-2022 (\$ thousands)

	Actual 2015-16	Actual 2016-17	Actual 2017-18	Actual 2018-19	Budget 2019-20	Forecast 2020-21	Forecast 2021-22
Revenue							
Tuition	\$7,598	\$8,193	\$8,860	\$9,522	\$10,502	\$10,438	\$11,163
Government funding	4,704	4,966	4,987	5,594	5,073	4,980	4,980
Donations	2,970	2,690	2,494	2,372	2,630	3,239	3,237
Residence & other	3,143	3,258	3,050	2,792	2,992	2,879	2,556
Total	18,415	19,107	19,390	20,280	21,197	21,536	21,936
Expenses							
Salaries and benefits	11,408	11,799	12,256	12,409	12,874	13,325	13,791
Amortization	1,606	1,626	1,609	1,616	1,710	1,627	1,595
Interest	397	375	381	385	508	457	408
Cost of sales	963	916	904	965	823	827	839
Scholarships, awards	537	699	950	765	912	910	920
Maintenance, repairs	497	454	458	432	530	513	513
Utilities	499	496	502	496	540	533	533
Advertising	310	311	298	159	231	234	238
Honoraria	131	117	123	161	139	141	143
Insurance/Taxes	104	116	128	132	144	145	147
Memberships	125	127	132	50	86	87	88
Postage	106	100	110	83	90	91	93
Printing	141	126	109	86	98	99	101
Supplies	386	329	345	340	467	474	481
Service Charges	62	72	83	105	102	104	105
Software/Electronic Resources	237	243	341	350	388	394	400
Travel/Hospitality/Conference	584	583	659	664	774	786	797
Other expenses	514	933	457	938	781	789	744
Total	18,606	19,420	19,845	20,136	21,197	21,536	21,936
Surplus (Deficit)	\$ (191)	\$ (313)	\$ (455)	\$ 144	\$ -	\$ -	\$ -
FLE enrolment	624	626	668	682	697	698	708
Average Headcount	752	767	800	899	917	920	932
Tuition increase	4.2%	3.3%	3.9%	3.8%	3.0%	2.0%	2.0%

The 2019-2020 budget adopted by the Board of Governors projects a balanced budget. Projections beyond 2019-2020 suggest continued balanced budgets. Audited statements for the 2018-2019 fiscal year indicate an operating surplus of approximately \$141,000.

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 2019-20 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.

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Table 2 below provides expected cash flows for the years 2018-2022.

Table 2 Cash Flow Statements 2018-2022 (\$ thousands)

for year ending March 31	Actual 2017-18	Actual 2018-19	Budget 2019-20	Plan 2020-21	Plan 2021-22
Cash Flows from Operations					
Cash from students	\$ 8,985	\$ 9,739	\$ 10,502	\$ 10,229	\$ 10,691
Cash from government	5,361	2,469	4,985	4,815	4,815
Cash from donors	3,519	5,714	2,440	3,062	3,060
Cash from sales & other	2,500	2,492	2,723	2,883	2,836
Cash paid for salaries	(12,223)	(12,374)	(12,866)	(13,325)	(13,791)
Cash paid for materials	(5,531)	(5,335)	(6,113)	(6,128)	(6,142)
Cash paid for interest	(185)	(167)	(222)	(171)	(122)
Total	2,426	2,538	1,449	1,365	1,347
Cash from Investing					
Cash from capital contributions	261	121	54	10	10
Cash from investment earnings	230	197	269	275	275
Cash paid for purchase of property & equipment	(1,065)	(935)	(1,587)	(763)	(763)
Cash paid for purchase of investments	(703)	(389)	(50)	(50)	(50)
Total	(1,276)	(1,006)	(1,314)	(528)	(528)
Cash from Financing					
Cash from supporter loans, RRSP	-	(206)	(225)	(250)	(287)
Cash from endowments	310	255	50	50	50
Cash paid for loan repayments	(1,328)	(499)	(665)	(665)	(665)
Total	(1,018)	(450)	(840)	(865)	(902)
Net increase (decrease) in cash	131	1,082	(707)	(29)	(83)
Cash, beginning of year	425	556	1,639	932	903
Cash, End of Year	\$ 556	\$ 1,638	\$ 932	\$ 903	\$ 820

Table 3 represents actual and projected enrolments for the period 2016-2022 as used for budgeting purposes.

