



**Concordia**  
UNIVERSITY

# Measuring Excellence at Concordia University

Prepared by the  
Institutional Planning Office

May 2006

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## Message from the President and the Provost

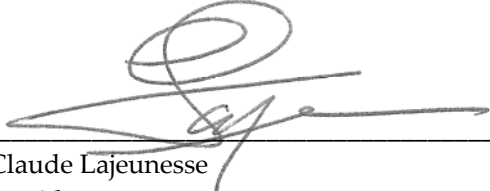
Dear Members of the Board of Governors:

We are delighted to present to you our first annual report to the Board of Governors entitled *Measuring Excellence at Concordia University*.

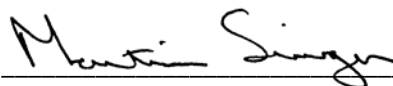
The report provides snapshots of Concordia's performance as we strive to become and to be recognized as one of Canada's leading universities. It provides baselines from which we can and will measure our progress and compare our performance with that of other Québec and Canadian universities. It reflects our commitment to transparency and accountability. It will inform and facilitate our strategic planning activities, at the core of which is the attainment of academic excellence.

The intention to provide an annual report to the Board on our performance may be traced back to the academic planning exercise which engaged the Concordia academic community during 2004/2005. *Moving Ahead*, which emanated from the then President's Cabinet and was endorsed by all four Faculty Councils and the University Senate, identified seven challenges that face Concordia in its quest for academic excellence and directional strategies to meet those challenges. It also suggested a number of measurements to gauge how well or poorly we are doing. The present document provides a first iteration of those measurements (and others suggested by SECOR and presented at the April 2006 meeting of the Board), grouping those measurements according to the seven challenges enumerated in *Moving Ahead*.

This report to the Board would not have been possible without the contribution of a number of individuals who supplied data from all sectors of the university. In particular, Bradley Tucker, the Director of our Institutional Planning Office, deserves credit for spearheading this effort and for making our commitment to accountability so tangible. He and his team reflect the spirit and dedication that make Concordia a special institution.



Claude Lajeunesse  
President



Martin Singer  
Provost

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## The Primary Data Sources

Much of the data for this report were drawn from Concordia's Data Warehouse.<sup>1</sup> Several sectors of the University administration, including Academic Administration, Advancement and Alumni Affairs, Enrolment and Student Services, Facilities Management, Financial Services, and the Office of Research supplied other Concordia data. Where possible, requested data were independently verified.

For comparative measurements, this report favours data drawn from independent sources. For instance, to compare grant funds awarded from the Canadian Institutes of Health Research (CIHR), the Natural Science and Engineering Research Council of Canada (NSERC), and the Social Sciences and Humanities Research Council of Canada (SSHRC), the amounts awarded to Concordia were drawn directly from the databases of each Council. In this way, we could ensure that all comparative universities were being examined on exactly the same parameters.<sup>2</sup>

Concordia joined several data-sharing consortia this year in order to broaden its access to valid, reliable, comparative data. These include:

1. The National Survey of Student Engagement (NSSE)
2. The Consortium for Student Retention Data Exchange (CSRDE)
3. The Observatoire des sciences et des technologies (OST)
4. The Cormex Canadian Universities Media Research Consortium

Concordia still awaits results from its participation in NSSE and the CSRDE. These comparative results will allow a richer description of Concordia's place among peer institutions in next year's report. Data from the OST form the basis for the in progress Scholarly Production Index measurement, and the Cormex research forms the basis of Concordia's media analysis.

Concordia engaged The Strategic Counsel to conduct its reputation survey. The survey is on-going and will provide an accurate picture of how Concordia is viewed across Canada.

Finally, this report relies on historical data collected internally and transmitted to both the Association of Universities and Colleges of Canada (AUCC) for data-sharing purposes and to *Maclean's* for their annual university rankings exercise.

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<sup>1</sup> Terms that may be unfamiliar to the reader are defined at the end of this document in the Glossary. For ease of use, many terms are also defined in the text that accompanies each measurement.

<sup>2</sup> The Conférence des recteurs et des principaux des universités Québécois (CREPUQ) has fewer data collection and sharing initiatives than the Council of Ontario Universities (COU), which inhibits provincial comparisons. Furthermore, the "G10" universities, which call themselves "Canada's ten most research-intensive universities," formed their own data-sharing consortium in 1999 that excludes Concordia. In this context, Concordia has had to be creative in obtaining comparative data and will improve its ability to collect such data as each annual report appears.

### *Measuring Excellence* Format

Each measurement explores one aspect of one of the seven challenges outlined in the academic plan, *Moving Ahead*. Most of these measurements are made explicit in the plan. The others were developed with SECOR consulting in line with the statement made in the plan that, “additional reports will be developed by the individual who is being assigned responsibility for this matter in consultation with the Provost.” This process included reviewing documents from other universities and developing measurements that are generally considered useful for strategic planning. All additions fall within the scope of the academic plan, as is evident from the organization of this report.

In most cases, measurements are laid out so that the open booklet presents a single measurement with the text and graphs on facing pages. Where additional text or graphs were necessary, the text may appear on both pages of the open booklet with the graphs immediately following.

Each measurement provides the following sections on its text page:

1. Description
2. Relation to the Academic Plan
3. Definitions
4. Commentary, which may include reference to statistics not included in the graphs
5. Sources

Following each text are one or two graphs illustrating salient aspects of the measurement. The graphs generally show one of the following four situations:

1. Concordia’s progress over a period of time with no comparative data
2. Concordia’s position in time with no comparative data
3. Concordia’s position in time with peer data
4. Concordia’s progress over a period of time with comparative data

As in other reports of this type, choice of situation was largely determined by the available data.

This report represents the first step in an iterative process that will refine measurements with a view to making them successively more useful in academic and strategic planning. The Office of Institutional Planning welcomes constructive engagement in this process.

# MEASUREMENTS

**Challenge One**  
**Measurement 1**  
**Preliminary Results from Concordia's Reputation Survey**

**Description:**

Measurement 1 assesses Concordia's reputation nationally, provincially, and internally. Future work will track Concordia's reputation as it becomes known as one of Canada's leading universities.

**Relation to the Academic Plan:**

Challenge One of *Moving Ahead* states that Concordia will commission a reputation survey that, "will gauge changing public perceptions of Concordia and its academic performance. Since Concordia has been skeptical of the validity of popular media assessments of us, an arms-length professional reputational survey will provide an alternative perspective and allow us to measure improvements in our reputation among targeted groups." The Strategic Counsel was commissioned to conduct this study; it worked closely with the Institutional Planning Office and University Communications on the study design, which included interviews conducted in late 2005, and surveys, interviews, and focus groups conducted in early 2006. The data collection should be completed by June 2006.

**Definitions:**

The exact nature of what constitutes a university's reputation remains unclear. Recent research, together with responses from the survey's focus group participants, indicates that overall reputation is difficult to quantify because it rests on different parameters for different people. In general, however, universities with better reputations tend to be older and tend to have one or two units that are in the public eye on a consistent basis. They also tend to have a greater number of high-profile professors who contribute on a regular basis to local and national media, in addition to scholarly media, and who attract top-level graduate students, who assist them in their work.

**Commentary:**

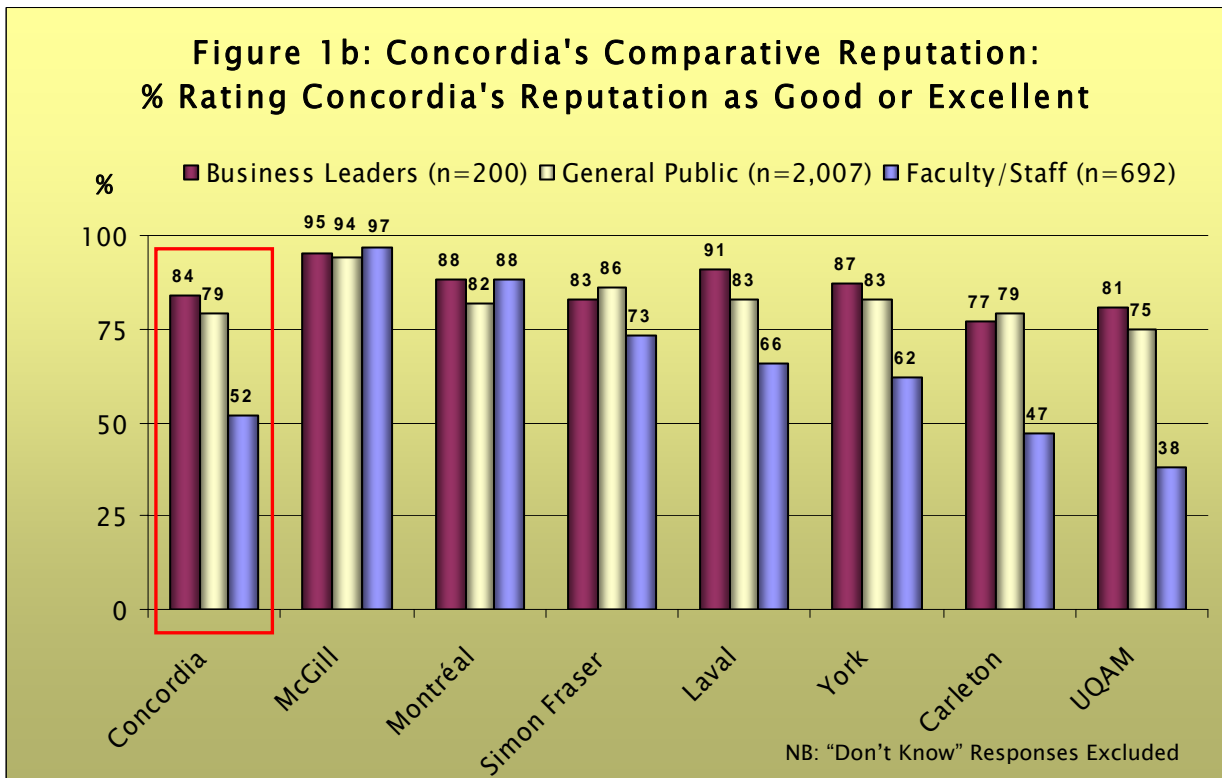
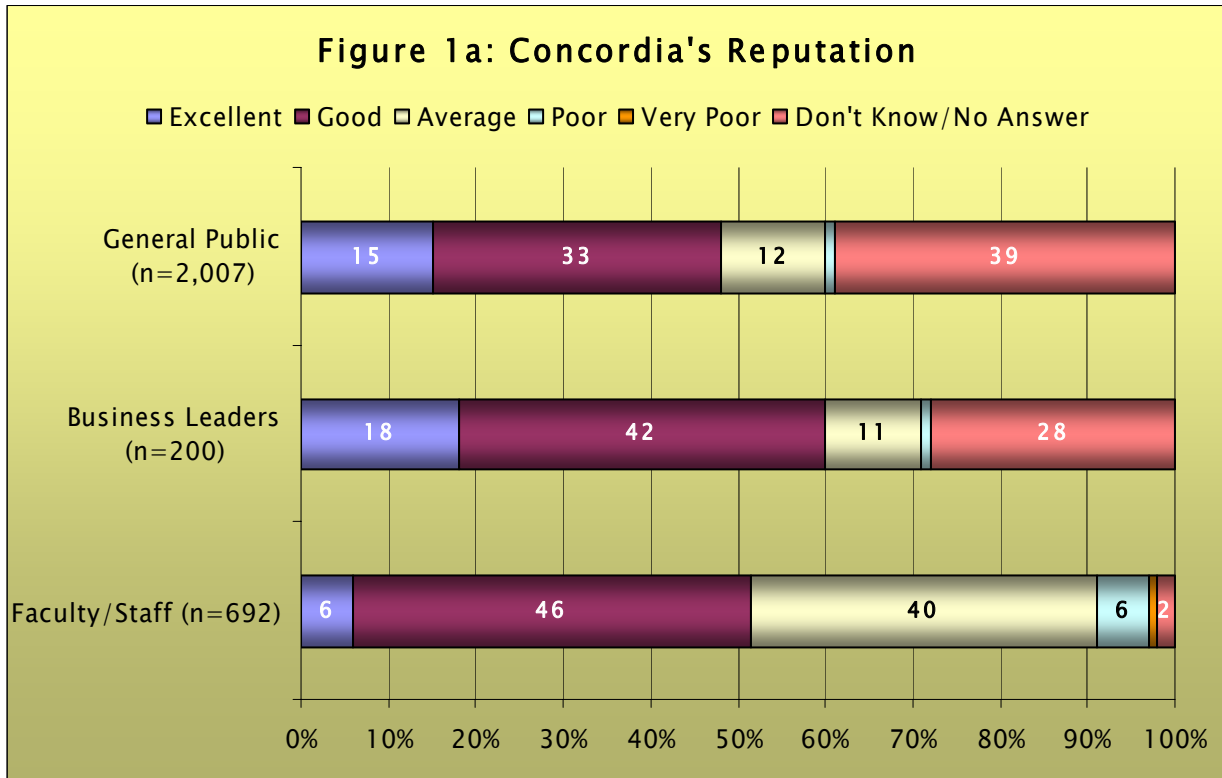
Concordia is viewed more positively from without than from within. Business leaders and the general public consistently rated Concordia's reputation higher than did its faculty and staff.

As Figure 1a shows, according to preliminary results, Concordia's reputation is already reasonably strong among the three respondent groups for which we have data. Eighteen percent (18%) of business leaders rate Concordia's reputation as "excellent," and another 42% rate it as "good." The total of business leaders rating Concordia's reputation as "excellent" or "good" rises to 91% in Québec and 85% in the Montréal area. Among the general public, 79% rate Concordia's reputation as either "excellent" or "good," a percentage that rises 88% in the province of Québec and 85% in the Montréal area. The picture is differently among Concordia's own faculty and staff. Only 6% of Concordia's faculty and staff rate Concordia's reputation as "excellent," with another 46% rating it as "good." A full 40% rate its reputation as "average."

The discrepancy between how Concordia is viewed from without, compared to how it is viewed from within, will bear further scrutiny. Figure 1b excludes "don't know" responses from the calculations and thus represents the opinions of those who feel they know enough about the institution to make a judgment. Figure 1b shows that Concordia's comparative reputation is high among business leaders and the general public, being seen as essentially on par with more established universities like Simon Fraser, Laval, and York. Internally, Concordia is seen to be on par with Carleton and UQAM.

**Source:**

Concordia's reputation survey, top-line findings.



**Challenge One**  
**Measurement 2**  
**Media Analysis of Concordia**

**Description:**

Measurement 2 assesses Concordia's exposure in the media. Concordia's exposure is then compared with selected Québec and Canadian universities.

**Relation to the Academic Plan:**

Challenge One of *Moving Ahead* states that Concordia will conduct a media analysis that will compare, "news and other publicity about Concordia with news and publicity about other Québec and Canadian universities. We can then more easily assess how to target our resources and benchmark how we may improve public awareness of our academic performance." Concordia's initial consortium report tracked the University of Toronto, the University of British Columbia, McGill University, the University of Alberta, Western Ontario University, Simon Fraser University, Queen's University, and McMaster University. A separate report was issued on Concordia's place in the Québec media vis-à-vis McGill, Université de Montréal, Université du Québec à Montréal, Université Laval, and Université de Sherbrooke. The analysis in each report is based on over 15,000 media items per month, tracking 16 dailies, 4 important magazines, and major national and provincial radio and television. Media coverage is weighted based on audience demographic data to determine audience exposure.

**Definitions:**

"Impressions" refers to the estimate of number of people who might have had the opportunity to be exposed to a story that has appeared in the media; also known as "opportunity to see" (OTS). Media analysis is not an exact science. The primary scale of measurement is estimated audience reach calculated in total media impressions. A media impression refers to an individual audience view of a news item, which extends beyond circulation numbers, as it is based on public opinion data comprising both subscribers and non-paying readers. For the present analysis, these numbers are scaled based on the prominence and position of the University's mention within an item and within a publication, or in the case of broadcast, the time of airing. Based on scaling, for example, a single mention in *La Presse* will generate roughly ten times the audience exposure as a single mention in *Le Devoir* because of demographic data that suggests ten times more people are likely to view a mention in *La Presse* than in *Le Devoir*.

**Commentary:**

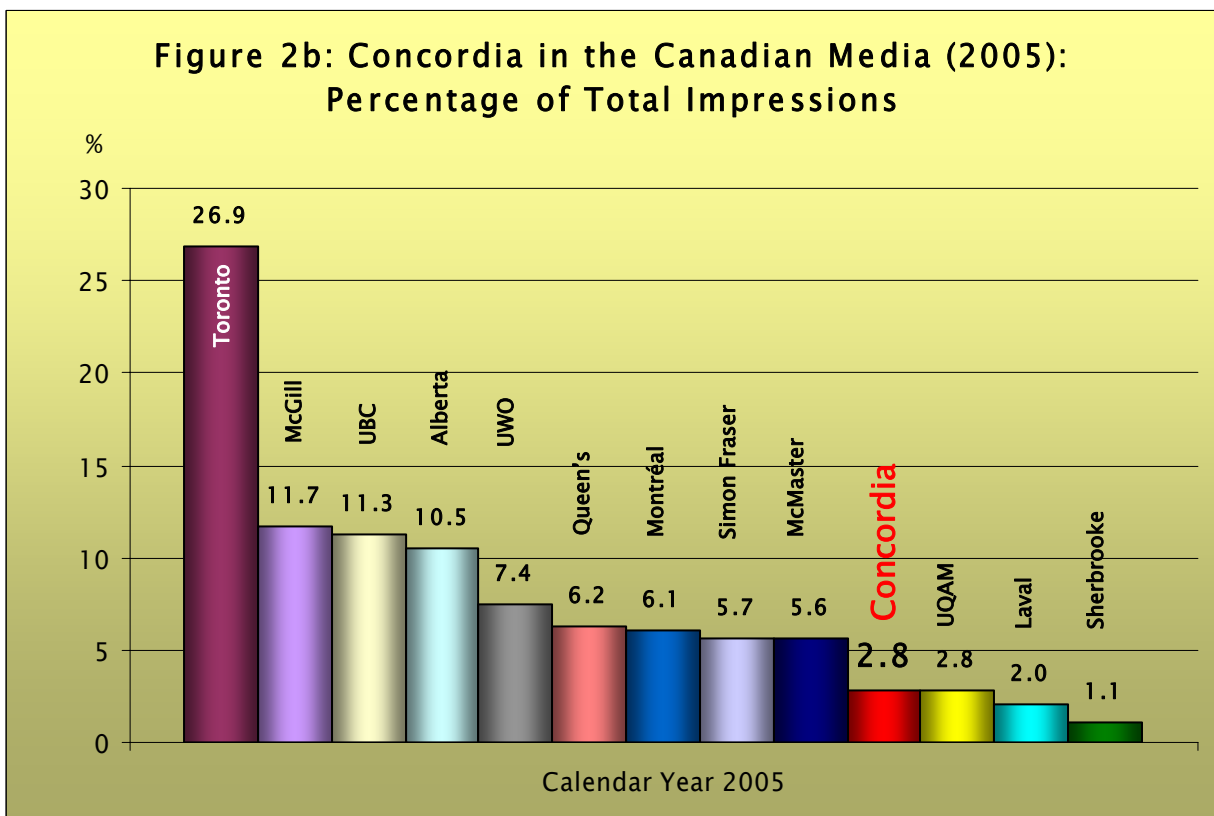
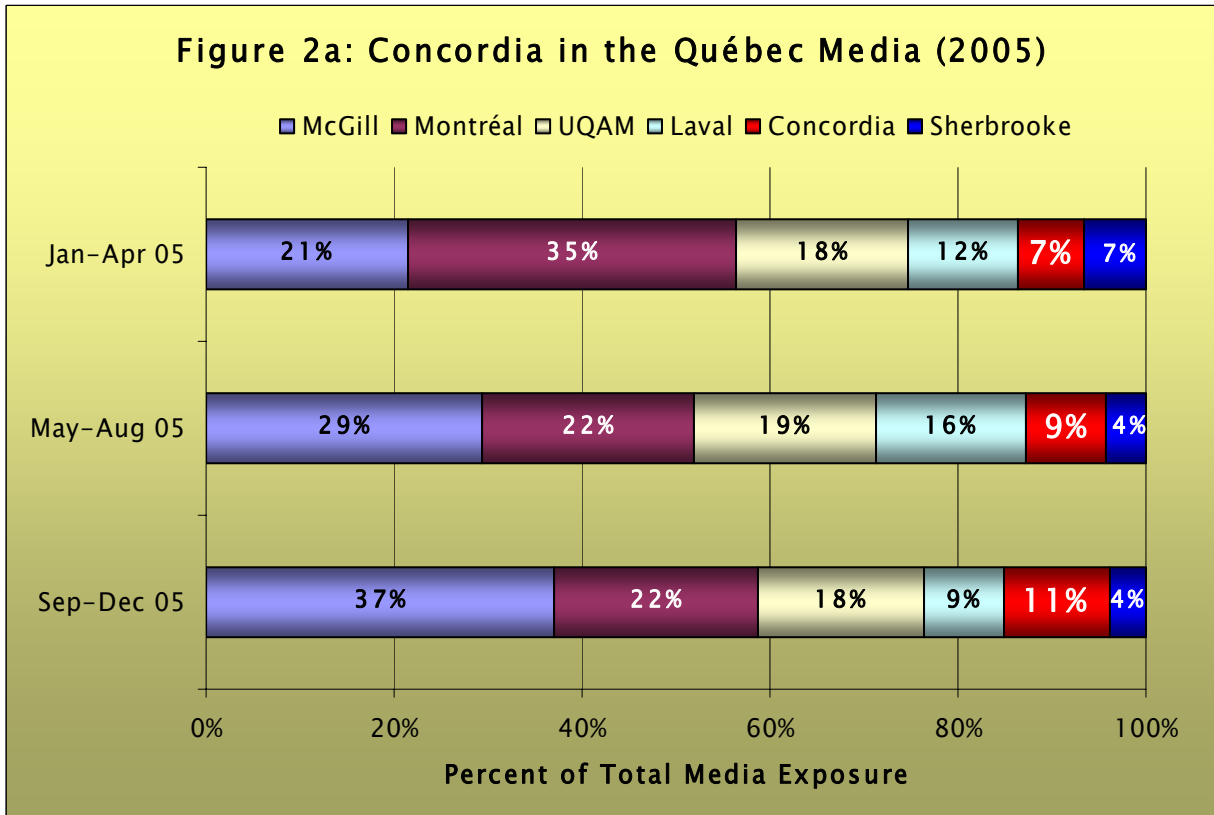
Because research and expert commentary drive media coverage, it is imperative that Concordia increase its coverage in these areas to improve its media visibility. Concordia's initial report, which included only McGill and Concordia from Québec, indicated that during academic year 2004/05, and in the Québec media, Concordia held the second-highest profile among the nine original universities surveyed, trailing McGill. It experienced the lowest amount of media coverage nationally, but tied McMaster University with 5%.

As seen in Figure 2a, for calendar year 2005, Concordia led only Sherbrooke among the major Québec universities in the Québec media, but led both Sherbrooke and Laval in national coverage, trailing all others.

Figure 2b gives an overview of all universities either participating or included in the analysis. Concordia comes in ahead of only three Québec universities: UQAM, Laval, and Sherbrooke. Initial analyses suggest that the "tone" of coverage has less impact on reputation than volume, although its impact on other areas requires further study.

**Source:**

Concordia University joined a media analysis consortium that uses Cormex Research as provider.



**Challenge One**  
**Measurement 3**  
**Reasons for Choosing Concordia (Deferred Measurement)**

**Description:**

Measurement 3 will seek to determine why students choose to attend Concordia.

**Relation to the Academic Plan:**

Challenge One of *Moving Ahead* explains that Concordia will commission a reputation survey that, “will gauge changing public perceptions of Concordia and its academic performance.” Research suggests that students choose their university based on factors that are important to them individually. When proximity is not an issue, often the strength of a particular program of interest is. Sometimes it is nothing more than the reputation of a university that makes it a desired destination. Understanding these reasons will allow Concordia to anticipate and meet student expectations as they examine their university options.

Concordia participated this year in the National Survey of Student Engagement. These data, available in August 2006, will allow closer examination of the reasons students choose Concordia. The forthcoming applicant portion of the reputation study will provide additional depth to the analysis.

**Definitions:**

**Commentary:**

**Source:**

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**Challenge One**  
**Measurement 4**  
**Operating Deficit/Surplus as a Percentage of Operating Revenue**

**Description:**

Measurement 4 tracks the University's financial performance by comparing its annual operating deficit or surplus with its total operating revenues.

**Relation to the Academic Plan:**

Challenge One of *Moving Ahead* begins, "Concordia's overriding academic planning priority is to become one of Canada's leading universities over the next decade. Every decision that we make and every action that we take should be measured by this standard." Because a university's financial strategy exhibits a direct impact on plans or planning activity designed to move the University forward, it is necessary to track this measurement. Throughout the rest of this document, strategic decisions are described, such as revitalizing Concordia's complement of full-time, ongoing professors that require financial commitment. The relationship between strategic decisions and fiscal responsibility must be carefully managed.

NB: Data shown in the audited financial statements can differ from those appearing in internal financial statements. These differences are explained by interfund transfers and by funds that have been internally restricted for specific projects and which are considered as expensed in the internal statements. Thus, the surplus/deficit for any given year may be different on the audited and internal financial statements.

**Definitions:**

The Operating Fund is used to finance the day-to-day operating costs of the University.

**Commentary:**

As indicated by Figure 4a, Concordia emerged from an operating deficit position in 1996-97 largely because of reduced expenditures. These spending cuts were a consequence of the operating grant reductions imposed by the province beginning in the mid-1990s. Limited re-investment by the province beginning in 1998/99, together with additional funds generated by planned, significant enrolment increases, have allowed Concordia to bank an accumulated surplus for several years. These surpluses allowed Concordia to pursue its strategic objectives at that time. Figure 4b shows the operating surplus/deficit as a percentage of the total.

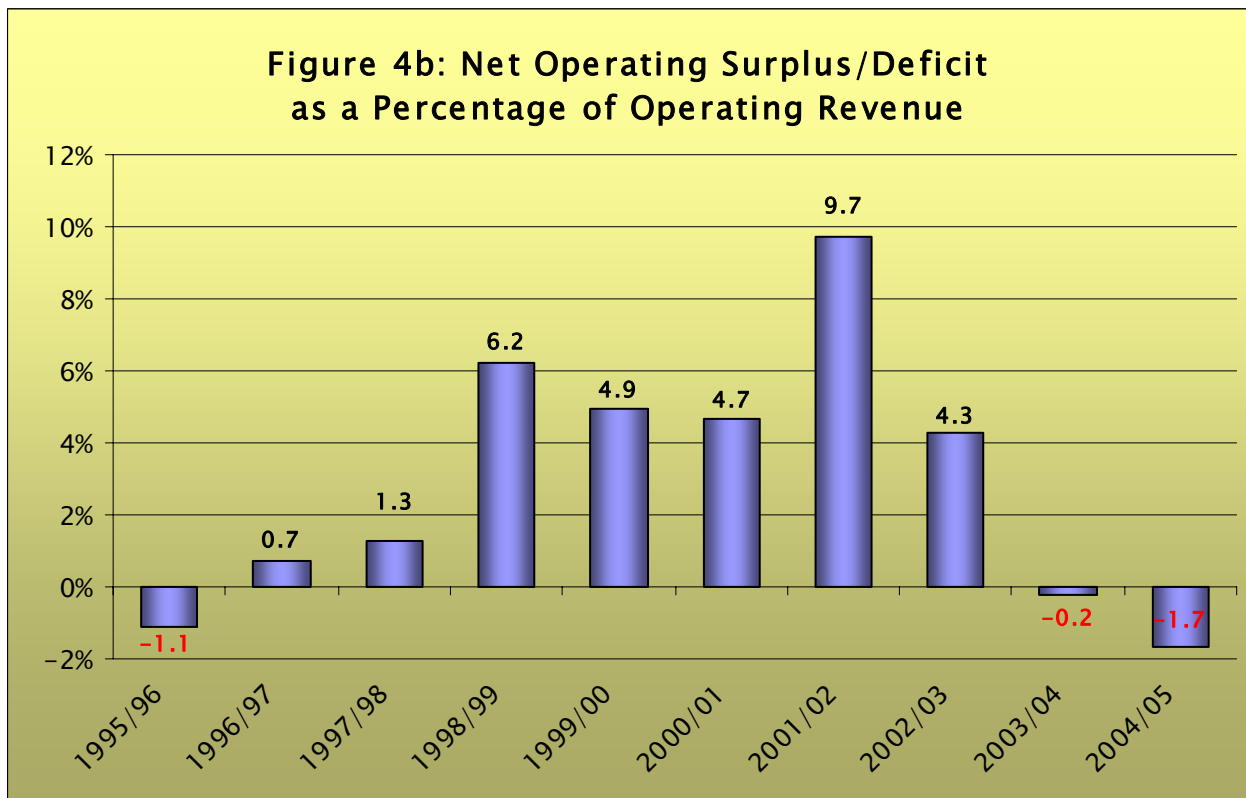
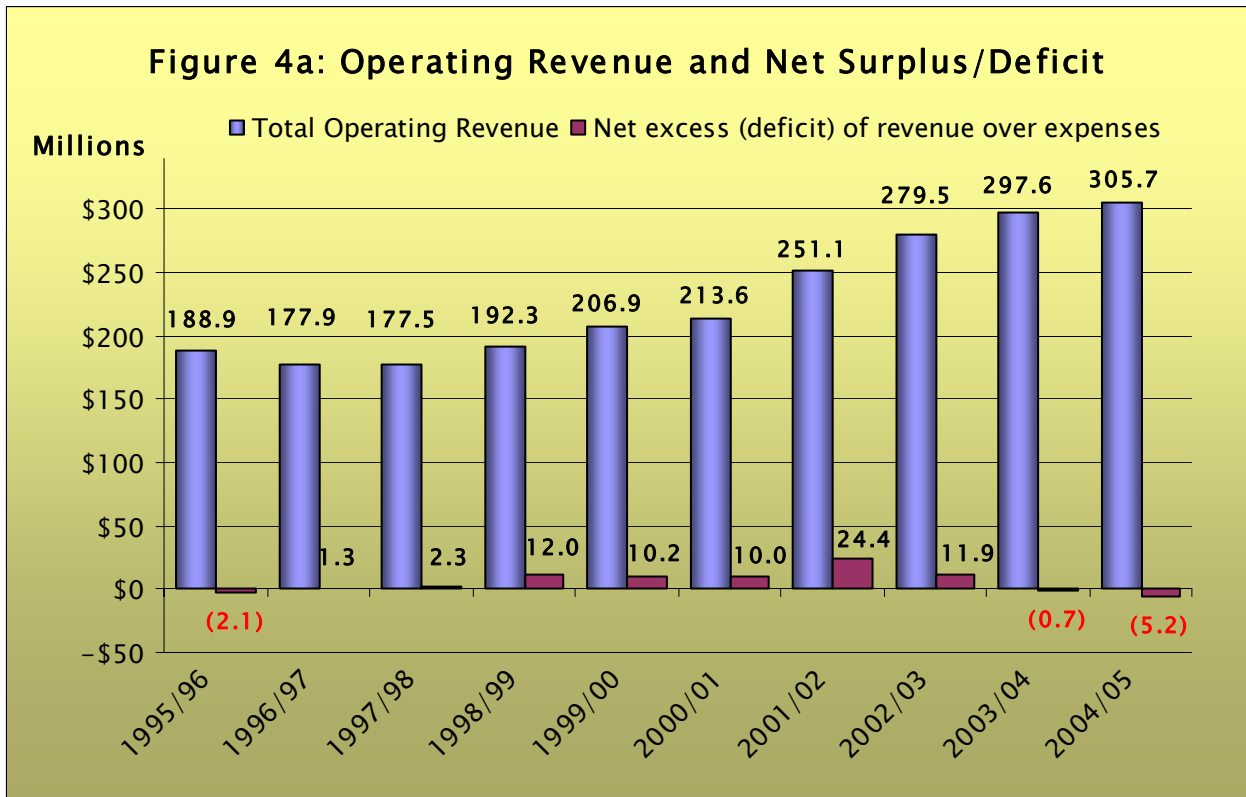
Additional budgetary pressures have been created by the following events or activities, all of which have led to Concordia currently experiencing a small deficit:

- Financing of capital projects through borrowing (and subsequent interest expense)
- Faculty and staff wage settlements
- Additional expenses to accommodate increased enrolments
- Additional operational expenses for new facilities (that are largely unfunded) have put increased pressure on resources

In spite of this deficit, Concordia continues to be depicted as being in the best financial condition of all Québec universities (see, e.g., CREPUQ's latest report, "État de situation relative à la position des établissements universitaires quant à l'équilibre budgétaire, exercices 2004-2005 et 2005-2006," which was released on 6 December 2005). Running a carefully managed deficit is not necessarily a negative action if the purpose for running it is strategic and if the deficit is carefully managed with respect to strategy.

**Source:**

Financial Statements of Concordia University (statement of operations and changes in fund balances) for the 2002/03; 2003/04; and 2004/05 fiscal years with prior-year data from Financial Services



**Challenge One**  
**Measurement 5**  
**Annual Level of Donation Received**

**Description:**

Measurement 5 tracks the annual level of donation the University receives.

**Relation to the Academic Plan:**

Challenge One of *Moving Ahead* begins, "Concordia's overriding academic planning priority is to become one of Canada's leading universities over the next decade. Every decision that we make and every action that we take should be measured by this standard." The remainder of this challenge and the following challenges outline the steps Concordia must take to move constructively in this direction.

Such a program of action requires funds, and donations are a major lifeline for the well-being of any university. For example, increasing our level of donation assists not only with attracting high-profile faculty (Challenge Two), but also with attracting talented graduate students (Challenge Four), both of which impact the quality of research Concordia produces (Challenge Five). Furthermore, additional levels of donation positively impact Concordia's ability to provide first-class facilities (Challenge Seven). Donation thus forms a key aspect of the academic plan.

**Definitions:**

This measurement gives a total of all funds received with the exception of corporate sponsorships and student contributions to the last capital campaign.

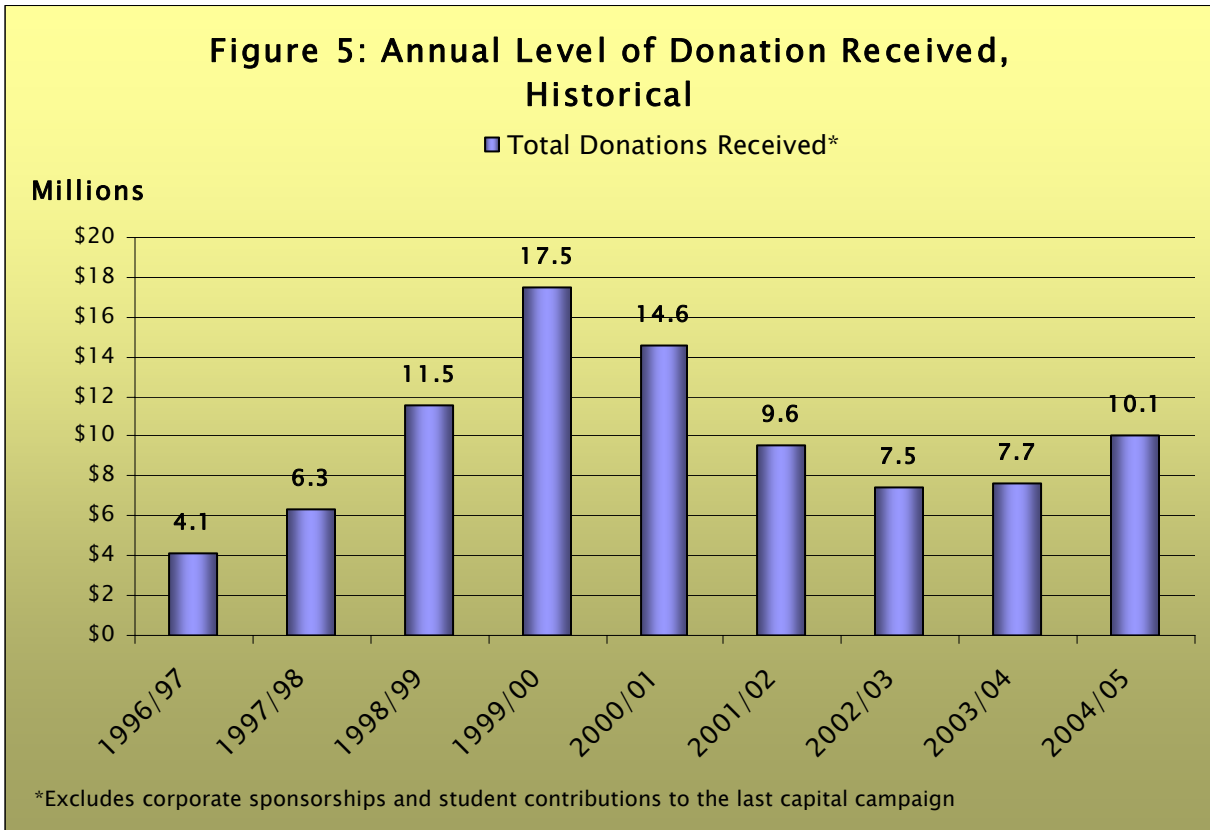
**Commentary:**

Concordia continues to attract robust levels of donation, with predictable increases during sustained campaign efforts. As Figure 5 shows, the considerably higher levels of donation seen between 1999 and 2001 can be attributed to payments received in association with the University's last major fund-raising initiative, *Fresh Ideas: The Campaign for a New Millennium*.

The mean level of donation over the last nine years is \$9.9 million annually, an amount surpassed in 2004/05 at \$10.1 million.

**Source:**

Advancement and Alumni Relations and Financial Services



**Challenge One**  
**Measurement 6**  
**Endowment per FTE Student**

**Description:**

Measurement 6 tracks Concordia's success at raising the level of endowment per FTE student.

**Relation to the Academic Plan:**

Challenge One of *Moving Ahead* begins, "Concordia's overriding academic planning priority is to become one of Canada's leading universities over the next decade. Every decision that we make and every action that we take should be measured by this standard."

Funding required for such a challenge can come through endowments, and a university's endowment fund often determines the extent to which other challenges can be met. For instance, Challenge Four commits Concordia to provide a first-class education by offering highly reputed programs that emphasize excellence in teaching and learning. Challenge Three calls for aggressively expanded funding for graduate students and for the increase in graduate student enrollment to 20% of the total raw FTE stream. Finally, Challenge Six emphasizes the continuing central importance of research to the University's mission. All of these areas are impacted by Concordia's ability to guarantee its financial future by increasing its endowment fund, which can be tracked historically by examining the amount of the endowment fund per full-time equivalent student.

**Definitions:**

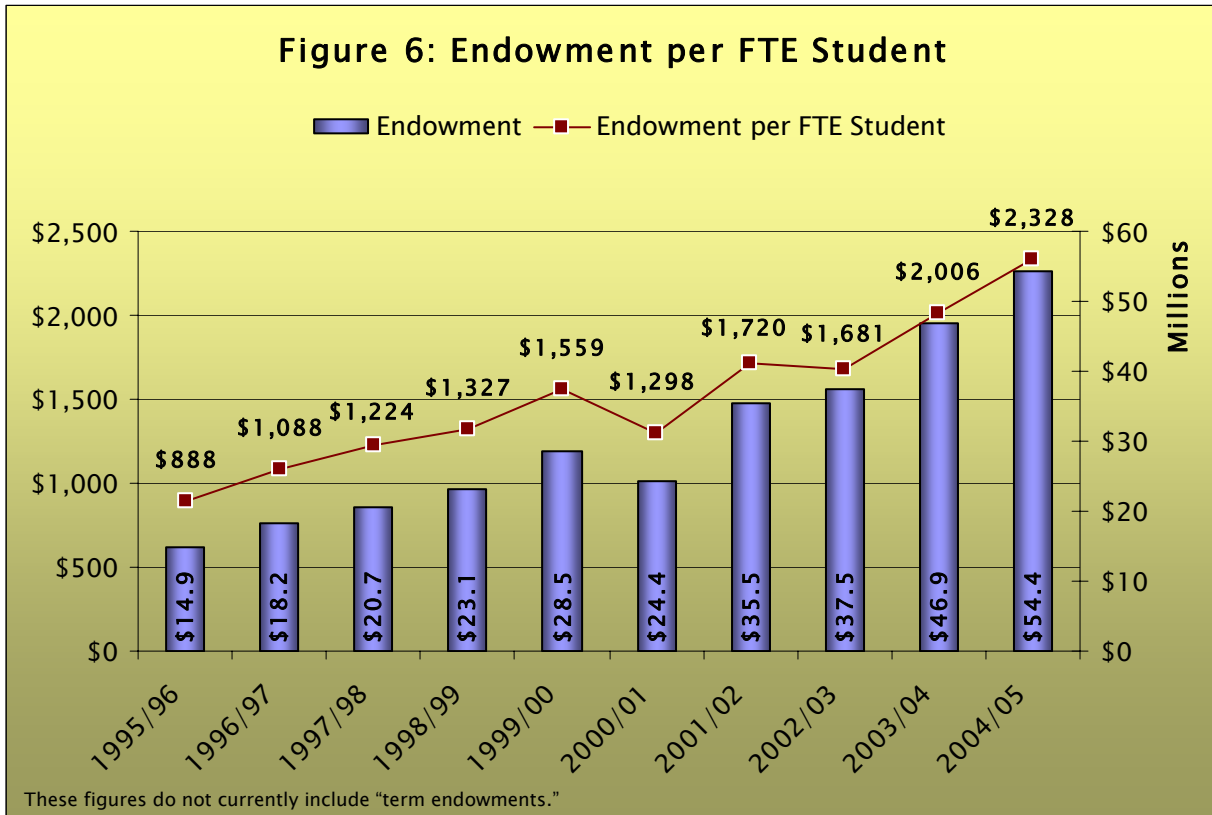
Endowment refers to gifts of money where the capital sum is to be invested and held in perpetuity, and only a fixed percentage (usually 5%) of the distributed income is to be spent. These include Campaign gifts which have been designated to general endowment priorities such as undergraduate scholarships and bursaries, graduate fellowships and library collections, as well as gifts restricted to particular awards, chairs, professorships, schools, and departments. It is a general practice among universities to treat gifts that are retained for at least ten years as part of the endowment, even though they are not given in perpetuity. This measurement uses data that are reported through the Canadian Association of University Business Officer's (CAUBO) annual survey of endowment and pension funds, which tracks such funds by calendar year, and thus are reported each December.

**Commentary:**

Figure 6 shows that Concordia's endowment of funds held in perpetuity has grown at an average rate of 17% per year over the past ten years, standing last year at \$54.4 million. This growth places Concordia at \$2,328 per full-time equivalent student, having risen from only \$888 ten years ago. In constant dollars, this growth represents a 46% increase over the ten-year period. When other funds treated as endowment are included with the \$54.4 million, the total amount rises to \$82.6 million.

A comparison of endowments (ordered by ten-year average) shows that among Concordia's sister universities in Montréal and its fellow large universities in Québec, Concordia has the fourth largest endowment, which is less than half the size of that of the Université de Montréal, but more than double the size of the Université de Sherbrooke. When Concordia's endowment is compared with those of other Canadian comprehensive universities, Concordia stands on par with Memorial University, at more than double University of Regina, but lags behind its next closest peer, University of New Brunswick, by over \$22 million.

**Source:** Advancement and Alumni Relations and CAUBO's *Annual Canadian University Investment Survey of Endowment and Pension Funds*



**Challenge One**  
**Measurement 7**  
**Percentage of Alumni who are Donors**

**Description:**

Measurement 7 tracks the percentage of alumni who have made a donation or gift to the University. This measurement also compares Concordia's performance in this area with data available from other Québec institutions, as well as with other comprehensive universities.

**Relation to the Academic Plan:**

Challenge One of *Moving Ahead* commits Concordia to become one of Canada's leading universities. The strategic decisions taken to meet such a goal require financial support, and financial support is more forthcoming in an environment where prospective donors have an affiliation with the University. Such future prospective donors are Concordia's current students, to whom Challenge Four promises, "a first-class education by offering highly reputed programs which emphasize excellence in teaching and learning." Creating a "Concordia family" of well-educated graduates who will be amenable to donating to the University will increase Concordia's ability to meet the challenges it faces. The provision of financial support by alumni is a measure of loyalty, ability, and recognition of the value graduates' attribute to their university experience.