Table 3 FLE Enrolment 2016-2022

Year	FLE Enrolment	% Change	Status
2015-16	629	7.5%	Actual
2016-17	626	(0.5%)	Actual
2017-18	654	4.5%	Actual
2018-19	683	4.3%	Estimated
2019-20	697	2.0%	Projected
2020-21	698	0.0%	Projected
2021-22	708	1.4%	Projected

Tuition and Mandatory Fees

Table 4 provides the relevant information on tuition levels:

Table 4 Tuition Fees 2015-2022

Year	Tuition (per 3-credit course)	Fees Annual Facilities, Students' Association, Publications, Fitness Centre and Community Life Programming	Fees International Student
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	\$650	\$2,000
2018-19	\$1,230	\$650	\$3,000
2019-20	\$1,266	\$650	\$4,000
2020-21	\$1,302 (projected)	TBD	\$6,000
2021-22	\$1,344 (projected)	TBD	\$7,500

Tuition revenues are projected to increase as a percentage of total revenue, due to limited revenue growth in other areas to offset increasing costs. Tuition revenues represent approximately 50% of the operating revenue for the University. 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

In the past year, King’s completely revised its Strategic Enrolment Management and Marketing plan. This plan has very ambitious targets of reaching 1,000 students by the end of the 2019-20 fiscal year.

Strategies that are reflected in this new document include:

- Improvements in student retention: example strategies are adding to the already significant efforts further early alerts/detection of students in academic or personal distress, standardized support information in course syllabi, early advisor meetings, continued use of EDUC211 Learning Strategies to help students reset their academic experience, and implementation of the newly constructed Academic Enrichment Centre.
- Improvements in new domestic recruitment of first-year students: example strategies are the implementation of a new customer relationship management system, remotely located recruitment staff, enhanced local recruitment staff, new partnerships with Protestant and Catholic high schools, and engaging current and former faculty in recruitment activities.
- Improvements in new international student recruitment through the use of agents to supplement existing internal resources.
- Improvements in transfer student retention by dedicating a recruiter to this task, specific outreach to indigenous institutions, Bible colleges, and Catholic colleges.

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.

Table 5 Overall FLE Projection

Year	FLE	Headcount
2016-17 Actual	627.113	838
2017-18 Actual	654.340	890
2018-19 Preliminary	682.449	899
2019-20 Projected	682.449	905
2020-21 Projected	698.198	920
2021-22 Projected	707.698	932

Table 6 Program Level FLE Projection

Degree	Major or Concentration	2017/18 Actual	2018/19 Preliminary	2019/20 Projected	2020/21 Projected	2021/22 Projected
3-year Bachelor of Arts	Biology	3.952	1.710	2.836	2.836	2.836
	English	18.399	15.092	14.178	14.890	15.640
	History	8.820	10.900	4.726	8.149	8.149
	Music	3.186	3.208	3.781	4.781	4.781
	Philosophy	4.200	5.226	4.726	4.824	4.824
	Psychology	28.922	31.485	34.028	34.028	34.028
	Social Science Group	17.137	26.507	36.699	36.699	36.699
	Sociology	15.781	12.974	16.069	15.033	15.033
	Theology	8.257	8.289	8.507	8.507	8.507
Undeclared	31.637	17.880	20.795	20.437	22.687	
4-year Bachelor of Arts	English	23.988	21.444	21.740	22.391	22.391
	Environmental Studies	22.516	20.460	17.014	19.997	19.997
	History	11.930	15.057	12.288	13.092	13.092
	Music	3.982	3.192	5.671	6.341	6.341
	Politics History & Economics	32.822	33.000	28.357	31.393	31.393
	Psychology	64.533	65.561	63.330	64.475	64.475
	Sociology	2.202	5.957	7.562	7.562	7.562
Bachelor of Commerce		69.269	75.202	75.618	75.618	75.618
2-year Bachelor of Education (after degree)	Elementary Education	49.582	58.683	41.006	41.006	47.006
	Secondary Education	46.733	56.933	49.364	49.364	49.364
Bachelor of Music	Music	16.046	16.023	17.083	17.083	17.083
3-year Bachelor of Science	Biology	10.205	16.171	23.631	23.631	18.631
	Chemistry	3.305	3.741	4.257	4.257	3.257
	Undeclared	13.267	10.608	15.066	15.066	13.066
4-year Bachelor of Science	Biology	67.208	71.997	78.453	78.453	73.453
	Chemistry	17.466	16.461	16.035	16.035	14.035
	Computing Science	31.659	36.329	42.425	42.425	41.425
	Environmental Studies	27.046	22.359	19.825	19.825	21.325
	Interdisciplinary Science (Proposed)	-	-	-	-	15.000
Total		654.340	682.449	682.449	698.198	707.698

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. With the redevelopment of ACAT systems to record only institutional decisions on transfer credit removing the incentive for institutions to submit their courses for King's consideration, our progress course by course transfer has been slowed.