**Definitions:**

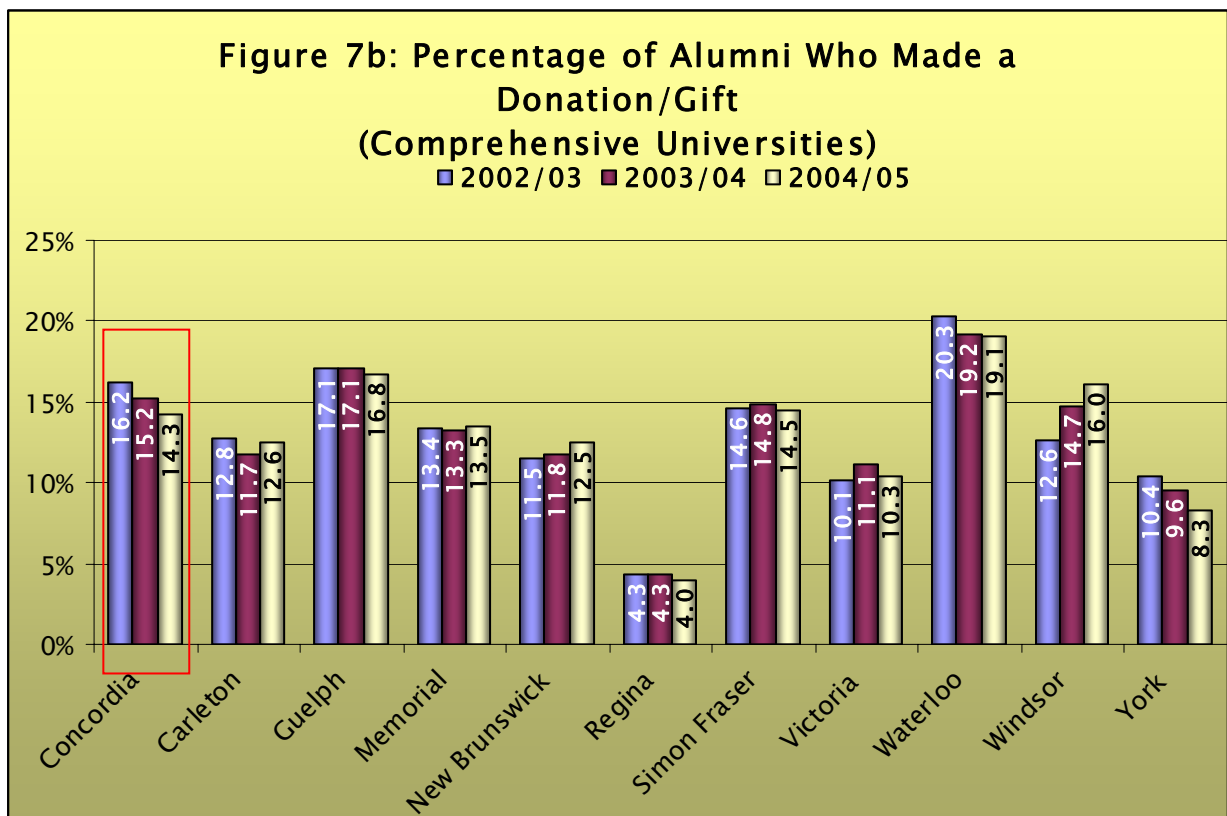
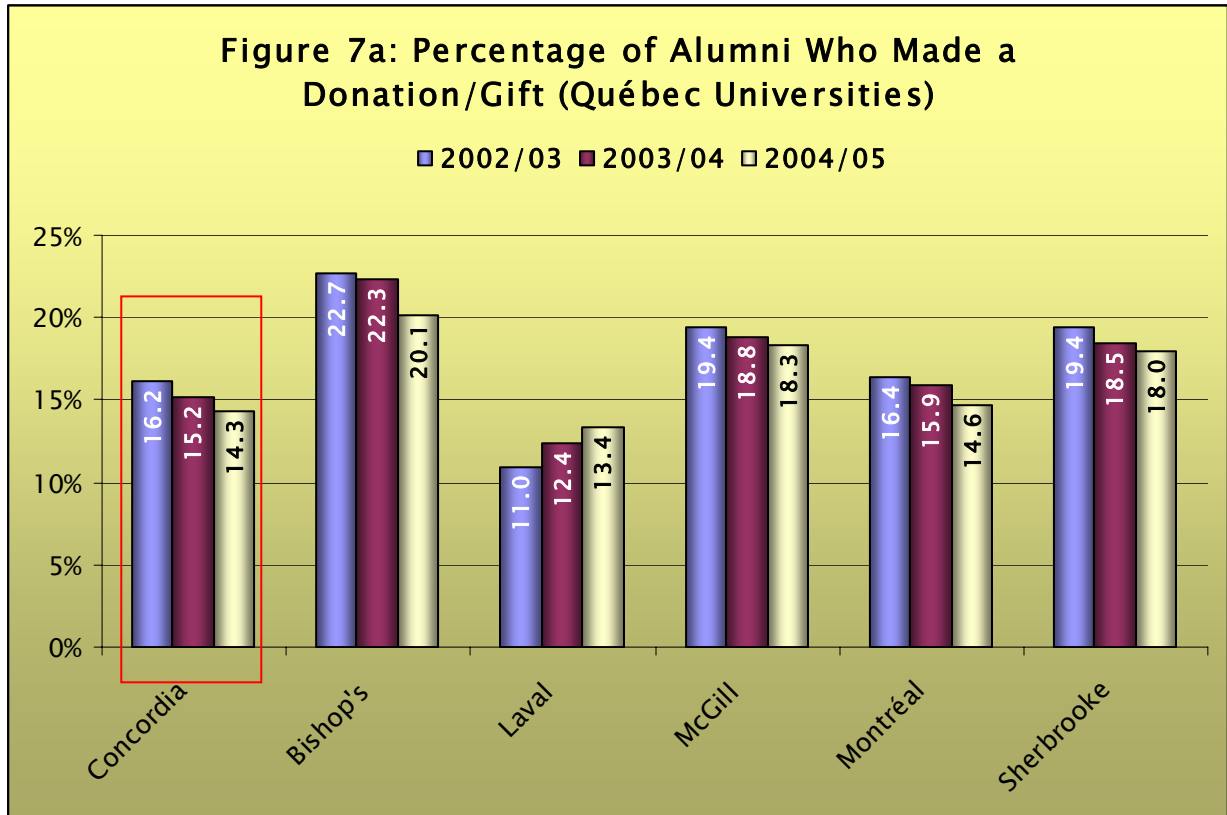
For 2005, these data consist of the total number of alumni for whom the University had a current address between May 1999 and April 2004 and the total number of alumni who made annual gifts or comparable financial commitments to the institution or its affiliates between May 1999 and April 2004. Each year's data represent the total number of donors over the five-year period divided by the total number of contactable alumni during the same period.

**Commentary:**

Following a general trend across Canada, the five-year average percent of alumni support has slipped over the past three years. Several reasons have been postulated for this downward trend, but negative publicity and donor fatigue seem unlikely causes. Negative publicity seems unlikely because the trend is being generally experienced by universities across Canada, and donor fatigue has recently been the subject of examination in the *New York Times* (April 30, 2006, Section 1, Page 2, Column 3) and elsewhere. More probable may be the improvement seen in alumni database maintenance that results in a greater number of current addresses of alumni, and, in combination with increasing numbers of graduates, the ratio of donors will almost certainly decrease.

This measurement provides the percentage of alumni (based on five-year totals) who donated to their institution. On average, about 15% of Concordia alumni donate to the University. Among sister institutions in Québec (Figure 7a), Concordia is roughly on a par with francophone institutions, but lags behind Bishop's and McGill, both of whom have longer, more established relationships with their alumni. Over the past several years, Concordia has consistently ranked among in the top echelon of comprehensive universities in this area (approximately 2% higher than the average for all comprehensive universities as shown in Figure 7b).

**Source:** Data submitted annually to the Association of Universities and Colleges of Canada (AUCC) that are also submitted for use in the *Maclean's* rankings exercise



**Challenge Two**  
**Measurement 8**  
**Faculty/Staff Satisfaction (Deferred Measurement)**

**Description:**

Measurement 8 will seek to determine the level of satisfaction with Concordia among our faculty and staff.

**Relation to the Academic Plan:**

Challenge Two of *Moving Ahead* describes the qualities of the faculty complement that is required to move Concordia in line with its peers as it strives for greater excellence. Excellence is a shared endeavor, which the entire Concordia community will need to be engaged.

Concordia's reputation survey began to sound out faculty and staff sentiment. These responses will be analyzed, and other information-gathering initiatives among Concordia's faculty and staff will be conducted and transmitted in the next report.

**Definitions:**

**Commentary:**

**Sources:**

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**Challenge Two**  
**Measurement 9**  
**Full-Time Professors by Faculty**

**Description:**

Measurement 9 tracks the number of full-time professors working at Concordia University by Faculty.

**Relation to the Academic Plan:**

Challenge Two of *Moving Ahead* calls for Concordia to have, “a critical mass of on-going, full-time professors with national and international reputations for excellence in their fields.” Some of the strategic decisions to meet Challenge Two are:

- (a) Concordia will steadily increase the number of on-going full-time professors (tenured, tenure-track and extended-term) from 780 in 2004/2005 to a maximum of 1,000 by 2011/2012, contingent on achieving and maintaining student enrollment targets and the availability of funding.
- (b) Based on today’s student enrolment patterns and targets, the current projected full-time faculty complements (tenured, tenure-track, and extended-term) in the four Faculties will be as follows: 500 in Arts and Science; 175 in Engineering and Computer Science; 125 in Fine Arts; and 150 in the John Molson School of Business. The remaining 50 full-time faculty positions will be held in reserve by the Provost to deal with new initiatives and significant enrollment shifts.

**Definitions:**

On-going, full-time professors refer to those holding tenured, tenure-track, and extended term appointment positions. A professor is included in this measurement if, at any time during the academic year, he or she held an academic appointment at one of the specified appointment positions.

**Commentary:**

The hiring of only 41 tenured and tenure-track faculty members in 2005/06 combined with the number of retirements, deaths, and departures, led to only modest progress toward meeting the goals of the academic plan.

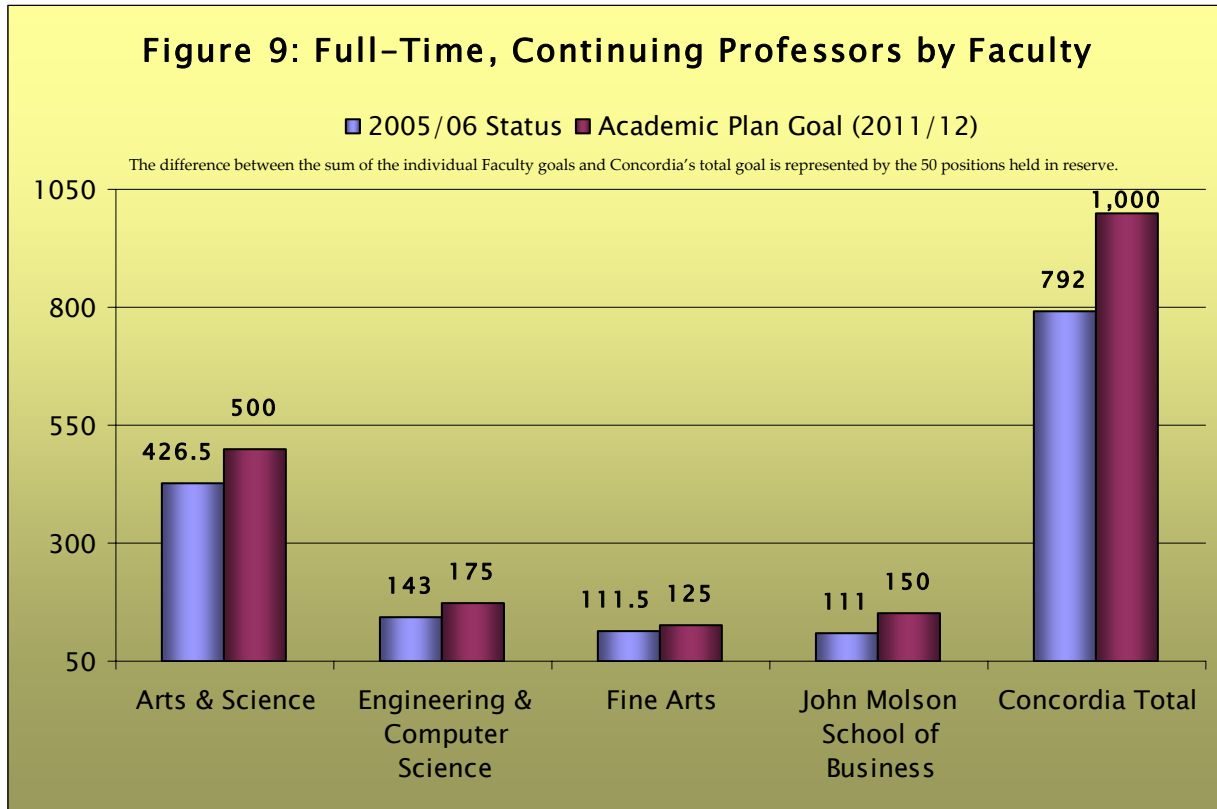
Arts and Science witnessed an increase of 13, and Fine Arts experienced an increase of 2.5. Both Engineering and Computer Science (a decline of 3.5) and the John Molson School of Business (a decline of 2) incurred modest reductions. Figure 9 graphs the current status of continuing professors in each Faculty against the strategic, academic plan goals to be met by 2011/12. The current variance between the actual and desired complements is represented as follows:

- Arts and Science: 73.5
- Engineering and Computer Science: 32
- Fine Arts: 13.5
- John Molson School of Business: 39

The existence of “half-professors” is the result of professors who work in two faculties. Concordia has several such cases, including one Canada Research Chair who works in both Engineering and Computer Science and Fine Arts.

**Source:**

Data Warehouse, cross-referenced with faculty hiring data from the Office of Academic Administration



**Challenge Two**  
**Measurement 10**

**Tenured and Tenure-Track Professor Retention Rate**

**Description:**

Measurement 10 tracks Concordia University's success rate at retaining its tenured and tenure-track professors.

**Relation to the Academic Plan:**

Challenge Two of *Moving Ahead* explains that, "In order to be a leading Canadian university, Concordia must have a critical mass of on-going full-time professors with national and international reputations for excellence in their fields." Specifically, this will require an on-going full-time professoriate of 1,000 by 2011/12, progress toward which is tracked in Measurement 9. Measurement 10 is an "in progress" measurement, and as Challenge Two indicates, Concordia will work toward developing a more sensitive measure that takes into account the reasons behind professors leaving Concordia.

**Definitions:**

Tenured professors are those who have been granted permanent appointments by Concordia's Board of Governors. Tenure-track professors are those hired on a probationary basis. Most often, these professors are engaged on a three-year contract that is renewable once. During the period of the second contract, these professors are eligible to apply for tenure.

Professors leave Concordia for many reasons. This measurement tracks those who leave for any reason, which can include resignation, non-renewal, or death.

**Commentary:**

Equally important to Concordia's reputation is its ability not only to attract the best professors to its tenured and tenure-track faculty streams, but also to keep them. Over the past eleven years, Concordia has retained nearly 83% of its tenured and tenure-track professors.

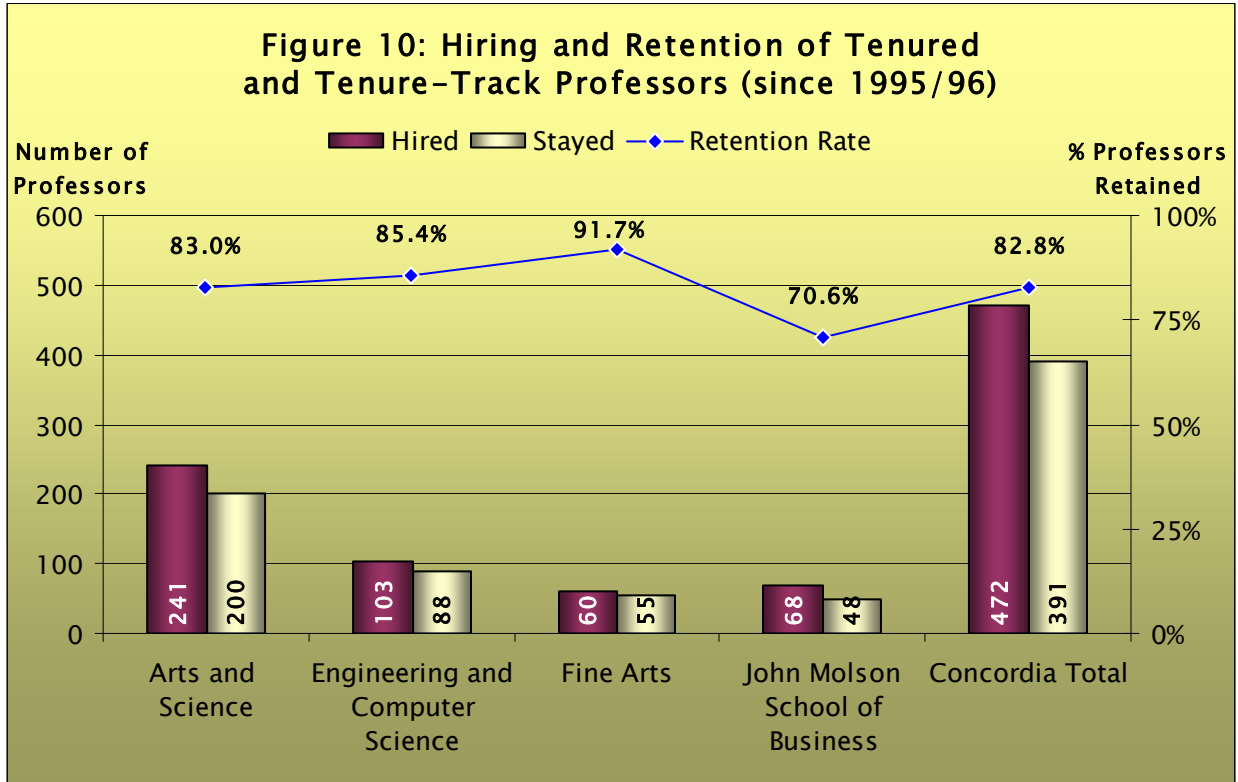
Good professors are the foundation of a university's reputation. They are professionally productive, establishing national and international reputations for themselves, and by extension, for the University. They attract grant and contract funding in the course of their work, and they meet and attract talented graduate students to study with and work alongside them. This type of professor's reputation and contribution to the University's reputation tends to grow as the cycle of productivity continues to broaden.

Tangentially, searches for new professors require a considerable financial commitment by Concordia in advertising, Concordia professors' time evaluating the applications and interviewing the candidates, travel costs to bring the candidates to Concordia for interviews, and moving and orientation costs once a hire has been made. On average, Concordia spends between \$150,000 and \$200,000 per year on interviews alone.

Figure 10 shows that since academic year 1995/96, Concordia has hired 472 professors, of whom 391 currently remain with the institution. Institutionally, Concordia has a retention rate of 82.8%. The faculty with the highest retention rate is Fine Arts (91.7%), followed by Engineering and Computer Science (85.4%), Arts and Science (83.0%), and the John Molson School of Business (70.6%). Setting a strategic target of nearly 90% retention will focus Concordia's efforts on making better use of the funds available to recruit professors.

**Source:**

Academic Administration



**Challenge Two**  
**Measurement 11**  
**Full-Time Equivalent Students per Full-Time On-Going Professor**

**Description:**

Measurement 11 tracks Concordia's progress toward lowering its full-time equivalent student to full-time faculty ratio as it approaches provincial and national norms.

**Relation to the Academic Plan:**

Challenge Four of *Moving Ahead* commits Concordia to providing a first-class education by offering highly reputed programs that emphasize excellence in teaching and learning. Measuring excellence in Challenge Two reads, "Concordia today stands at 29.9 FTEs (299 3-credit student course registrations) per on-going (tenured, tenure-track and extended-term) professor and should be at 25 student FTEs per on-going professor without resorting to temporary full-time faculty appointments."

**Definitions:**

On-going, full-time professor refers to those professors holding tenured, probationary (tenure-track) or extended term appointments. Other full-time professors, such as those holding visiting, research, or limited-term appointments, are excluded.

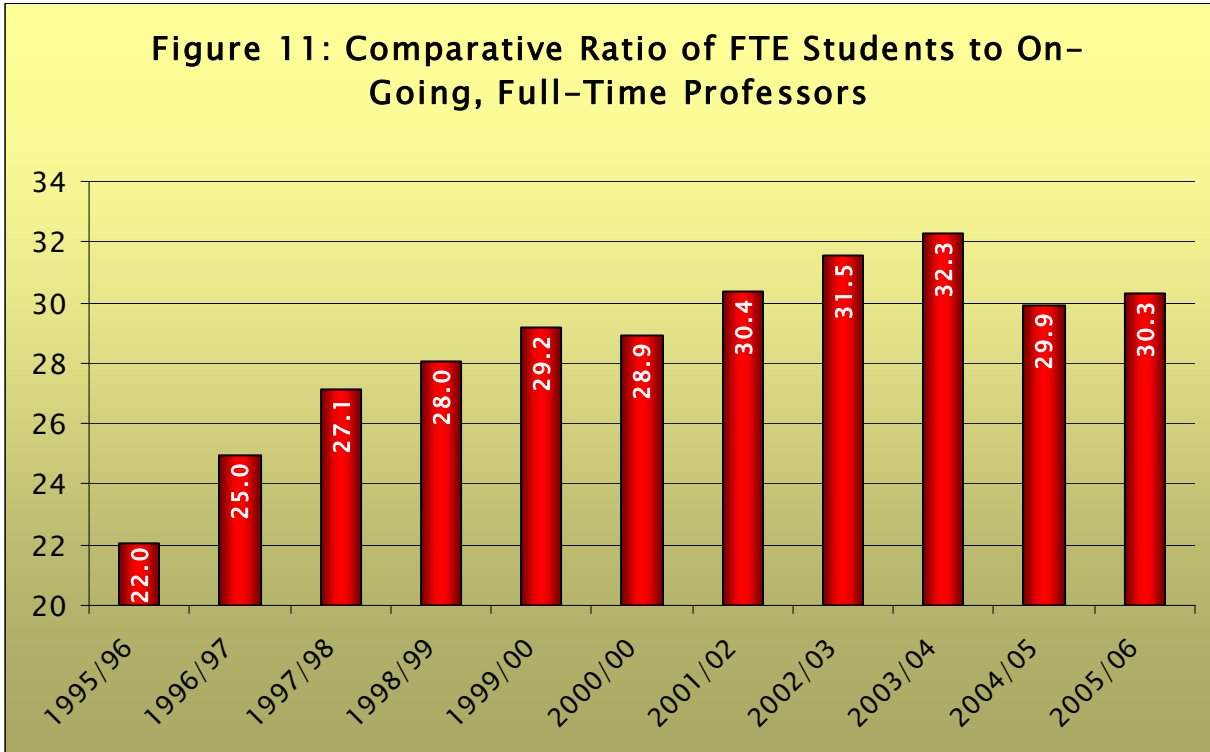
An FTE is a unit of measure used to describe enrolments. It is used by the government to help determine the level of funding provided to the University. An FTE is equal to 30 registered credits at any level of study. The total number of FTEs at the University is equal to the total value of registered credits in a given year divided by 30. For all Cycle-One programs and course-based Cycle-Two programs, FTE is based on the number of credits taken; for Cycle-Two and Cycle-Three thesis programs, 11.25 credits are attributed for each term a student is registered up to a maximum of 45 credits for a Master's student and 90 credits for a Ph.D. student.

**Commentary:**

Concordia's current ratio of FTE students to on-going, full-time professor is 30.3. This ratio remains steady at around 30 over the past several years, but is significantly higher than 22, where it stood in the year before the retirement incentive program brought about by government budget cuts in the mid-1990s. Figure 11 shows that Concordia's ratio is down from a high of 32.3 in 2003/04 to its current 30.3, but meeting the goal of 25 will require that its hiring and retention initiatives are successful (See Measurement 9, "Full-time professors by Faculty," and Measurement 10, "Rate of retention of full-time professors," for more on this issue).

**Sources:**

Data Warehouse, Academic Administration



**Challenge Three**  
**Measurement 12**  
**Full-Time Equivalent Student Enrolment by Faculty**

**Description:**

Measurement 12 tracks the status of Concordia's full-time equivalent (FTE) student enrolment by Faculty.

**Relation to the Academic Plan:**

Challenge Three of *Moving Ahead* emphasizes the need for Concordia to be strategic in its management of student enrolments. Among the decisions taken in this challenge is one that sets a strategic cap on enrolments over the next five years. It reads, "Concordia's on-campus undergraduate and graduate student enrollments in credit courses and programs will be capped at 25,000 FTEs for the next five years. The distribution of these enrollments among the faculties is: 13,500 FTEs in Arts and Science; 4,000 FTEs in Engineering and Computer Science; 2,500 FTEs in Fine Arts; and 4,500 FTEs in the John Molson School of Business. An additional 500 FTEs are being set aside to deal with unanticipated enrollment pressures."

**Definitions:**

An FTE is a unit of measure used to describe enrolments. It is used by the government to help determine the level of funding provided to the University. FTEs are described more fully in the Glossary.

A weighted FTE takes the student's FTE and multiplies it by a factor determined by the cycle of the student's program or programs and the financial sector of the program in which the student is enrolled. Using this method, the Government of Québec attempts to fund universities through the teaching (*enseignement*) and the support (*soutien*) grants based on their analysis of the actual cost of providing services in the different financial sectors. A table containing these weightings as they currently stand is presented in the Glossary.

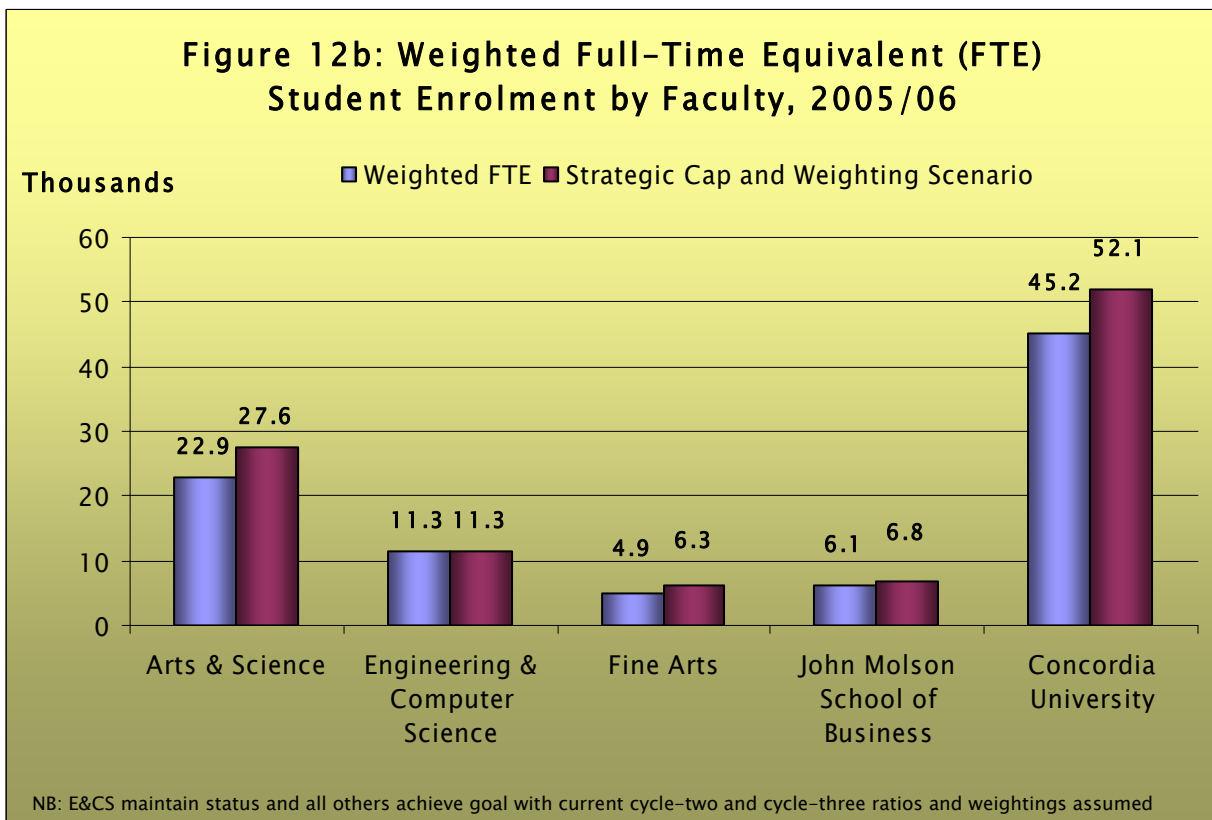
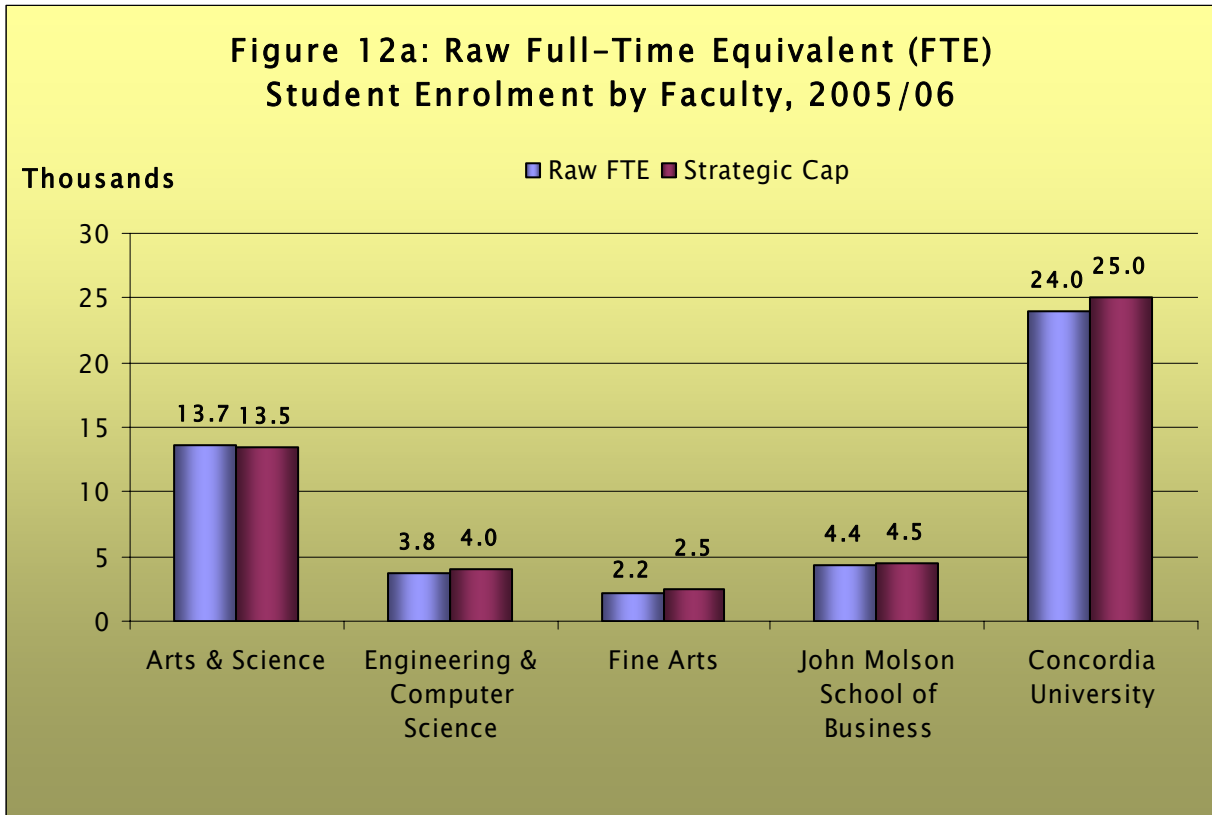
A scenario presents data as they would look under conditions different from those that actually occurred.

**Commentary:**

The academic plan sets a strategic cap of 25,000 FTEs, indicating that the extensive growth Concordia has experienced over the last five years (increasing at an average of nearly 700 FTEs per year) will need to be matched by planning in other areas, such as growth in the professoriate, in order to continue to offer top-quality education to its students. The individual faculty caps are specified to encourage growth in key areas of the University. As Figure 12a shows, the Faculty of Arts and Science has already exceeded its cap, and the John Molson School of Business is very near to its own. There is still adequate room for growth in the other two Faculties. The combination of this measurement with Measurement 13, which specifies desired undergraduate to graduate FTE ratios, will further allow Concordia's growth to continue in a sustainable fashion.

Figure 12b presents weighted FTE by Faculty. The assumptions of the Weighting Scenario are that A&S, FA, and JMSB all achieve their 80/20 undergraduate to graduate ratios, maintain their current ratio of Cycle-Two to Cycle-Three students, and maintain the same overall weighting by financial sector. E&CS does not change. Were these conditions to have applied this year, Concordia would have experienced an additional 6,900 weighted FTEs, generating an additional \$32.7 million in government grants (*enseignement & soutien*).

**Source:** Data Warehouse



**Challenge Three**  
**Measurement 13**

**Full-Time Equivalent Undergraduate Student to Graduate Student Ratio**

**Description:**

Measurement 13 tracks Concordia's undergraduate to graduate ratio.

**Relation to the Academic Plan:**

Challenge Three of *Moving Ahead* stresses the importance of strategically managing Concordia's enrolment. One of the challenge's strategic decisions reads, "Concordia will gradually increase its graduate enrollment from 12.6% of total FTE student registrations to 20% of total FTE student registrations. Since the Faculty of Engineering and Computer Science has already experienced significant growth at the graduate level, the projected increase in graduate registrations will principally be in Arts and Science, Fine Arts and the John Molson School of Business."

**Definitions:**

An FTE is a unit of measure used to describe enrolments. It is used by the government to help determine the level of funding provided to the University. FTEs are described more fully in the Glossary.

**Commentary:**

Concordia's student body is currently heavily weighted toward undergraduate students, who make up 87.5% of the total FTE students.

Figure 13a outlines Concordia's progress as it moves toward achieving the goal of increasing its graduate student enrolment. Currently, 32.4% of FTE students in the Faculty of Engineering and Computer Science are graduate students, and this Faculty is the only one to exceed 20%. Growth may not be uniform in the other Faculties, but it is clear that overall, Arts and Science, Fine Arts, and the John Molson School of Business will need to decrease their undergraduate enrolment to make room for the overall increase in graduate enrolment. Taken as a whole, the percentage of Concordia's FTE graduate students has declined from a high of 13% in 2002/03 to its current 12.5%.

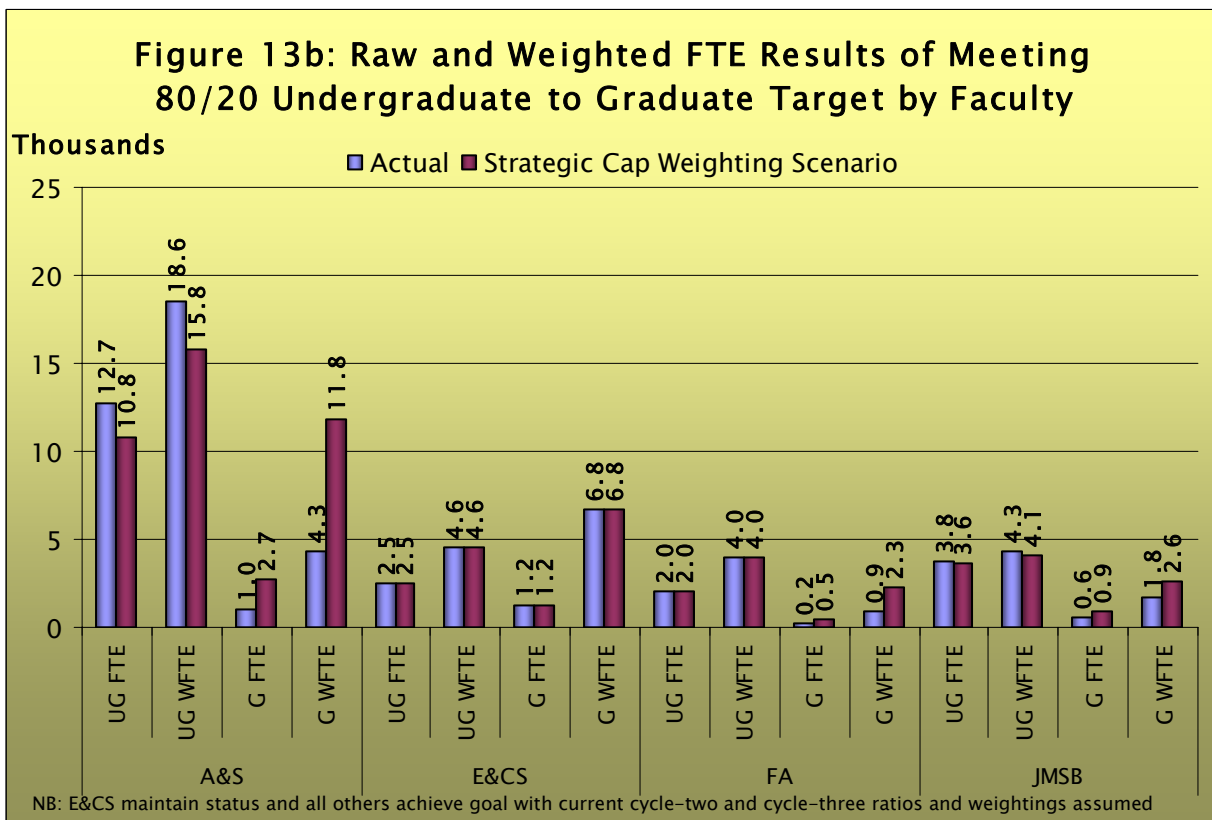
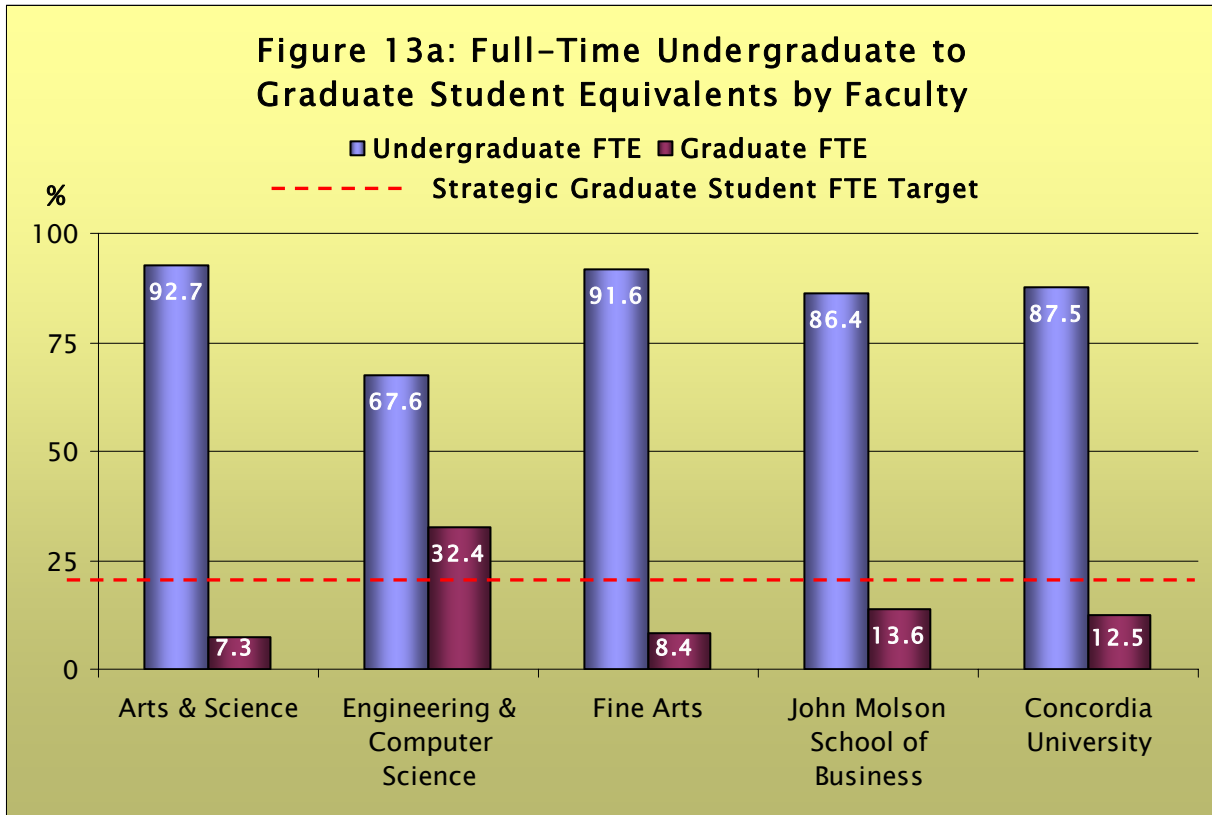
The purple bars in Figure 13b present the actual un-weighted and weighted FTE undergraduate and graduate student numbers for academic year 2005/06. The burgundy bars in Figure 13b present the un-weighted and weighted FTE undergraduate and graduate student numbers in a hypothetical scenario with the following assumptions:

1. Engineering and Computer Science maintain the status quo
2. The other three Faculties achieve the 20% un-weighted FTE graduate student goal
3. The relationship between cycles (level of study) and financial sectors (funding area) remains the same as the current academic year (2005/06).

In this scenario, Arts and Science would see an increase in its weighted FTE graduate students of nearly 7,500, Fine Arts would see an increase of over 1,450, and the John Molson School of Business would see an increase of nearly 900. Two of these Faculties would see a decrease in their weighted FTE undergraduate students; Arts and Science would see a decrease of nearly 2,800 and the John Molson School of Business would see a decrease of slightly over 200. Overall, Concordia would experience an increase of nearly 6,900 weighted FTE students.

**Sources:**

Data Warehouse



**Challenge Three**  
**Measurement 14**  
**Admission Yield Rates (Applications to Registrations)**

**Description:**

Measurement 14 tracks undergraduate applications for admission (by first, second, and third choice) in relation to the number who actually register (“admit yield rates”). As graduate student data become available, this measurement will also track admit yield rates for graduate student applicants.

**Relation to the Academic Plan:**

Challenge Three of *Moving Ahead* commits Concordia to coordinate and to manage its enrolments more strategically. Because the University has grown markedly over the past decade and continues to make progress in reaching a target of 25,000 FTE students, a point has been reached whereby continued growth is not likely sustainable. Concordia’s growth in FTE students has raised three interrelated issues:

- The University must maintain realistic growth given teaching resources and facilities, addressed in Challenge Two and Challenge Seven
- An appropriate balance must be struck between undergraduate and graduate studies, addressed Challenge Three
- The University must strike an appropriate balance between accessibility and a desire for enhanced academic excellence, also addressed in Challenge Three

The “admit yield rate” provides valuable insight into the demand, desirability, and selectivity of an institution or its programs. Examining its “admit yield rate” will allow Concordia to balance the demands of these Challenges to ensure that resources can be allocated in an efficient manner. It is also an important component of projecting enrolments. Eventually, comparable benchmarking data to measure performance relative to other institutions will be provided.

**Definitions:**

Applicants to undergraduate studies may list up to three program choices (degree and concentration, e.g. 1st choice: BSc, Major Biology, 2nd choice: BComm, Major Accountancy, etc.) on a single application; students who are not admitted to their first choice are automatically considered for their second, and so on. Choices are not limited to a single Faculty.