Program Level

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 focused on immediate employment of completers.

A recent review of our General Education requirements, the element most often missing in certificate and diploma transfers, has been completed. The first cohort of students under our new “King’s Common Curriculum” enter in 2019-20. We already have some preliminary evidence that the greater flexibility of the common curriculum for transfer students, and that should make program-to-program agreements easier to arrive at.

New Programs

Interdisciplinary Science

To serve students interested in health sciences (e.g. nursing, physical therapy, medical/dental school, and health administration), or teaching science at the elementary or secondary level, a program in Interdisciplinary Science has been devised. 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 scientific 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. Recently we added a stream that includes Kinesiology, which is part of a strategy of incremental building of that discipline.

Kinesiology

This proposal is awaiting funding, which will allow us to have appropriate staffing and adequate lab facilities. In the meantime, we have altered our 3-year Bachelor of Arts in Social Science to permit including a number of kinesiology courses. That combined with a Kinesiology second concentration will provide students with a pathway to our Bachelor of Education program in Secondary Education with a teachable major in Physical Education.

International enrolments

King’s has recently entered into agreements with international recruiting agents. It is anticipated that the impact of these agreements in terms of student enrolments will be notable in mid-2019/20.

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

Table 7 International Student FLE

Year	International FLE
2016-17 Actual	38.827
2017-18 Actual	46.950
2018-19 Preliminary	51.757
2019-20 Projected	57.257
2020-21 Projected	64.950
2021-22 Projected	72.820

Appendix C: Research, Applied Research and Scholarly Activities

1. Institutional Context

When The King's University opened its doors to the first class of students in 1979, its faculty was appointed not only to teach undergraduate students but also to contribute to the advancement of knowledge by being committed to be involved in conducting research and publishing the results of their scholarship. Right from the start in 1979 The King's University has required a doctorate or equivalent terminal degree for appointment to a tenure-track faculty position. Faculty members are contractually obliged to be actively engaged in research and scholarship.

Research and scholarship productivity play a central role in consideration for tenure and promotion. Evaluation and assessment of faculty scholarship are 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. University policy grants 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.

2. Current research activity

The King's University has established a reputation for combining excellence in undergraduate university education with high-quality scholarly work. The table below summarizes the faculty and students' scholarly productivity between 2014 and 2018. Note the degree to which undergraduate students are involved in the research and scholarly activity.

For the large majority of the existing faculty, meeting their contractual obligations for scholarly activity is not an issue. However, some faculty members are having difficulty meeting this requirement in a satisfactory manner. To that end, the University is currently considering the possibility of establishing a teaching stream for those faculty. A teaching-stream faculty member will have a larger teaching assignment and a greater portion of his/her evaluation will be assigned to this component. They will still be required to be engaged with the scholarship of pedagogy.

Table 8

<i>Type of Scholarly Contribution</i>	<i>Number of contributions</i>				
	<i>2014</i>	<i>2015</i>	<i>2016</i>	<i>2017</i>	<i>2018</i>
Book – Authored/Co-authored		3	1	2	1
Book – Edited/Co-edited		1	1	1	
Book Chapter	4	4	9	9	7
Article – Refereed Journal	21	14	14	32	19
Article – Non-refereed Journal	3	1	9	3	2
Creative work, publication, or performance	23	3	16	29	
Conference/Scholarly meeting presentation	60	46	68	62	54
Refereed Conference presentation	13	15	30	27	15
Other scholarly work	21	18	19	42	21
Total Scholarly Contributions	145	105	167	207	119
Undergraduate student involvement					
Research Assistance and Authorship	18	22	41	52	39
Research Assistance only	8	4	10	11	3
Grand total	26	26	51	63	42

3. Strategic research plan

The University’s 2018-2021 Strategic Research Plan has the following objectives:

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

4. Areas of research

The King’s University is a primarily undergraduate institution (PUI), it has not identified clearly defined priority areas for research. The King’s University appoints faculty members to fill a particular academic program teaching need. The expectation for newly appointed faculty members is that they develop a research program. Hence the range of research areas and themes present at The King’s University reflects the areas of interests and expertise of its current faculty. Thus far nominees for Canada Research Chair (Tier II) positions have been selected from among the existing faculty.