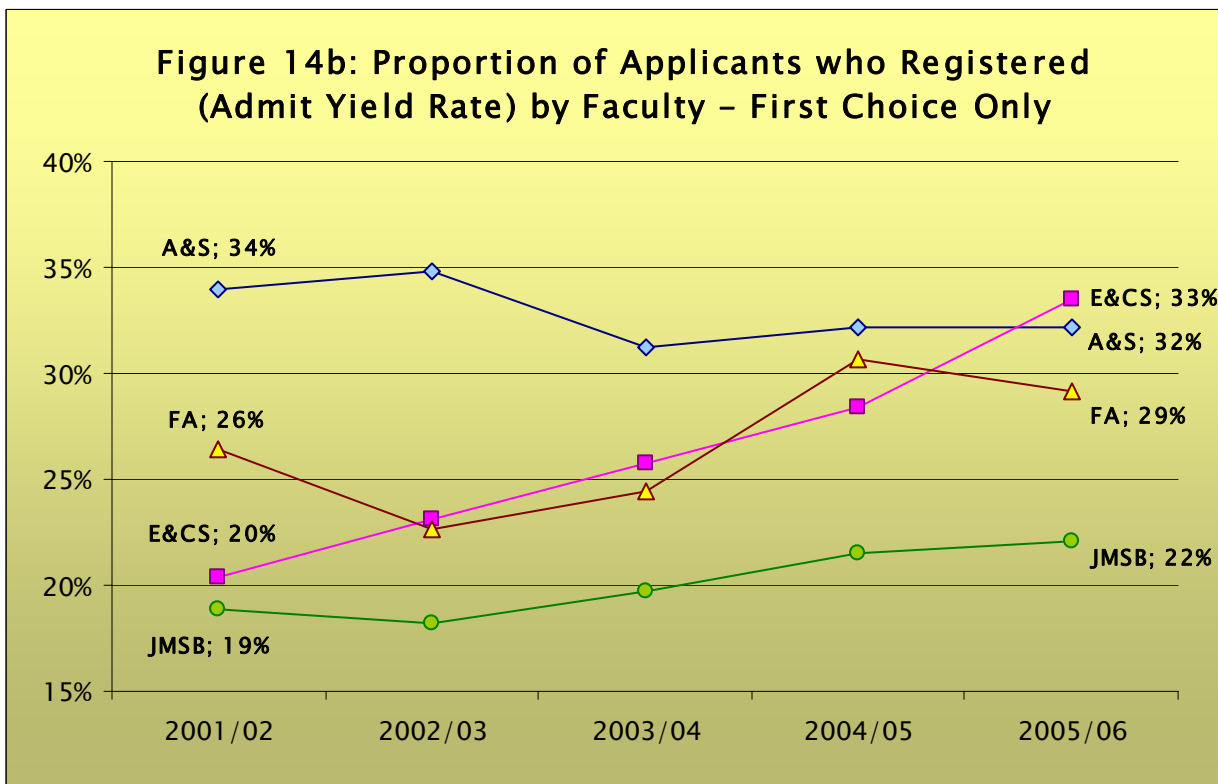
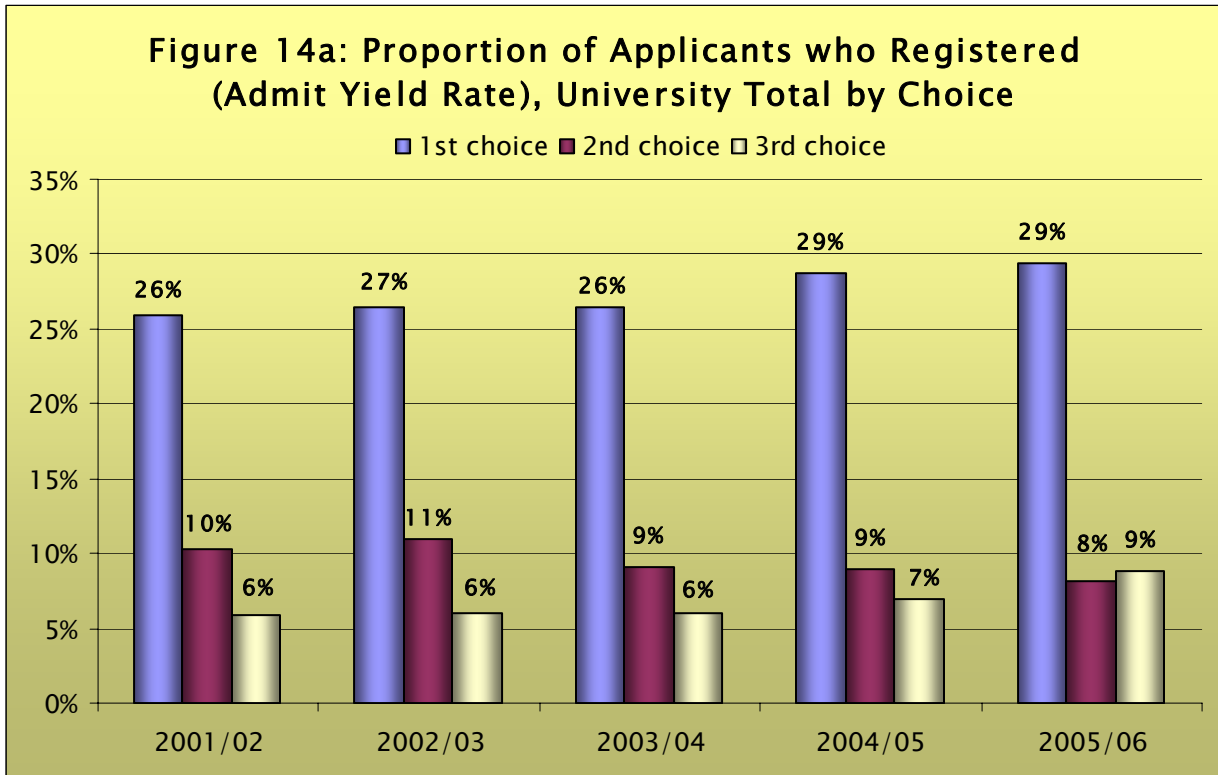
**Commentary:**

Overall, the proportion of applicants who ultimately registered has remained relatively constant since 2001/02, averaging 17% for all Faculties and all choices. As shown in Figure 14a, the admit yield rates by first, second, and third choices have been relatively stable since 2001/02 for the University as a whole and are markedly better for first-choice applicants.

A focus on first-choice applicants only (Figure 14b) shows that the number of applicants who register by Faculty has also remained relatively stable, except for Engineering and Computer Science, where admit yield rates have increased from 20% to 33% over the period between 2001/02 and 2005/06. As a result, Engineering and Computer Science has moved from third position to first overall in terms of registrations/applications for first-choice applicants, indicating that in 2005/06 the desirability of this Faculty among the applicant pool is higher than that for any other Faculty.

**Source:**

Concordia Portal (Enrolment Services and IITS): Undergraduate Admission Main Report



**Challenge Three**  
**Measurement 15**  
**Enroll Yield Rates (Admissions to Registrations)**

**Description:**

Measurement 15 tracks acceptances for undergraduate admission (by first, second, and third choice) in relation to the number who register (“enroll yield rates”). As graduate student data become available, this indicator will also track admit yield rates for graduate student applicants.

**Relation to the Academic Plan:**

Challenge Three of *Moving Ahead* commits Concordia to better coordinate and strategically manage its enrolments. Because the University has grown markedly over the past decade and continues to make progress in reaching a target of 25,000 FTE students, a point has been reached whereby continued growth is not likely sustainable. This growth has raised three interrelated issues:

- Realistic growth given teaching resources and facilities, addressed in Challenge Two and Challenge Seven
- An appropriate balance between undergraduate and graduate studies, addressed Challenge Three
- An appropriate balance between accessibility a desire for enhanced academic excellence, also addressed in Challenge Three (see comments above for measurement 14)

The “enroll yield rate” provides valuable insight into the demand for and desirability of an institution or its programs, and as such, will allow Concordia to balance the demands of these challenges to ensure that resources can be allocated in an efficient manner to ensure desired yield rates. (see comments above for measurement 14) A high enroll yield rate implies that there is a good match between the candidates who are offered admission and those who ultimately decide to register. Eventually, comparable benchmarking data to measure performance relative to other institutions will be provided.

**Definitions:**

Applicants to undergraduate studies may list up to three program choices (degree and concentration, e.g. 1st choice: BSc, Major Biology, 2nd choice: BComm, Major Accountancy, etc.) on a single application; students who are not admitted to their first choice are automatically considered for their second and so on. Choices are not limited to a single Faculty.

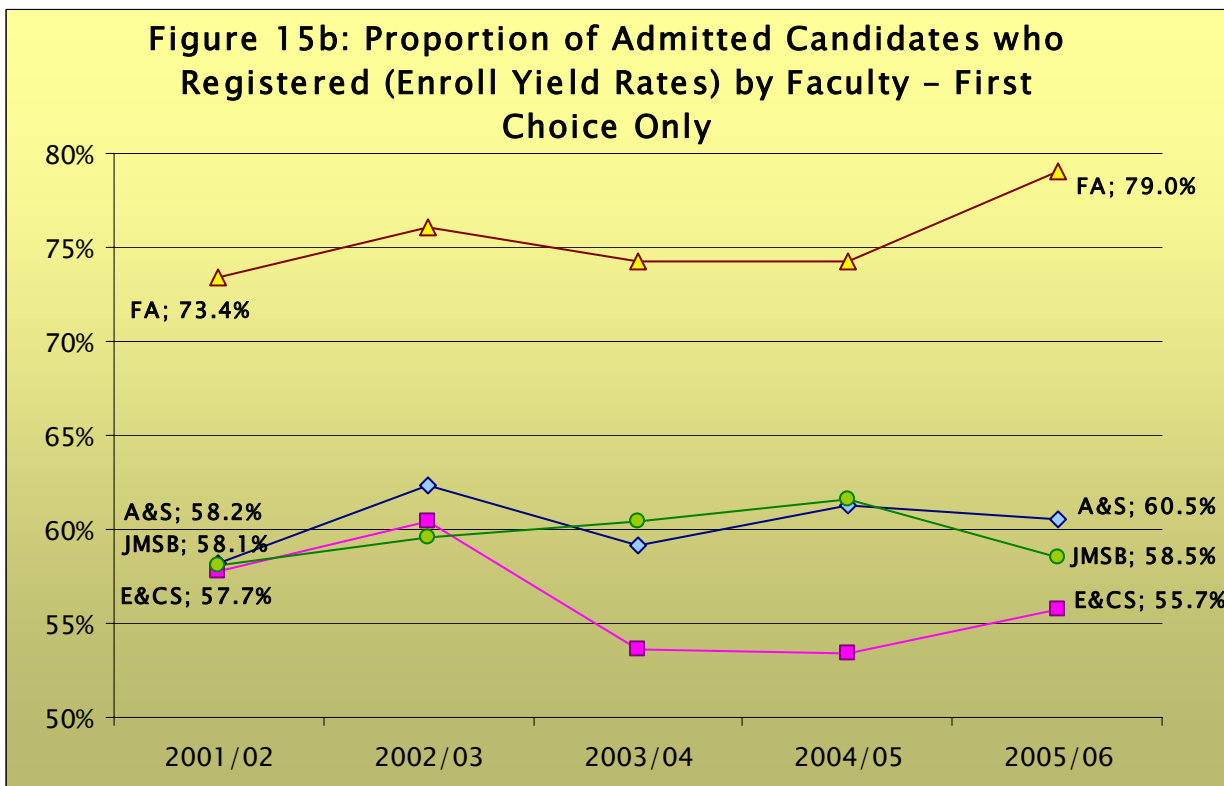
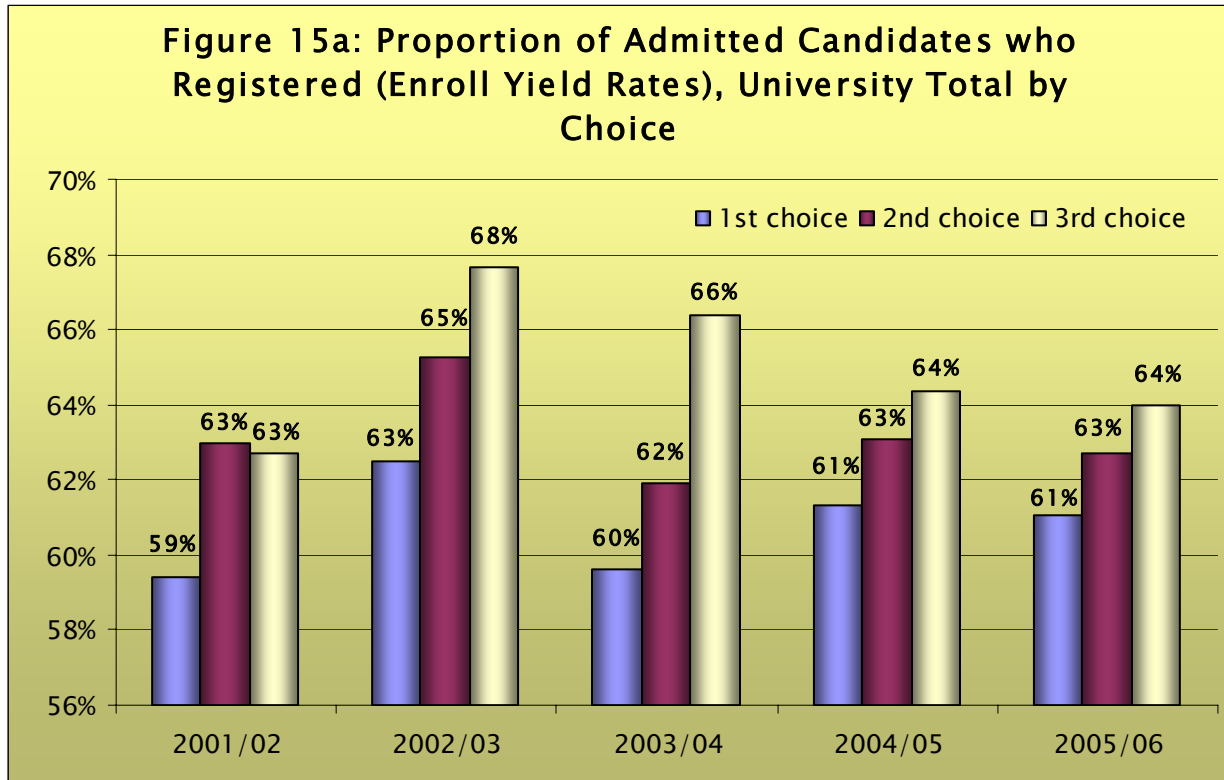
**Commentary:**

Overall, the proportion of admitted students who registered has remained relatively stable since 2001/02, averaging 62% for all Faculties and all choices, as shown in Figure 15a.

A focus on first-choice admitted students only (Figure 15b) shows that enroll yield rates by Faculty have also remained relatively stable. It is particularly notable that the enroll yield rates are much higher in Fine Arts as compared to the other Faculties, with Fine Arts averaging in the mid- to high-70s and the other three Faculties around 60 or slightly below. This finding indicates that students that have been accepted to the Faculty of Fine Arts see this Faculty as their primary option, while those admitted in other Faculties have other options in hand.

**Source:**

Concordia Portal (Enrolment Services and IITS): Undergraduate Admission Main Report



**Challenge Three**  
**Measurement 16**  
**Comparative Average Entering Grade (Defined Population)**

**Description:**

Measurement 16 tracks the average entering grade of first-time registrants in a first-year level of first-entry undergraduate studies who enter directly from a secondary school or CÉGEP.

**Relation to the Academic Plan:**

Challenge Three of *Moving Ahead* commits Concordia to balancing its historical commitment to accessibility with its commitment to academic excellence. Closely related is Challenge Four, which underlines Concordia's commitment to providing a first-class education for its students. Research suggests that the academic success of incoming students plays a major role, albeit not the only one, in the way an institution becomes recognized for its excellence. Prospective students also see it as a measurement of an institution's selectivity, and thus desirability. This measurement allows Concordia to benchmark itself on the one hand against competing universities in the province and on the other with universities of similar size and mission.

**Definitions:**

In the case of Concordia, the 2005 sub-population included 3,003 students. The sub-population is so-defined to allow comparison across institutions.

This measurement uses a conversion of Québec CÉGEP R-Scores (cote de rendement au collégial—CRC) to percents that is calculated at Université Laval by Dr. Denis Savard. All Québec universities that report data to AUCC and to *Maclean's* for their university rankings use this conversion. Other provinces already use the percent system, and as such, conversion is not necessary. Comparative data, while available prior to 2002/03, include a 76% for each Québec CÉGEP student as the conversions were not done at that time. For this reason, academic years prior to 2002/03 have been excluded from this analysis. An independent evaluator and statistician, Christian Genest, validated the methodology for the conversion.

**Commentary:**

As Figure 16a demonstrates, Concordia is tied with Bishop's University for the lowest entering percentage among the reporting Québec universities with 82.4% in 2004/05. While not pictured, the percentage of entering students with 75% or above is the lowest in the province (89.2%), coming in behind Bishop's University (91.8%). Concordia fares better among comprehensive universities.

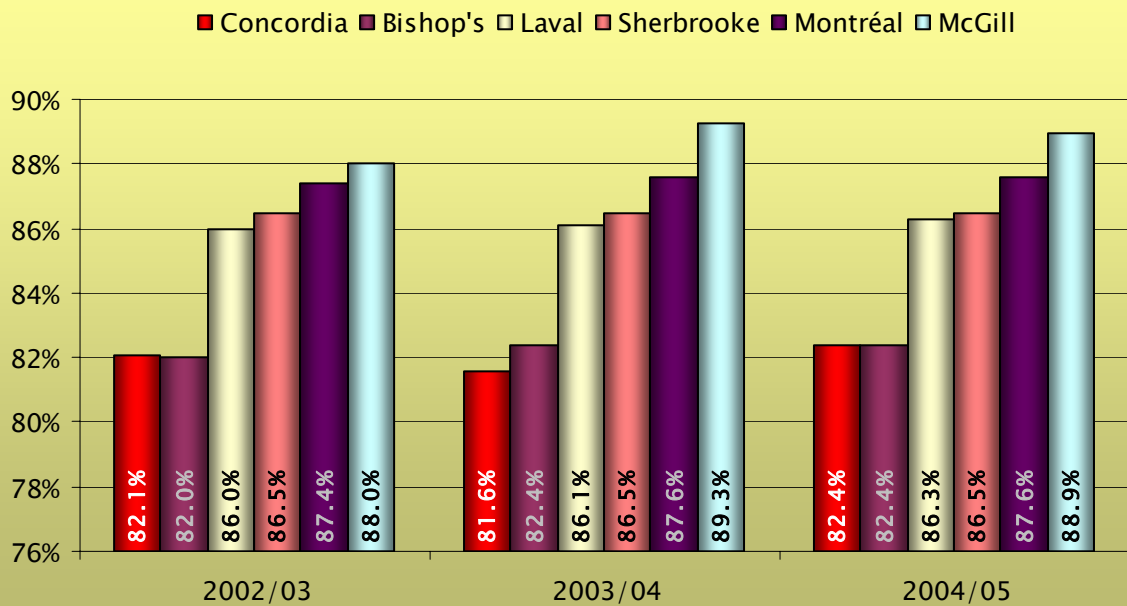
Figure 16b shows that for 2004/05, Concordia's average entering percentage ranked behind Victoria, Simon Fraser, Waterloo, Regina, and Guelph, but ahead of Carleton, Memorial, New Brunswick, Windsor, and York. While not pictured, Concordia's 89.2% of entrants with 75% or above ranks above Carleton, Memorial, New Brunswick, Regina, Windsor, and York, but below the other comprehensive universities, led by Guelph with 99.3%.

Concordia will need to improve its standing in this measurement in Québec if it is to be seen as a legitimate alternative to other Québec universities. Increasing the entering percentage of its student population, while remaining true to Concordia's mission of accessibility, will be strategically important, especially among the applicant base Concordia shares with other Québec universities.

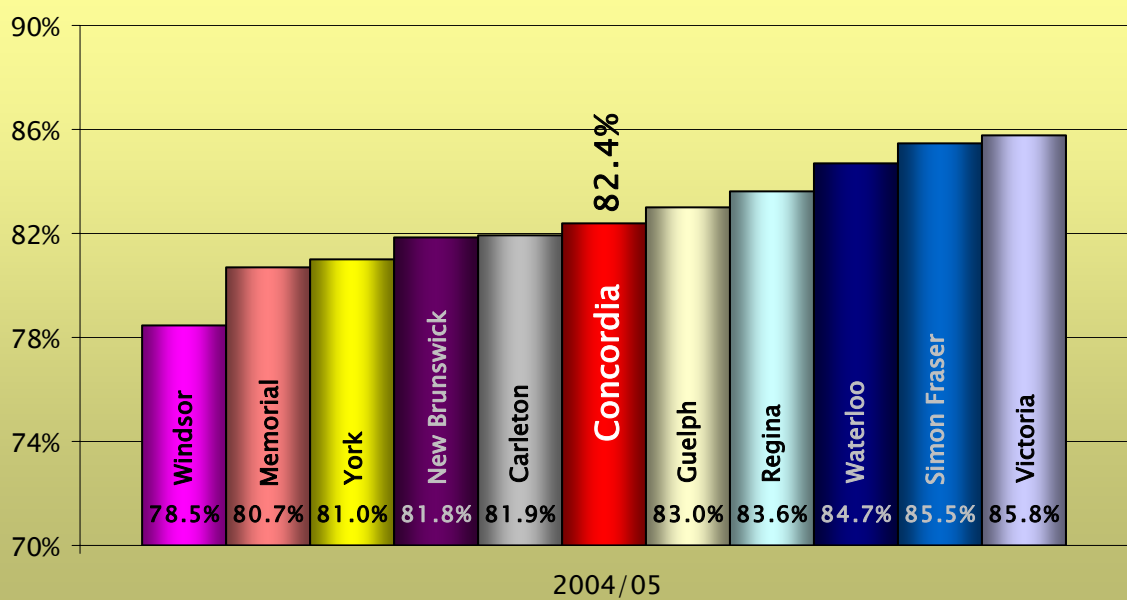
**Source:**

Data submitted annually to the Association of Universities and Colleges of Canada (AUCC) that are also submitted for use in the *Maclean's* rankings exercise

**Figure 16a: Average Entering Grade  
Concordia and other Québec Universities**



**Figure 16b: Average Entering Grade  
Concordia and Other Comprehensive Universities**



**Challenge Three**  
**Measurement 17**  
**Comparative Funding for Graduate Students**

**Description:**

Measurement 17 tracks Concordia's progress toward providing adequate resources for attracting and retaining quality graduate students.

**Relation to the Academic Plan:**

Challenge Three of *Moving Ahead* focuses on the necessity of effectively managing Concordia's student enrolments. One of the strategic decisions taken in the plan calls for increasing graduate enrolment from 12.6% in 2004/05 to 20%, a decision that is tracked in Measurement 13. Another strategic decision reads, "Concordia will aggressively expand funding for graduate students in order to remain competitive in the recruitment and retention of outstanding students." While not the only factor that influences a graduate student's choice of university, financial support is one of the more important.

**Definitions:**

This measurement tracks graduate funding from internal and external sources. Internal-source awards include fellowships and scholarships such as the Women's Entrance Scholarship and awards from the McConnell Endowment. External-source awards include those from government agencies, such as the *Fonds québécois de la recherche sur la société et la culture* (FQRSC), Social Sciences and Humanities Research Council of Canada (SSHRC), and Natural Sciences and Engineering Research Council (NSERC). International fee remissions are not currently tracked.

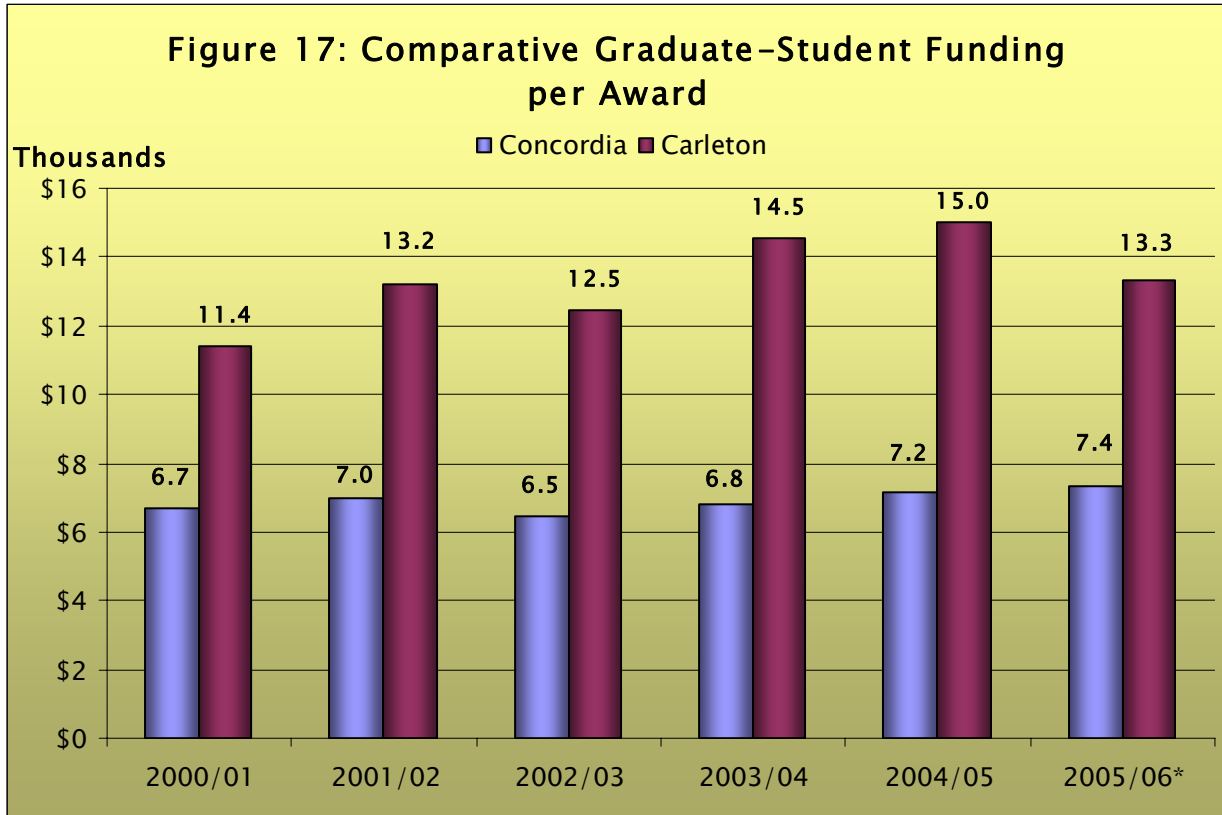
**Commentary:**

Comparative data for this measurement are not readily available, but securing them is a priority. Figure 17 shows that Concordia has increased its per award funding over the past six years, but assuming a 2% inflation rate per year over that time, funding in constant dollars would have decreased. The only currently available comparison data shows that Carleton University's average award began 70% higher than Concordia's in 2000/01, but has increased at a rate only slightly higher than Concordia's (14.3% compared to 10.4%). Carleton, too, has not kept pace with the award amount in terms of constant dollars. The strategic decision recently taken to award 50 tuition remissions to promising Ph.D. candidates for admission to the 2006/07 academic year is meant to help Concordia close the gap between what it offers and what is offered elsewhere.