Currently, the areas of research can be broadly summarized as follows:

- Religion, Culture, and Society – predominantly by faculty members in the Faculties of Arts and Social Sciences.
- Environment - predominantly by faculty members in the Departments of Environmental Studies, Biology, and Chemistry.
- Pedagogy – Predominantly by faculty members in the Faculty of Education, Faculty of Arts, and the Faculty of Natural Sciences. In the latter especially in the King’s Centre for Visualization in the Sciences.
- Community Engaged Research – predominantly in the departments of Psychology and Sociology.

5. Canada Research Chairs

As a result of receiving annual Tri-Council research funding at a level above the threshold for being eligible for Canada Research Chairs, The King’s University has been allocated a total of four Tier II Canada Research Chairs since 2015. Two of these Chairs have been filled; one in the Continental Philosophy of Religion, the other in Modern Literature and Print Culture (digital humanities). A nomination for a Tier II Canada Research Chair in Automated Software Testing was not successful. This nomination will be resubmitted in Fall 2019.

At the time of writing the University is in the process of filling its fourth Tier II Canada Research Chair. It has been posted as a Canada Research Chair in Transition to Sustainability. With this posting, the University is attracting high calibre applicants who have the potential for international excellence. It is anticipated that this nomination will be submitted in October 2019.

Appendix D: Underrepresented Learners

The King's University is committed 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 usual student population.

Indigenous Learners and First Nations Initiatives

During the winter semester of 2019, The King's University had 30 self-identified indigenous students (3.7% of our student body). Our community is aware of its colonial roots and is working toward its missional value of reconciliation as was demonstrated when it was the only PSI in Alberta to cancel classes and request that all students and faculty attend the Truth and Reconciliation Commission meetings in Edmonton in 2014. An Indigenous Student Group is active at King's supported by the Student Association and Student Life. The group's website includes comprehensive funding packages for Metis, First Nations, Inuit students available through the Student Finance office. We also have an email distribution list and regularly disseminate valuable information about student wellness, funding, scholarships, work opportunities, notices about important dates, and meetings to our indigenous students.

In terms of First Nations Initiatives, King's continues to fulfill its commitments under the Truth and Reconciliation process. Prominent among these is the Reconciliation Bench and Garden which is the site of annual chapel services to which members of the Indigenous communities are invited to take a leading role. Educating for reconciliation and acknowledgement is in our mission statement, and our engagement toward Truth and Reconciliation is an important part of that.

Our practice is to recognize aboriginal lands as part of our major academic events throughout the year. This spring King's had our first special acknowledgement of our First Nations graduands at our Spring Convocation with guidance and oversight from a Treaty Six Knowledge Keeper and former Board member.

Learners with disabilities

King's continues to be committed to serving students with disabilities through our accessibility services and counselling and wellness initiatives as well as through our work with Inclusive Post-Secondary Education. This past year we supported 82 students with disabilities and had four students in our Inclusive Post-Secondary Education initiative, two of whom graduated.

Learners from low-income backgrounds

This past academic year, we were able to secure the commitment of just shy of \$84,000 additional dollars to our Financial Aid portfolio specifically targeted for students with financial need. This funding was and is highly needed with our rising tuition costs as an Independent Academic Institution and we will continue to work toward addressing this.

Transfer Agreements with First Nations Colleges

We continue to maintain transfer credit agreements with First Nations institutions. We have extensive transfer credit arrangements with Blue Quills First Nations College, Maskwacis Cultural College, and

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Yellowhead Tribal College. We will continue to expand these, as well as engage the other First Nations institutions in the province over the next year.

Appendix E: Community Initiatives and Regional Stewardship

The King's University is committed to being of service to our community. To that end, we have some initiatives that seek to extend enhanced access to learning, improved learner outcomes, and increased efficiency and effectiveness of our institution's programs and services through collaborative working relationships between institutions and communities.

Community Engaged Research

King's has a Community Engaged Research Centre that connects our students and faculty with a wide variety of community agencies and groups. The objective is to allow King's to be of service to these groups by fulfilling their research needs while at the same time providing our students with an experiential learning and research project. Staffed by a Director and a Coordinator, this is a key initiative for King's.

Public Access

Our policy on **Public Access Courses** permits a regular credit course to have a parallel non-credit version open to public registration. In the past, this involved our courses on the Truth and Reconciliation process, Literature and Film, and War and Peace. We have regularized the process for faculty to put forward such courses, and look forward to more developments in this area over the next few years.

Our two **Interdisciplinary Studies Conferences** each year are also open to the public. These two-day conferences engage a variety of fundamental worldview topics and topics that cut across disciplinary boundaries. We also make recordings of sessions available through our websites and libraries.

Continuing Education

King's has for many years offered the occasional evening or weekend course or workshop for the community, and our twice-yearly Interdisciplinary Studies. We are piloting more continuing education for adult learners at times convenient to them, in alignment with our Shared Vision 2020 strategic plan.

In 2018-19 King's reviewed this pilot and has determined that we need to focus on our unique institutional distinctives and capabilities. Maintaining a stronger connection between continuing education and our faculty is also a clear lesson from the pilot. We have initiated a Spiritual Direction Continuing Education program, the first graduates of which were celebrated at our Spring convocation in May 2019. A second cohort began in January 2019 and should convocate in May 2021.

Dual Credit

This past year saw a pause in King's dual credit offerings, in part due to a staffing change in our School of Business. It is our hope to again offer dual credit courses, and even to broaden them to other parts of the institution, in the coming years provided that suitable staff and fiscal arrangements are available.

Appendix F: Current Ministry Initiatives

Sexual Violence Prevention

The King's University has launched a number of efforts intended to prioritize prevention, education and accountability initiatives around sexual violence. Through these we seek to enhance the support available to members of our campus community, to reduce the incidents of sexual violence, to enhance the rigour of investigations, to reduce stigma, to dispel myths and to increase awareness.

King's Sexual Violence policy and procedure, approved in 2017, states that all members of The King's University community have a right to study, live and/or work in an environment that is free from Sexual Violence. Sexual Violence in any form is a violation of this community's values. This policy communicates the University's commitment to providing such an environment and establishes the principles that support this commitment. The University recognizes gender equality and a culture of consent as the best tools for eliminating Sexual Violence. This policy informs community members about behavioural expectations so that incidents are dealt with quickly, effectively, and fairly.

Sensitive, timely communication with individuals who have experienced sexual violence is a central part of the University's response. University officials are open to the complainant and the respondent requesting an allowable third party support person to accompany them through the process. The University trains designated members to ensure that first responders are knowledgeable about sexual violence and available to respond to reports of sexual violence in a prompt, empathetic and trauma-informed manner.

The University provides all members of the University community, including respondents, complainants, reporters, individuals who have experienced sexual violence, and community members who are helping peers or colleagues with the following supports:

- Counselling and related support through Counselling Services, Human Resources or community agencies partnering with the University;
- Modification options for academic or campus environments through Student Life, the Vice President Academic or Human Resources, as appropriate;
- Medical services through the Alberta Health Services with initial care, follow-up, and/or referral;
- Reporting options through the lead responders; and/or
- Education and training on sexual violence reporting, prevention and general awareness.

All Individuals who Have experienced sexual violence have the right to, subject to reasonable limits:

- Provision of safety planning assistance;
- Information about on- and off-campus support services and resources; and
- Decide whether or not to report an incident of sexual violence.

Each September the Coordinator of Community Wellness begins the year with a consent campaign. Throughout the year other reinforce the importance of maintaining a culture of consent. All student leaders and front line staff are trained annually in sexual violence education and response.

Student Mental Health

The King's University has a robust platform of mental health and wellness programs, with the support of the provincial mental health grant. An overall plan for mental health and wellness will be passed by the University soon, though we have already integrated several initiatives and have developed many policies to enhance student wellbeing. The University has instituted a comprehensive suicide protocol and has trained all student leaders and many staff in QPR (Question, Persuade, Refer), and trained many other staff in ASIST (Applied Suicide Intervention Skills Training). The University intends to continue to build this set of programs.

We also have many specific programs and initiatives aimed at promoting wellness. This includes a broad base of front line programming for students: campus ministry, commuter programs, residence life, a staffed international student group, an indigenous student group, and an active SPEAK (Sexuality, Pride, and Equality Alliance at King's) group for students in the LGBTQ+ community. Student leaders are trained in first response skills and effective referral of students who need more intensive non-clinical or clinical assistance.