**Source:**

Concordia Graduate Awards Office (awards data), Carleton University's Data Book (<http://oirp.carleton.ca/databook/index/html/databook.htm> for the comparative data)

Figure Title: Just say "Total Funding" instead of "Total Awards/Total Funding"



**Challenge Three**  
**Measurement 18**  
**Off-Campus Enrolments and Courses**  
**Measurement 19**  
**Web-based Enrolments and Courses**

**Description:**

Measurements 18 and 19 track the number of courses and the number of students enrolled in courses that are offered in non-traditional settings, either off-campus or web-based.

**Relation to the Academic Plan:**

Challenge Three of *Moving Ahead* calls for using e-Concordia, and by extension, other online learning provided by the University, "to advance the academic priorities of the University and to increase off-campus enrolment in credit and non-credit courses." Measurements 18 and 19 also impact Challenge Four, which calls for review of most areas of the University that touch on student education directly to the end that Concordia will provide a "first-class education by offering highly-reputed programs which emphasize excellence in teaching and learning." The proposal for the School of General Studies is an outgrowth of these challenges and will coordinate off-campus and web-based learning to bring them more efficiently into Concordia's mainstream. In this way, Concordia can meet the needs of a portion of its student population that favours off-campus and web-based education, while at the same time encouraging those who are capable of pursuing credit-stream studies to do so.

**Definitions:**

Off-campus courses are those coded as not held on either of Concordia's campuses. Web-based courses are those coded as being offered over the internet. There is still a certain lack of clarity in these definitions. Some web-based courses, for example, require the students to work in computer labs that are located on campus.

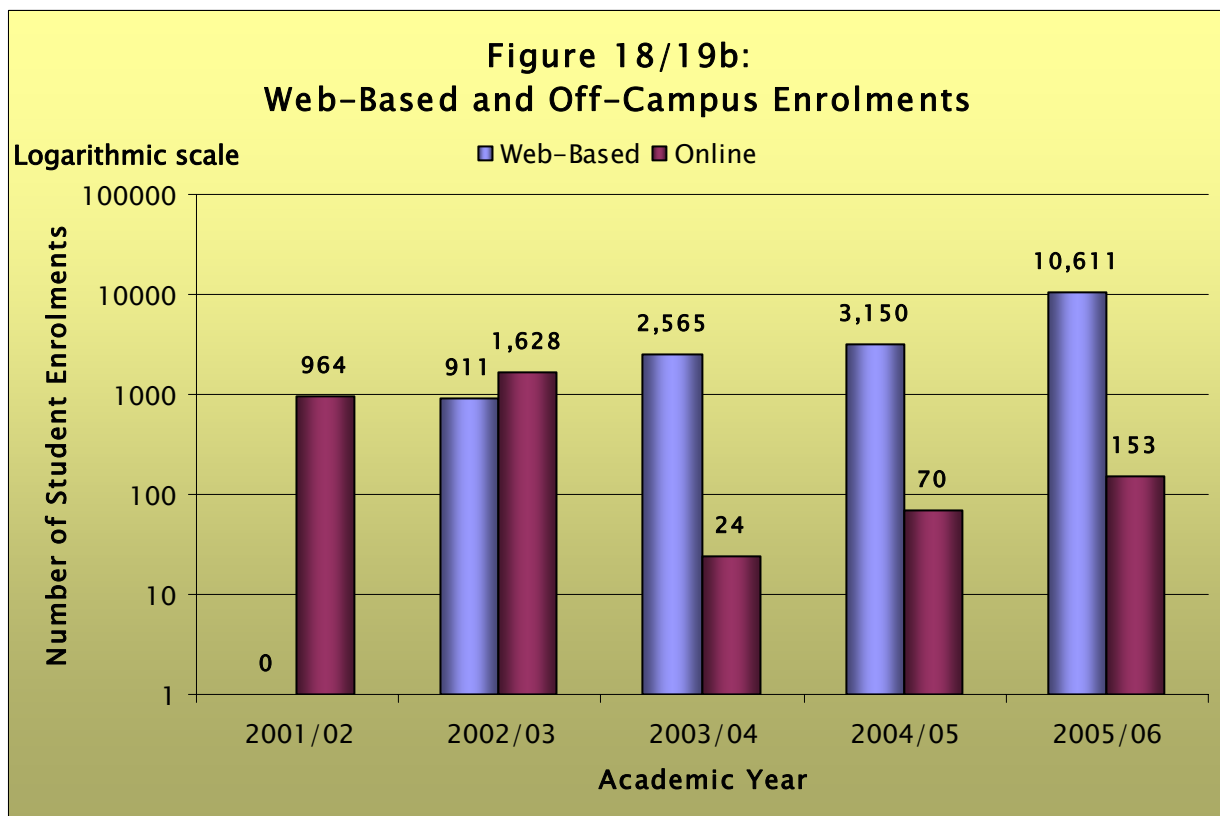
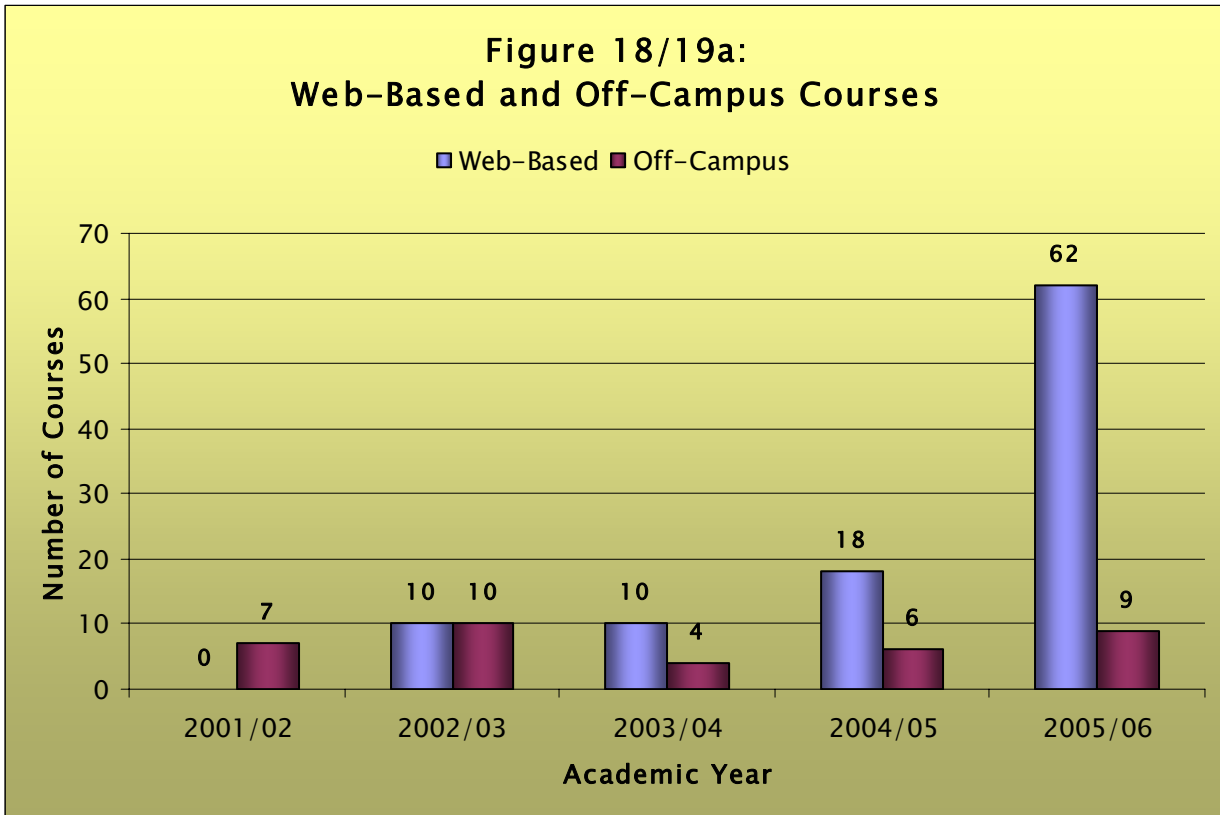
**Commentary:**

Off-campus and web-based courses do not represent a large portion of Concordia's core mission. The number of off-campus courses offered remains uneven, as Figure 18/19a shows, reaching a high of 10 courses in 2003/04. Web-based courses have seen a dramatic increase, with 62 offered in academic year 2005/06. Not all web-based courses offered by Concordia are e-Concordia courses.

The enrolment figures are also striking (Figure 18/19b). Off-campus learning outpaced web-based learning for 2001/02 and 2002/02, but the situation reversed itself dramatically in 2003/04, a situation that has continued. Strategically, web-based courses will be brought under the control of the Faculties in which content expertise lies, and such courses will be used to provide opportunities for students outside Concordia's traditional sphere of geographic influence, as well as to prepare students who will take up residence at Concordia at some time in the future. Off-campus courses will serve a similar purpose.

**Sources:**

Data Warehouse



**Challenge Three**  
**Measurement 20**  
**Non-Credit Enrolments and Courses**

**Description:**

Measurement 20 tracks the number of Concordia students who take non-credit courses in the Centre for Continuing Education.

**Relation to the Academic Plan:**

Measurement 20 touches on Challenge Four of *Moving Ahead*, which calls for review of most areas of the University that touch on student education directly such that Concordia will provide a “first-class education by offering highly-reputed programs which emphasize excellence in teaching and learning.” The proposal for the School of General Studies is an outgrowth of this challenge and will bring the non-credit student body into Concordia’s mainstream. Such a course of action will meet the needs of this student population while at the same time encouraging those who are capable of pursuing credit-stream studies to do so.

**Definitions:**

Non-credit students are those enrolled in Concordia through the Centre for Continuing Education. They receive Concordia certification for completing specified courses of study, such as the certificate in e-commerce, or in financial management, but are not enrolled in a degree program at Concordia unless doing so concurrently. The Centre for Continuing Education is a “for-profit” enterprise, and must meet its financial obligations on its own, as it receives no provincial funding. Profit, if any, is returned to the University.

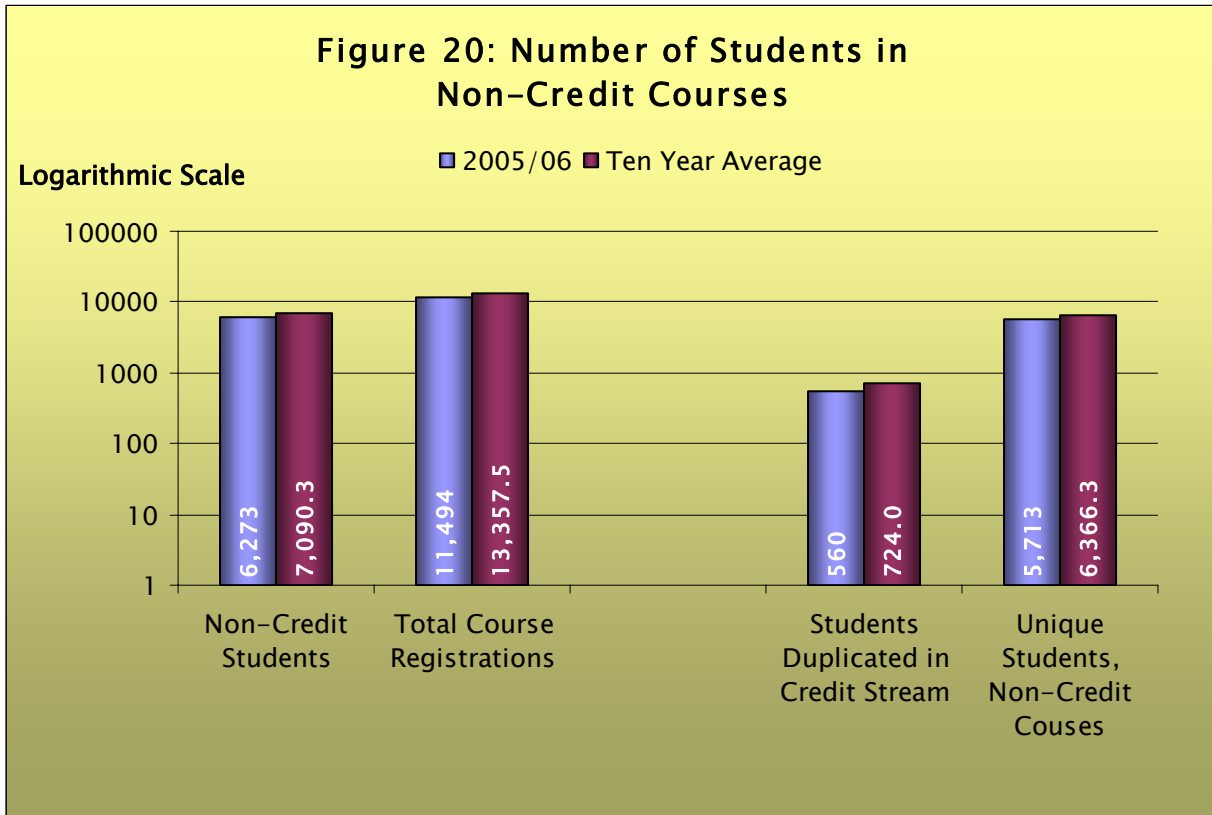
The academic year of Continuing Education (begins with fall) and that of Concordia University’s Credit stream (begins with summer) have been harmonized to allow comparison across the two streams.

**Commentary:**

The number of students enrolled in non-credit courses at Concordia, which reached a peak of 8,247 students in 2001/02, has steadily declined since that time, standing at 6,273 in 2005/06. At any given time, approximately 10% of non-credit students are duplicated in Concordia’s credit stream, generally representing students who are working in either preparatory or concurrent programs aimed at developing their language skills to the point where success at Concordia can be achieved. Non-credit students as a percentage of the total Concordia student body reached a high of 20.3 % in 2000/01, but stands at only 12.9% in 2005/06.

**Sources:**

Data Warehouse, Continuing Education Tables



**Challenge Four**  
**Measurement 21**  
**Student Satisfaction**

**Description:**

Measurement 21 examines how satisfied Concordia students are with their university experience.

**Relation to the Academic Plan:**

Challenge Four of *Moving Ahead* commits Concordia to provide, "a first-class education by offering highly reputed programs which emphasize teaching and learning." While a student may not have a full appreciation of his or her Concordia experience while in residence at the University, it is fair to assume that immediate reactions give an indication of the quality of the experience in a general sense. Knowing how Concordia is meeting student expectations of their university experience can also allow for strategic targeting of areas that need improvement. Such knowledge also allows prioritizing these areas.

The current year information emanates from certain questions in the reputation and image survey. Fuller analysis will be available once the results of the National Survey of Student Engagement have been received. Currently, there have been 3,828 student responses, giving a margin of error of  $\pm 1.58\%$ , 19 times out of 20. The ratio of undergraduates to graduates was 79/21, and the ratio of Cycle One to Cycle Two to Cycle Three was 79/17/4. The ratio of full- to part-time students was 80/20. The Strategic Counsel will provide further detailed analysis.

**Definitions:**

Students were asked to provide responses to the following statements on a five-point Likert scale, from "strongly agree" to "strongly disagree."

1. I would have no hesitation recommending Concordia to family or friends as a place to study.
2. The atmosphere at Concordia is tolerant and inclusive.
3. There is enough interaction between professors and students at Concordia.
4. Concordia is a university that is "on the move."
5. Concordia is well-known for the program in which I am enrolled.
6. The labs and facilities at Concordia provide the latest technologies.
7. There is too much conflict at Concordia.

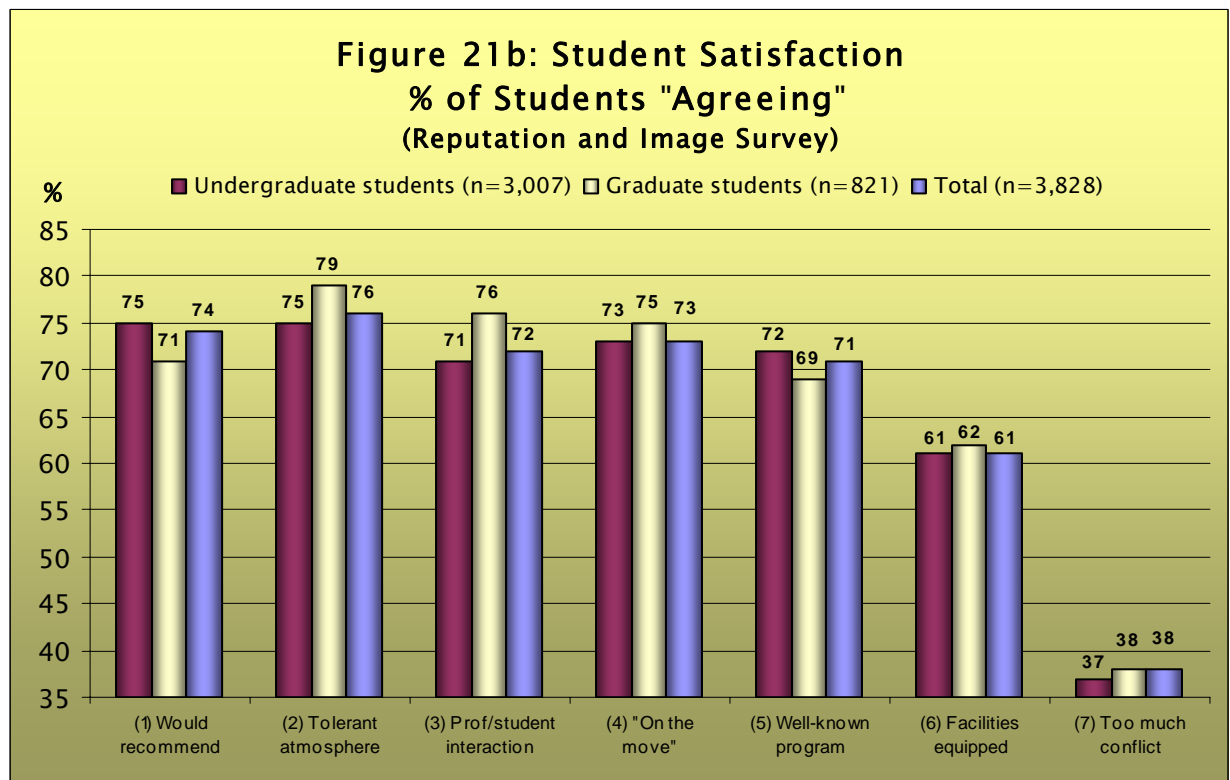
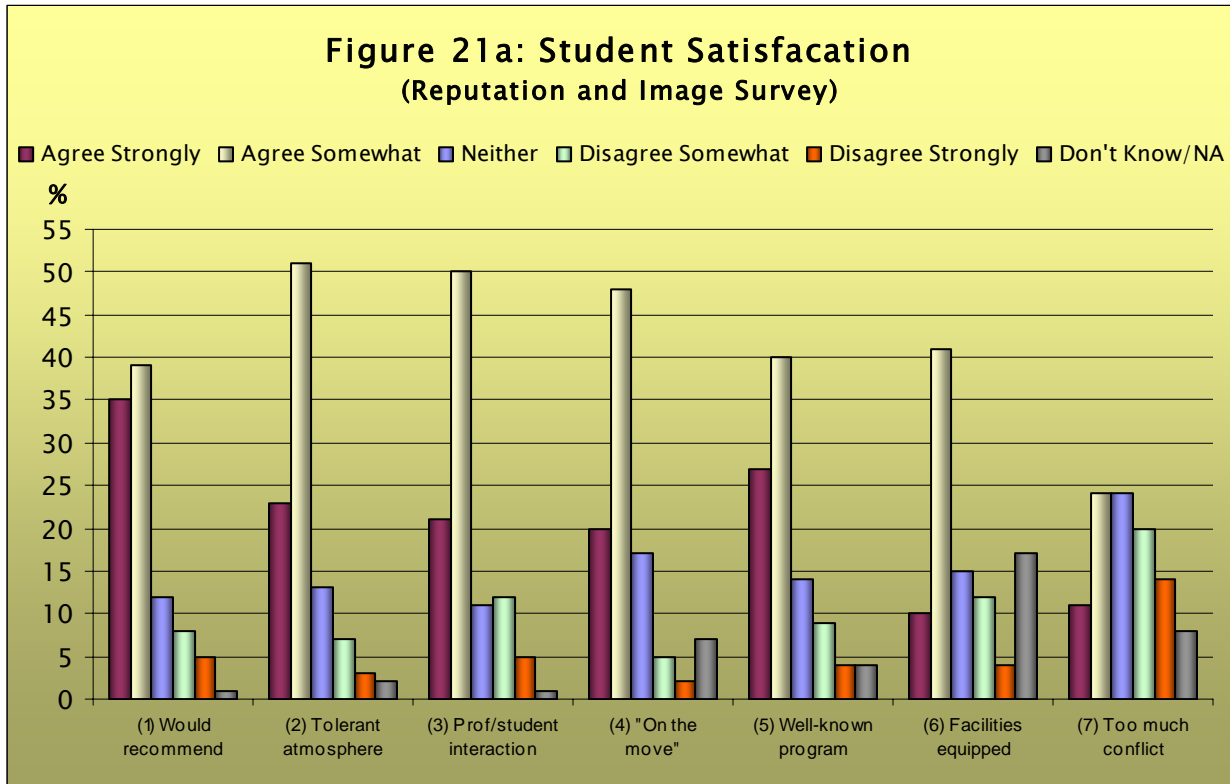
**Commentary:**

Figure 21a shows that in general, Concordia students feel good about their experience along these seven parameters. Of particular interest is the percentage of students who would recommend Concordia to family or friends (35% strongly agreed with this statement, and another 39% agreed). This indicates a very positive opinion of the overall experience at Concordia. Student opinion of Concordia's professor/student interaction and facilities, while mixed, indicates that these two areas have the highest percentage of students who supplied negative responses in these two areas: 17% and 16%, respectively.

Looking at Figure 21b, it appears that undergraduate students feel less strongly about the quality of professor student interaction and atmosphere, while graduate students feel less strongly about recommending Concordia or that their program at Concordia is well known. Further analysis will examine whether these differences are significant. Concordia's strategic planning already targets some of these areas, such as professor/student interaction and facilities, and the process continues.

**Sources:**

Reputation survey work conducted by The Strategic Counsel in April 2006.



**Challenge Four**  
**Measurement 22**  
**Teaching Effectiveness (In Progress)**

**Description:**

Measurement 22 will track teaching effectiveness by full- and part-time professors at Concordia. This measurement currently tracks only full-time professors.

**Relation to the Academic Plan:**

Challenge Four of *Moving Ahead* explains that, "Concordia must provide its students with a first-class education by offering highly reputed programs which emphasize excellence in teaching and learning." This challenge's strategic decisions include, "Concordia will continue to insist that all newly hired professors must demonstrate that they are effective teachers and that fine teaching is an integral aspect of all professors' academic performance." A corollary strategic decision points to the necessity of having effective remedial teaching services to help achieve these goals. Currently, this measurement uses data from 2004/05 student course evaluations. This was the first year all six Faculty/Faculty Sectors used the same approximate form, and historical data are therefore unavailable. Data were restructured to permit descriptive, parametric, and non-parametric analyses.

**Definitions:**

There is no universally agreed upon definition of teaching effectiveness, nor are there universally accepted methods for its measurement. In general, however, the research literature on university teaching effectiveness suggests that while imperfect, student evaluations of teaching performance tend to be reliable and are generally valid. This year's measurement will examine data for full-time professors only. There are six different forms for student course evaluation at Concordia among full-time professors: one each for the Faculties of Engineering and Computer Science, Fine Arts, and the John Molson School of Business. As well, there is one each for the following sectors in Arts and Science: Humanities, Science, and Social Science. Four common-themed questions appear on each form by agreement with the Concordia University Faculty Association, asking the student to rate, respectively:

1. The course,
2. The professor,
3. The student's perceived learning, and
4. The professor's availability.

For the purpose of the current measurement, themes are considered equivalent, and statistical corrections have been made to account for varying scales and poles. On the 1-5 Likert scale, scoring lower is better for the way this analysis was structured.

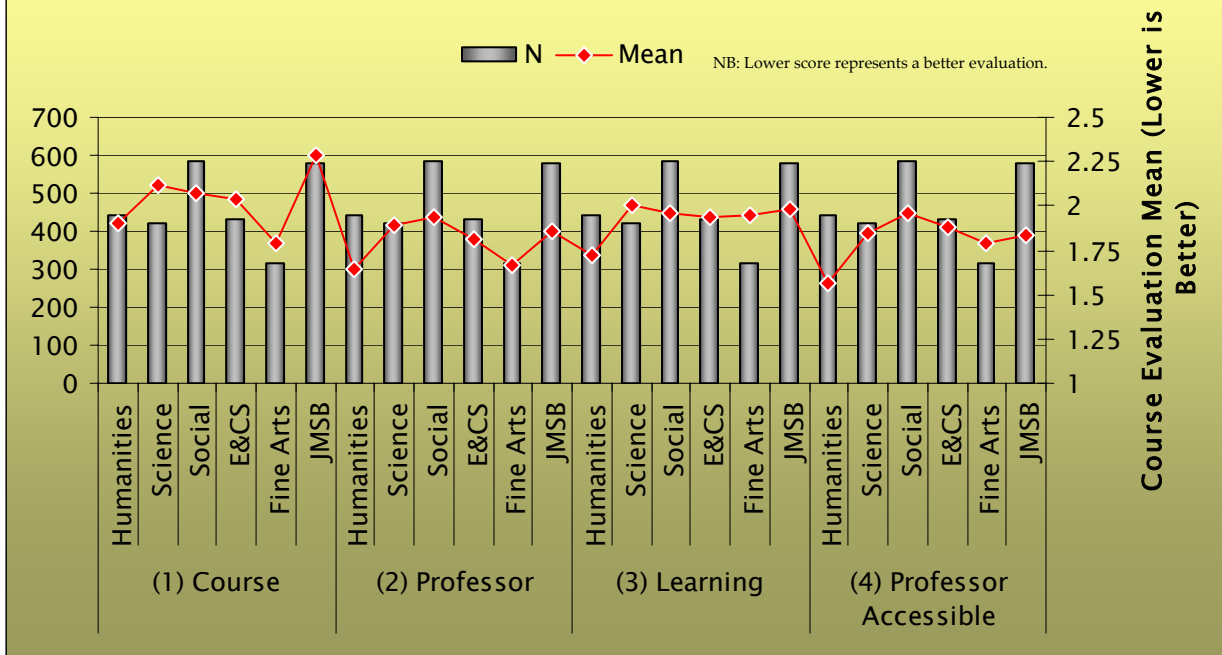
**Commentary:**

Figure 22a shows the descriptive statistics for the full-time professor course evaluations for 2004/05. The lower the data point on the secondary Y axis (1-2.5), the better the student impression of that particular construct. Because the data are not normally distributed, further analysis using parametric methods were discarded and a Kruskal-Wallis test was run, which uses rank ordering in place of means to derive an approximate non-parametric equivalent to an analysis of variance. This test suggested that on all four questions, significant differences exist among faculties. Further analysis to identify exact differences and reasons will need to be conducted. Figure 22b shows each Faculty compared with the Concordia mean. The provisional nature of this measurement cannot be overstated.

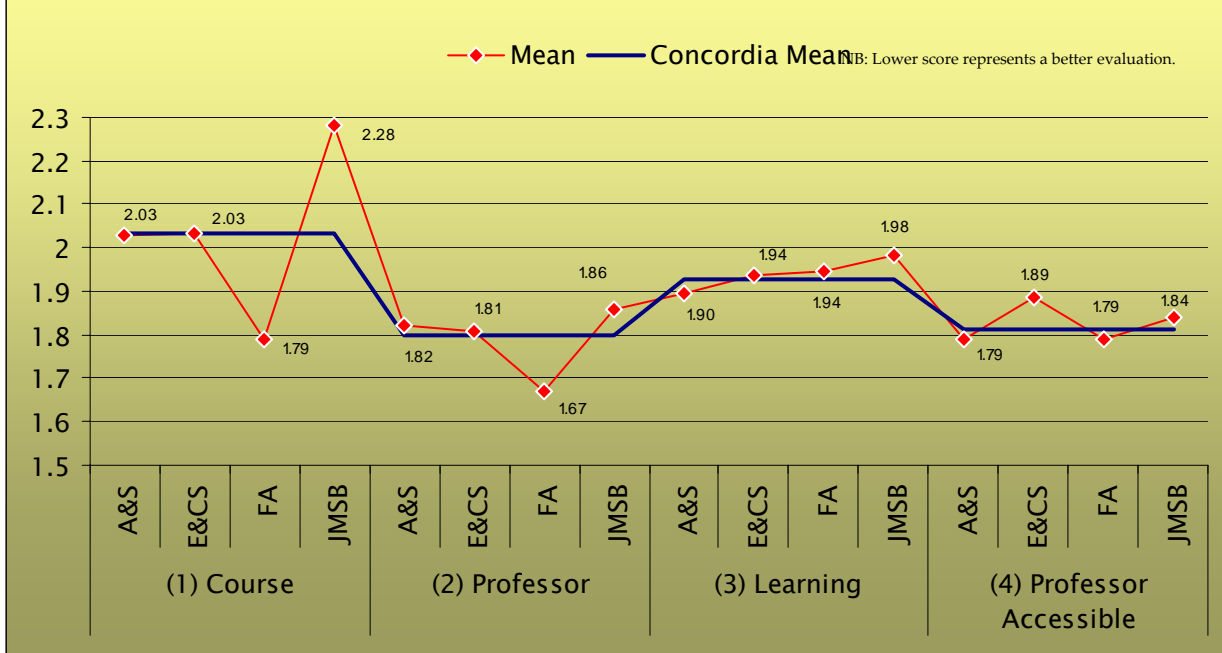
**Sources:**

Concordia's Data Warehouse, CEVAL tables

**Figure 22a: Student Course Evaluation  
Academic Year 2004/05 – Full-Time Professors Only,  
Number of Respondents and Mean by Sector**



**Figure 22b: Student Course Evaluation  
Academic Year 2004/05, Full-Time Professors Only,  
By Faculty Compared to the Overall Mean**



**Challenge Four**  
**Measurement 23**  
**Undergraduate Class Size**

**Description:**

Measurement 23 tracks the distribution of Cycle One classes in specific size ranges at the 1st/2nd-year and 3rd/4th-year levels.

**Relation to the Academic Plan:**

Challenge Four of *Moving Ahead* states that, “Concordia must provide its students with a first-class education by offering highly reputed programs which emphasize excellence in teaching and learning.” Smaller class sizes tend to have a positive impact on the quality of the learning experience because of greater access to the professor and more opportunities for small-group cooperative work. There are, however, other variables that affect student learning. Still, the class-size measurement provides some insight into the level of resources dedicated to teaching and learning and compares Concordia’s performance with data available from other Québec institutions as well as with the comprehensive universities.

**Definitions:**

For each of the following class-size intervals (1-25, 26-50, 51-100, 101-250, 251-500, and >500), the number of course registrants in each interval at the 1st and 2nd year and 3rd and 4th years is provided. The measurement consists of the percentage of registrants in each of the interval ranges.

**Commentary:**

Concordia has always fared well when looking at course size. At the 1st/2nd-year level (Figure 23a), Concordia has been consistently ranked second overall among the comprehensive universities with about 12% of classes in the 1 to 25 range; 30% in the 26 to 50 range; 40% in the 51 to 100 range, and 18% in classes of more than 100 students.

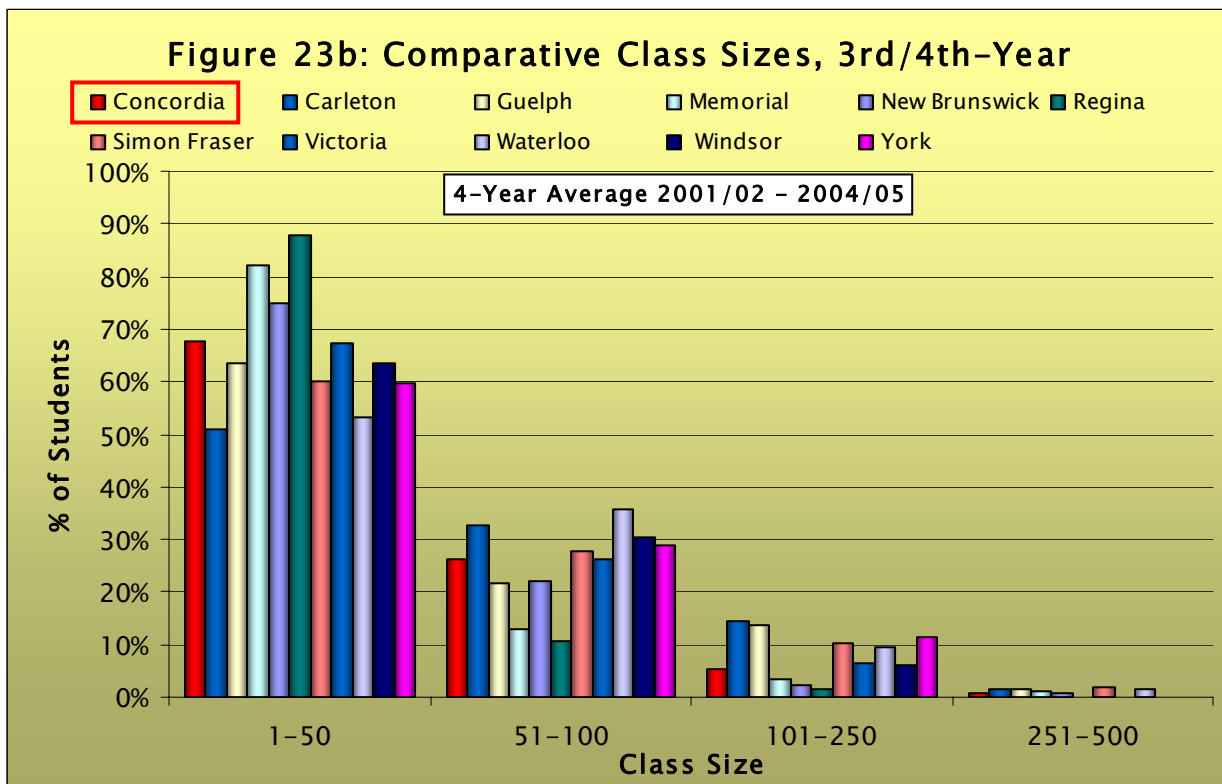
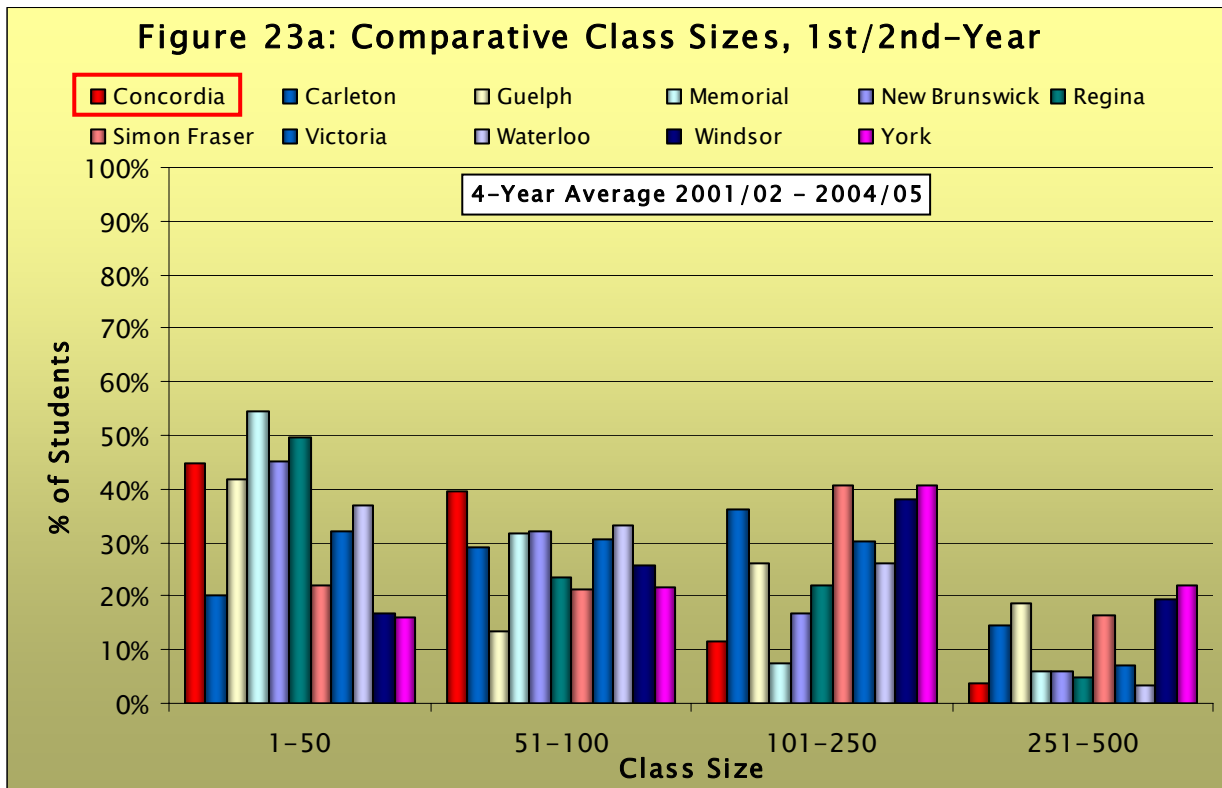
At the 3rd/4th-year level (Figure 23b), Concordia has been consistently ranked in the top 5 with the following distribution: 25% (1 to 25 students); 38% (26 to 50 students); 33% (51 to 100 students); and 4% (more than 100 students). It is especially gratifying that the University has been able to maintain its commitment to the provision of small classes in spite of budgetary constraints. Figures 23a and 23b provide an *aggregate* view of class-size data for comprehensive universities only.

In addition, to make clearer the comparison with comprehensive universities in the mid-size class area where Concordia is not historically superior, the first category aggregates classes that are between 1 and 50 students.

Among the other large institutions in Québec, which include McGill, Montréal, Laval, and Sherbrooke:

- Concordia has led McGill University consistently by a wide margin in all class-size ranges at the critical 1st- and 2nd-year level; at the 3rd- and 4th-year level, however, both institutions are similar.
- In the mid-level ranges (i.e., 26-51 and 51-100) for the 1st and 2nd year, Concordia leads the other large Québec institutions for the most part. The same holds true at the 3rd- and 4th-year levels.

**Source:** Data submitted annually to the Association of Universities and Colleges of Canada (AUCC) that are also submitted for use in the *Maclean’s* rankings exercise



**Challenge Four**  
**Measurement 24**  
**Prevalence of “Active Learning” (Deferred Measurement)**

**Description:**

Measurement 24 will seek to determine the prevalence of student engagement in “active learning” at Concordia.

**Relation to the Academic Plan:**

Challenge Four of *Moving Ahead* commits Concordia to provide a first-class education for its students. Students who are actively engaged in their discipline of study are thought to learn more and to learn in greater depth. In this way, Measurement 24 is closely related to Measurement 23 on class size.

Concordia participated this year in the National Survey of Student Engagement, which includes a section on active learning. These data will be available in August 2006, and will be compiled with data collected in the course of other initiatives to present a baseline of active learning at Concordia and to benchmark Concordia’s performance in this area with peer institutions.

**Definitions:**

“Active learning” can take many forms. Students who are engaged in laboratory work can be said to be engaged in “active learning,” as can students who are working closely together with professors on research projects that take place outside a laboratory. Definitions will continue to be refined over the coming year, and measures will be taken to examine the amount of active learning taking place at Concordia.

**Commentary:**

**Sources:**

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**Challenge Four**  
**Measurement 25**  
**Comparative Expenditures for Academic Support Services**

**Description:**

Measurement 25 tracks Concordia's progress toward providing adequate resources for its academic support services.

**Relation to the Academic Plan:**

Challenge Four of *Moving Ahead* commits Concordia to providing, "a first-class education by offering highly reputed programs which emphasize excellence in teaching and learning." One of the strategic decisions reads, "Concordia will review its library and academic support services to determine how effective they are and, if appropriate, how they can be improved," and calls for a measurement to "track improvements in this area by Concordia compared to other comprehensive universities across Canada."

**Definitions:**

Academic support services that comprise this measurement include the library, the Dean of students and the Dean's office, counselling and chaplaincy services, career guidance and placement services, intramural and intercollegiate athletics, student health services, student accommodation services, student transportation services, grants to student organizations, including the student union, student programs, and student daycare centres.

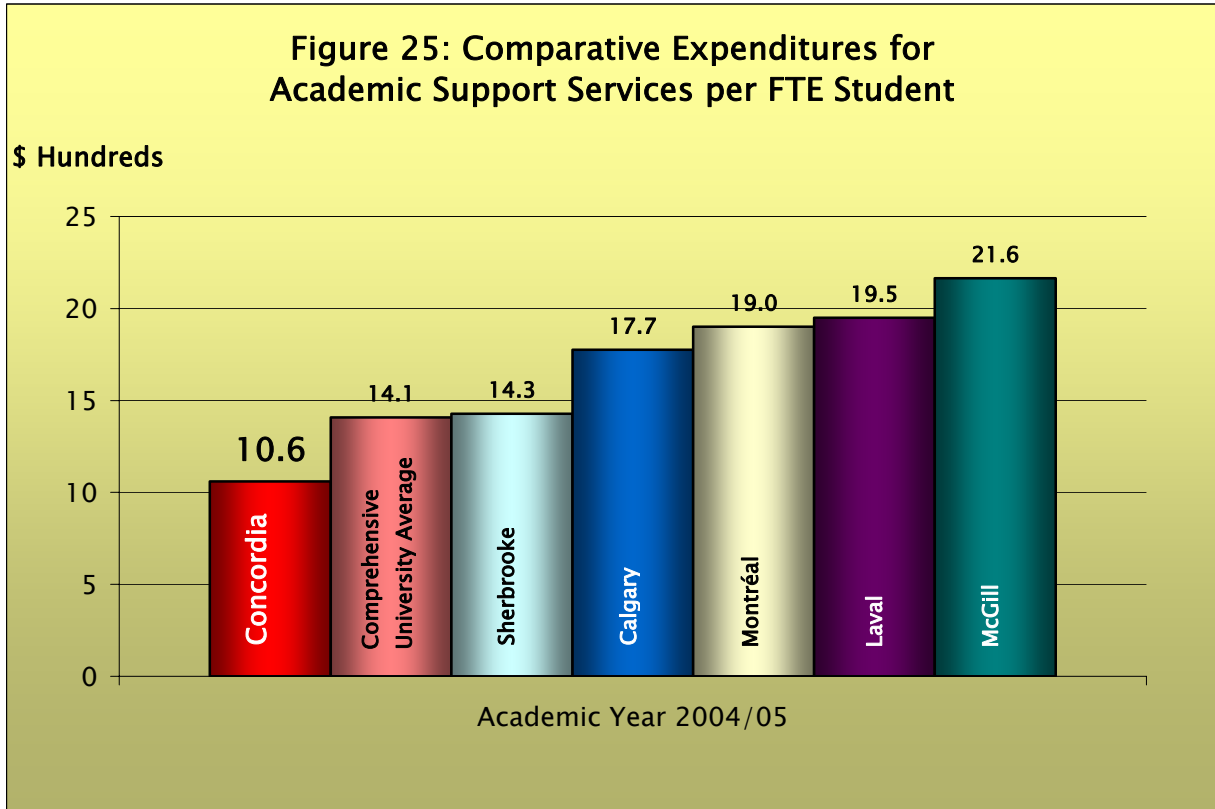
**Commentary:**

Figure 25 shows that Concordia trails its sister and peer universities in spending on academic support services. The average of the other comprehensive universities reporting (i.e., Concordia, Carleton, Guelph, New Brunswick, Regina, Victoria, Waterloo, and Windsor) spent \$348 per FTE student more than Concordia in academic year 2004/05. To meet this level, Concordia would have to commit an additional \$8.35 million based on the FTE figure for academic year 2005/06. This increase would also bring Concordia into line with the Université de Sherbrooke. From that point, Concordia would need to add between \$716 and \$1,106 per FTE to come into line with our sister institutions in Québec, which would require between \$17.18 million and \$26.54 million.