In 2017-18 we launched a "Join the Resilience" campaign to promote holistic mental health and wellness across all sectors of our community, and this was followed by a "Rooted In" theme in 2018-19. Next year the theme will be "Fortitude" as part of the University's 40th Anniversary.

A core component of our approach to enhancing capacity is to respond to early indications of student concern via Touchstone. Created and hosted by Pharos360, Touchstone is our early alert and case management system that connects students to supports. The University will continue to utilize this valuable resource.

Our primary non-clinical intervention is our team of seven Student Counsellors, all Registered or Provisional Psychologists, who work during the months when students are on campus. We also have a Peer Support program staffed by student peer support assistants. A key role of the Peer Support program is to provide front line triage so students in crisis can be referred to other sources of support within and beyond the University.

Other initiatives include:

- The Wellness Room: A welcoming, safe space for students to deal with difficult emotions, providing interactive coping mechanisms and comfortable spaces.
- Mental Health Week, one per semester: We worked to reduce stigma, discuss stress/anxiety/gaming/alcohol and marijuana use/physical health and more.
- Bathroom Posters: a campaign to educate on mental health coping strategies. This has generated positive feedback from students and staff/faculty.
- Blue shelf campaign: a resource for more in-depth teaching on areas students are interested in, such as boundaries, abusive relationships, self-care and more.
- Mental Health First Aid training. Attended by 38 students and staff through the two semesters.
- Inquiring Mind training: attended by 36 students and 6-8 staff.

Appendix G: Internationalization

International Student Population

King's international student population is quite stable and growing. From 2011-12 to 2018-19, King's has moved from 5.2% to 9.2% of FLEs made up of students studying under a study permit. We also have a significant fraction of our population that is made up of Permanent Residents, ranging from 2.8% to 6.4%. Currently 15.4% of our population are students whose country of citizenship is something other than Canada, and the five year running average is 13.5%.

King's is well positioned to see a growth in international students as we charge a flat International Fee rather than a multiplier on our 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 begun recruiting international recruitment agents with hopes of these agents recruiting students as early as Fall 2019-20. King's also continues to 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. We offer international internships for business students. This summer we have a business student interning in India.
- e. 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.
- f. 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
- g. Further opportunities and formal agreements are being pursued.

Supporting International Students

Within the Student Life office a full 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 position is also a Regulated International Student Immigration Advisor and offers support in international student immigration issues such as policies around working and extending stays 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. 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 H: Capital Plan

The major capital expenditures anticipated for the next number of years will be for building maintenance projects. In 2018-19, the University invested \$242,275 into multiple projects to update the campus facilities. The residence facilities were the focus area for a number of these projects, with two bathroom renovations, new elevator governors, and new flooring for floors six and seven in the tower, and a cyclone boiler in the apartment building. On another side of campus the rear parking lot received a new black top. A new emergency generator transfer switch was also included in the year's building and maintenance projects. These updates show that 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 complete a capital campaign feasibility review to prepare for launching a major funding drive in coming years. A proposal is expected to go to the Board at the end of this fiscal year.

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.

Through donor support, the University hired an architect in 2018-19 to redesign the cafeteria and to design our new Academic Enrichment Centre (AEC). This Centre will have testing services, a writing lab, career centre, student work space, and an additional meeting room.

Appendix I: 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
- System Support Analyst
- Central Office Services Coordinator - Position under Review

Continued integration of administrative systems

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

The integration of our 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. The use of our budgeting system continues to expand, allowing more thorough and timely budget development but also tracking of expenditures against budget at a detailed level by each budget unit manager. A bridge between Sage and other payment systems is still a pending task in this area.

King's has continued to 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. The most recent item added is an automated textbook request system for our bookstore. Plans to further expand this to include final exam requests and convocation regalia management.

Implementation of a New CRM

The University has chosen to shift to a new cloud-based CRM for our recruitment and admissions activities. This will take some time to implement as it must be integrated with ApplyAlberta and with our existing systems. Initial live use is projected for January of 2020.

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.

Backup power supply for Information Technology is an issue that will be addressed. The existing system transfer switch is being replaced with a new one to provide more reliable transitions to backup power and therefore the graceful management of power outages on campus.