To increase its attractiveness both within Québec and beyond, Concordia will need to develop an incremental, strategic approach to bring its expenditures in this area in line with other comprehensive universities.

**Source:**

Data submitted annually to the Association of Universities and Colleges of Canada (AUCC) that are also submitted for use in the *Maclean's* rankings exercise



**Challenge Four**  
**Measurement 26**  
**Retention Rates of Bachelor's Degree-Seeking Students**

**Description:**

Measurement 26 tracks Bachelor's-degree-seeking student retention for full-time cohorts (i.e., students who start their degree program in the same academic year) that entered Concordia between 1998 and 2004.

**Relation to the Academic Plan:**

Challenge Four of *Moving Ahead* commits Concordia to provide its students with a first-class education in which there is particular emphasis on excellence in teaching and learning. One of the strategic decisions for this challenge is to improve student retention and graduation rates. Although the majority of Concordia's students are academically successful, several do not develop the appropriate tools and motivation to succeed in their studies, even though the University provides academic support services that include a wide-variety of advising and counselling options, as well as library and computing services.

According to the retention literature, because most attrition occurs between the first and second years, one of the most important individual retention measures is the number of students who return to the institution after their first year of study. There are, however, many reasons students are not retained—in many cases the circumstances are not related to academic programming or the quality of services. In fact, 100% retention is neither realistic nor desirable.

**Definitions:**

Data for Measurement 26 is based on Concordia's first submission (in March 2006) to the Consortium for Student Retention Data Exchange (CSRDE). The Oklahoma-based CSRDE consists of approximately 450 public and private 4-year institutions from around the United States, Canada, Guam, and Puerto Rico. The data submitted consist of the retention and graduation information for *first-time, full-time baccalaureate degree-seeking freshman cohorts* aggregated by all disciplines. This definition allows comparison on the same parameters across institutions. Participation in the CSRDE will provide Concordia with valuable benchmarking information for this important output measurement.

**Commentary:**

As indicated by Figure 26a, there has been a noticeable improvement in 1st- to 2nd-year retention between the 1998 and 2004 cohorts (from 85.2% to 89.9% respectively). Over the period, women have persisted at slightly higher rates than men. Male students improved at a faster rate (83.9% to 89.2%; an increase of 6.6%) than women (86.3% to 90.4%; an increase of 4.8%), however.

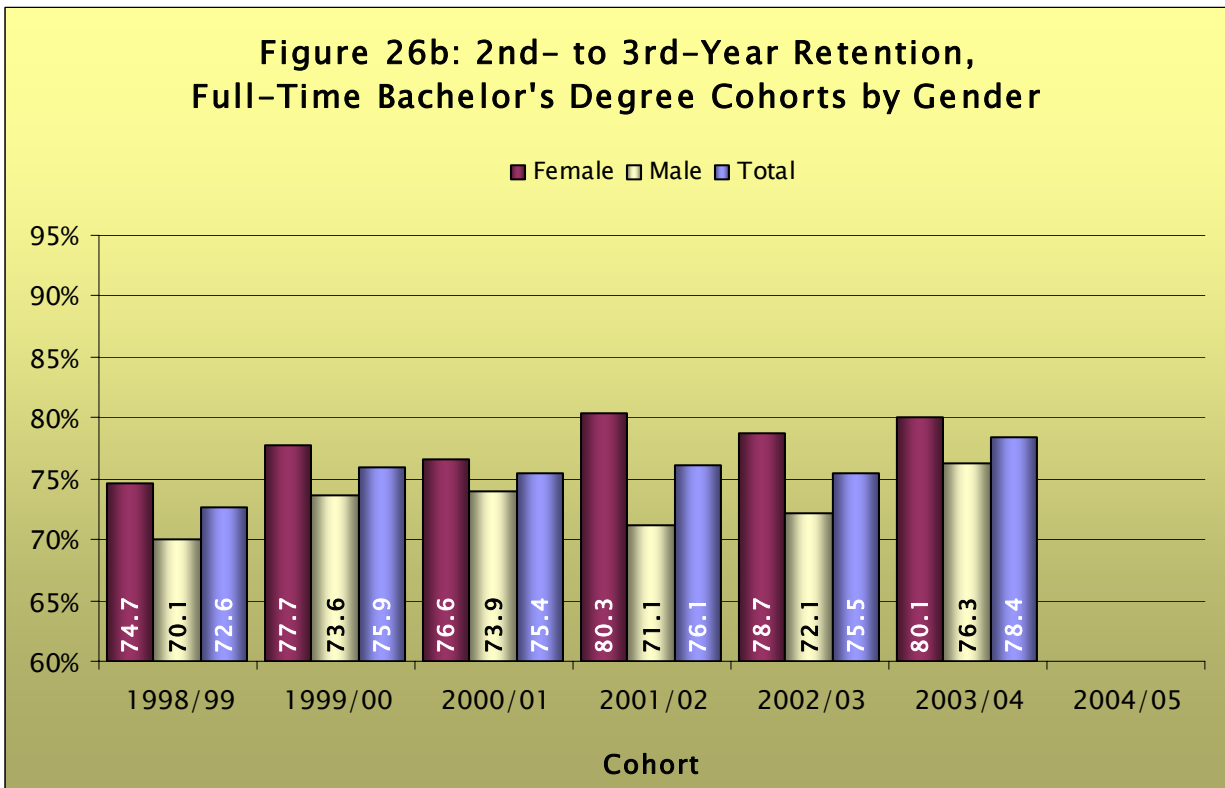
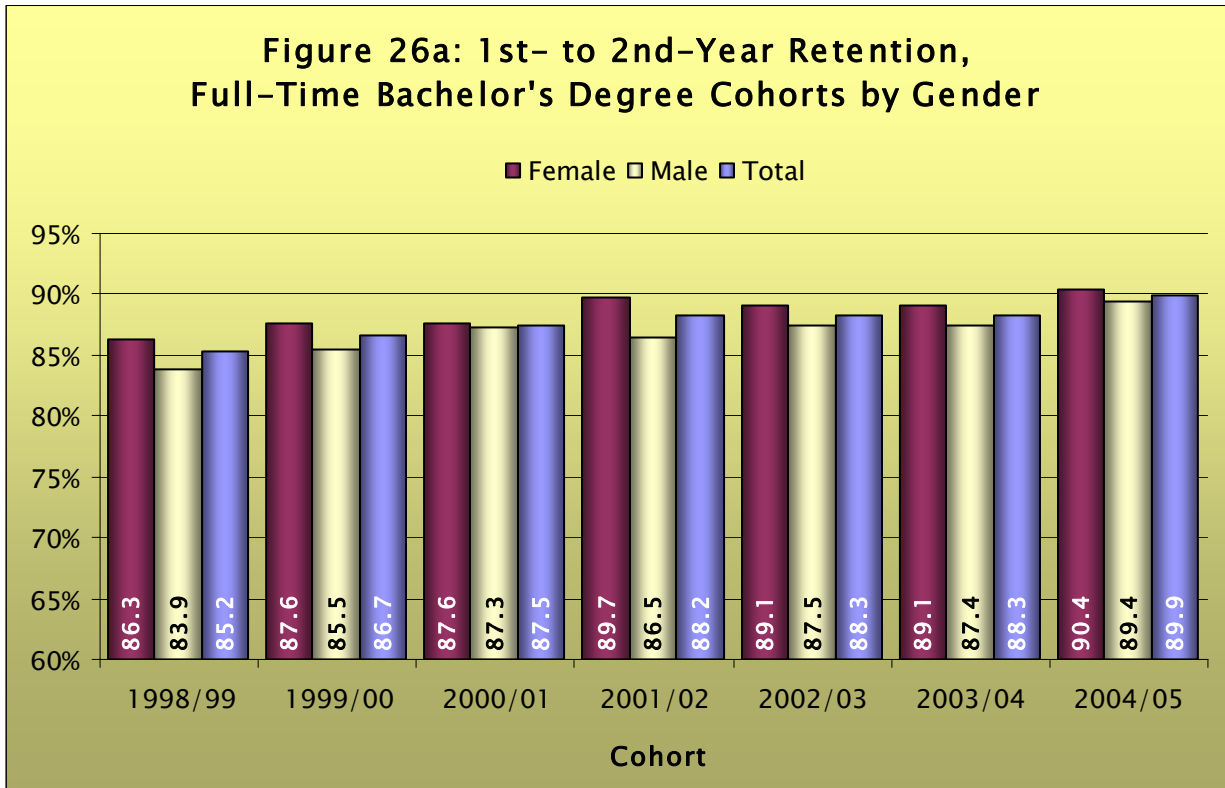
A similar trend of improvement was observed in continuation rates for subsequent years (i.e., 2nd to 3rd; 3rd to 4th, etc.). It is notable that the improvement in 2nd- to 3rd-year retention was higher than for 1st to 2nd year; men's retention rates increased by 8.8% and women's by 7.2%.

Finally, a well-worn dictum found in the retention literature states that retaining students for whom success at university is possible with the proper support is less costly than recruiting new ones.

**Sources:**

Concordia's submission to the Consortium for Student Retention Data Exchange – March 2006

Figure Titles: "Bachelor's Degree" and "Full-Time"



**Challenge Four**  
**Measurement 27**  
**Students with Failed Status**

**Description:**

Measurement 27 tracks the number of students with failed status (on a cohort basis) by Faculty and Cycle. This measurement will provide a measure of the progress made in improving student success.

**Relation to the Academic Plan:**

Challenge Four of *Moving Ahead* commits Concordia to provide its students with a first-class education in which there is particular emphasis on excellence in teaching and learning. Although the majority of Concordia's students are academically successful, a small minority do not develop the appropriate tools to succeed in their studies, even though the University provides academic support services that include a wide-variety of advising and counseling options as well as library and computing services. Challenge Three's commitment to enrolment management will create conditions necessary to service the needs of marginal or at-risk students. Addressing these challenges will require Concordia to pay additional attention to failing students when creating necessary conditions for student success are within the University's control. This task will fall under the purview of the School of General Studies.

**Definitions:**

The data are cohort-based, tracking the total number of new or transfer students in any academic year. Cycle One students are assessed as failed according to the following: An Annual Weighted Grade Point Average (WGPA) for each student is calculated at the end of each academic year (including the Summer, Fall and Winter terms), provided that the student has attempted a minimum of 12 credits.<sup>3</sup> If the annual WGPA is less than 1.50, the student will be assessed as failed. Students assessed with a WGPA of between 1.50 and 1.99 are placed on conditional standing. These students will be assessed as failed if they do not attain acceptable standing (i.e., WGPA of at least 2.00) at the next assessment. In Cycle Two and Cycle Three, the academic progress of students is monitored on a periodic basis. To be permitted to continue in the program, students in doctoral and master's programs must maintain a cumulative Grade Point Average (GPA) of at least 3.00 based on a minimum of 12 credits. Students whose GPA falls below 3.00 are considered to be on academic probation during the following review period. Students whose GPA falls below 3.00 for two consecutive review periods are withdrawn from the program.

**Commentary:**

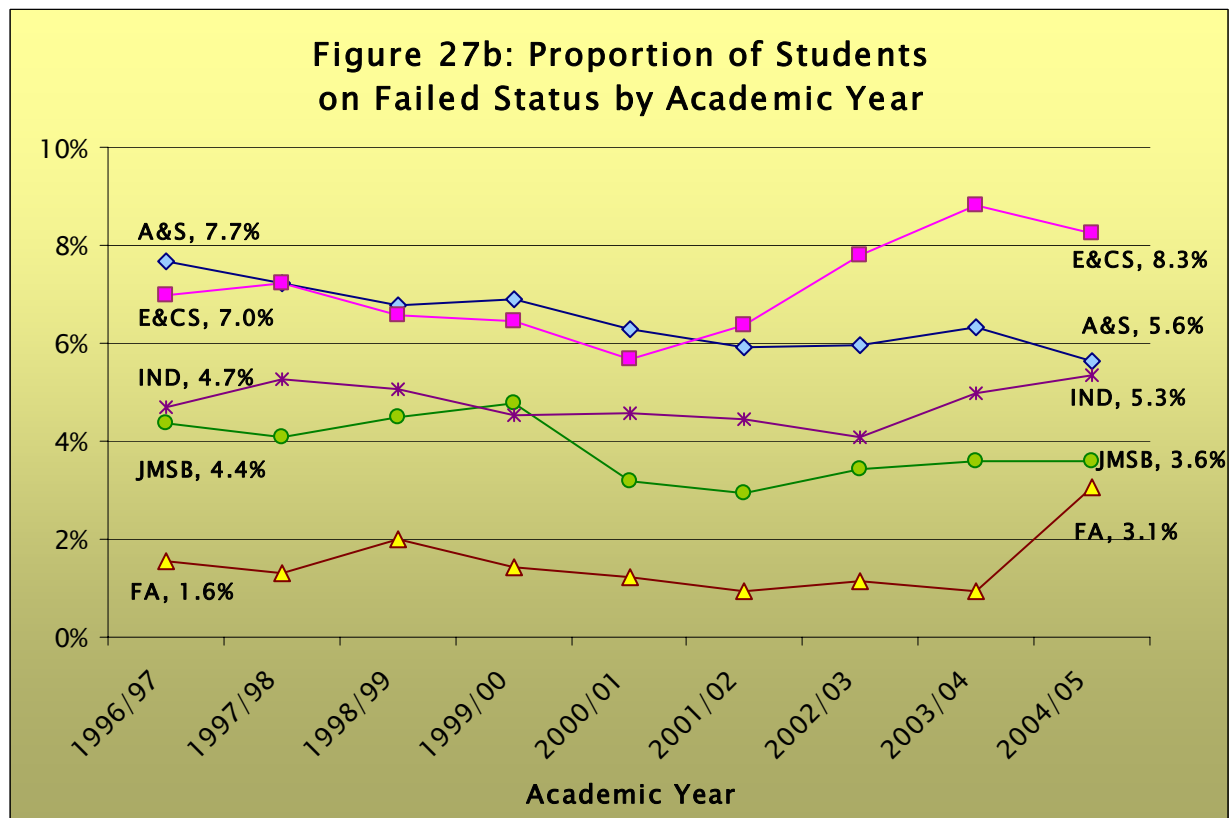
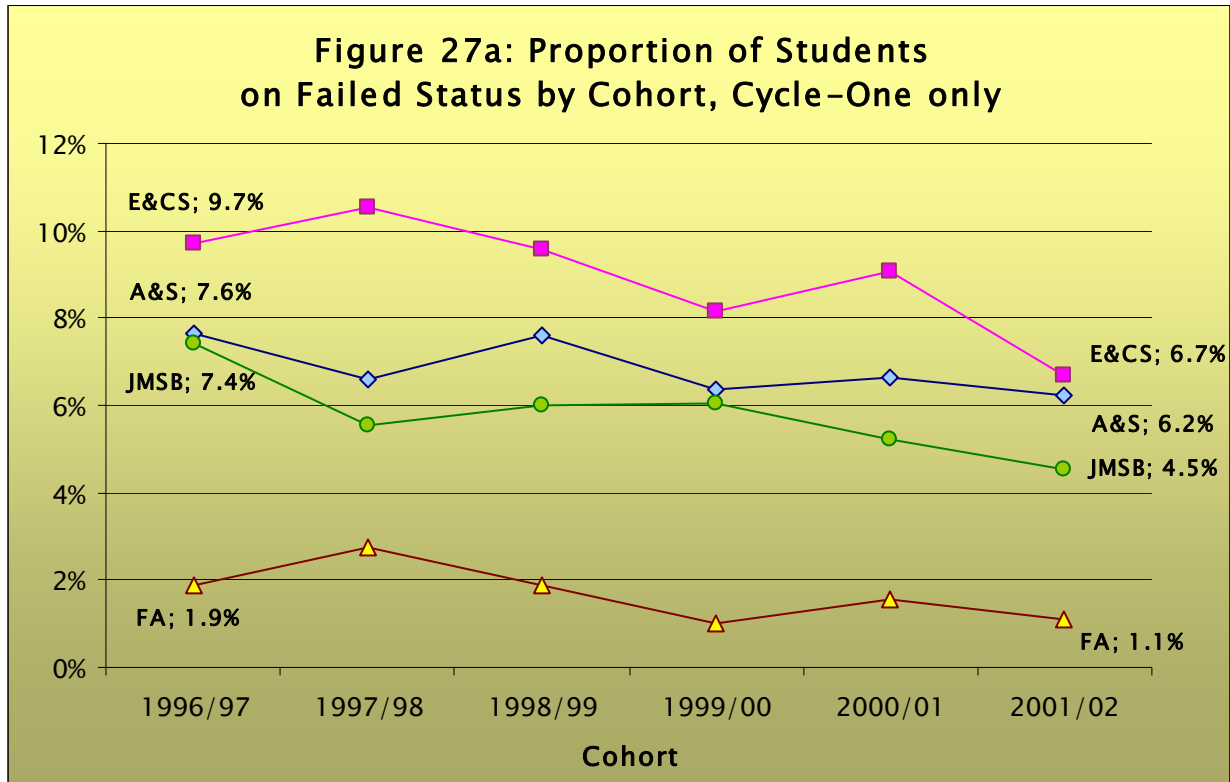
As Figure 27a indicates, the proportion of total Cycle-One students with failed status has decreased marginally between the 1996/1997 and 2001/2002 cohorts (from 7.2% to 5.8%). In numerical terms, the total number of Cycle-One failed students is unchanged over the same period (456); since Cycle-One cohorts have grown substantially over the period (6,299 to 7,800), however, failed students represent a smaller percentage of total students. Over this period, Engineering and Computer Science have the highest proportion of failed students (9.7% to 9.1%); followed by Arts and Science (7.6% to 6.2%); JMSB (7.4% to 4.5%) and Fine Arts (1.9% to 1.1%). At the upper cycles, the proportion of failed students is much lower, and in most cases, the numbers are too small to analyze.

Figure 27b presents academic year data that are not cohort based, showing the proportion of failed students by faculty for all Cycle-One students. These figures show an upsurge in failed students in the academic years after the cohort analysis ends, perhaps foreshadowing what future analyses hold in store for these cohorts.

**Source:** *Student Retention Analysis* tool (version 7.5) prepared by Enrolment and Student Services.

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<sup>3</sup> If the student has attempted fewer than 12 credits, these credits will be included in the assessment for the following academic year.



**Challenge Four**  
**Measurement 28**

**Graduation Rates of Full-Time Cycle-One and Cycle-Two Students (After Five Years)**

**Description:**

Measurement 28 tracks student graduation rates for cohorts working towards a Bachelor's Degree, Master's Degree, Graduate Diploma, or Graduate Certificate that entered Concordia in the academic years 1995/96 through 2000/02. More recent cohorts will be examined in subsequent years as many of these students are still in progress. It will be particularly important to focus on the progression of full-time students to graduation and most specifically on the proportion who complete their degree within 5 years of entry. This definition will allow benchmarking. Other types of students are excluded because of the expectation that it will take longer than five years for them to finish their degrees (e.g., Ph.D. students and part-time students).

**Relation to the Academic Plan:**

Challenge Four of *Moving Ahead* commits Concordia to provide its students with a first-class education in which there is particular emphasis on excellence in teaching and learning. One of the strategic decisions for this challenge is to improve student retention and graduation rates. Although the majority of our students are academically successful, a small minority do not develop the appropriate tools and motivation to succeed in their studies, even though the University provides academic support services that include a wide-variety of advising and counseling options as well as library and computing services.

There are, however, many reasons students do not graduate—in many cases the circumstances are not related to academic programming or the quality of services.

**Definitions:**

The data are cohort-based; for each academic year, these data follow the total number of new or transfer students (by Faculty and Degree program) to the point of graduation.

**Commentary:**

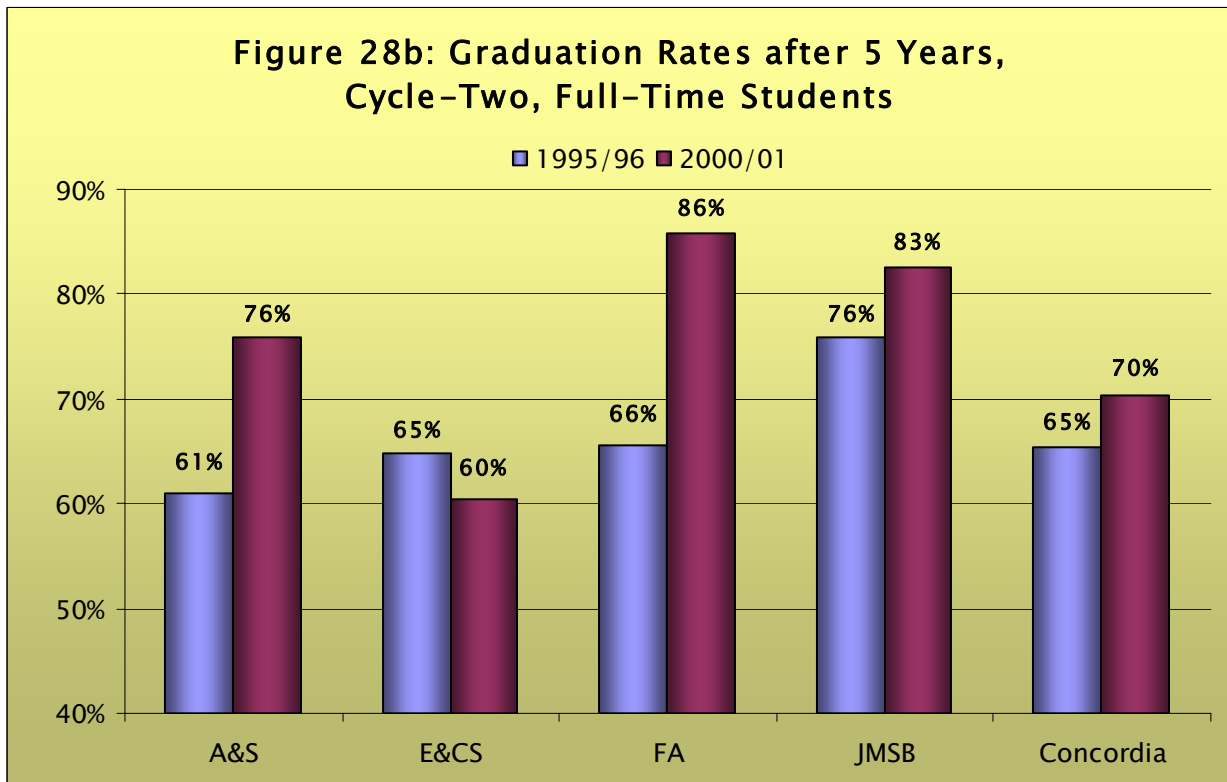
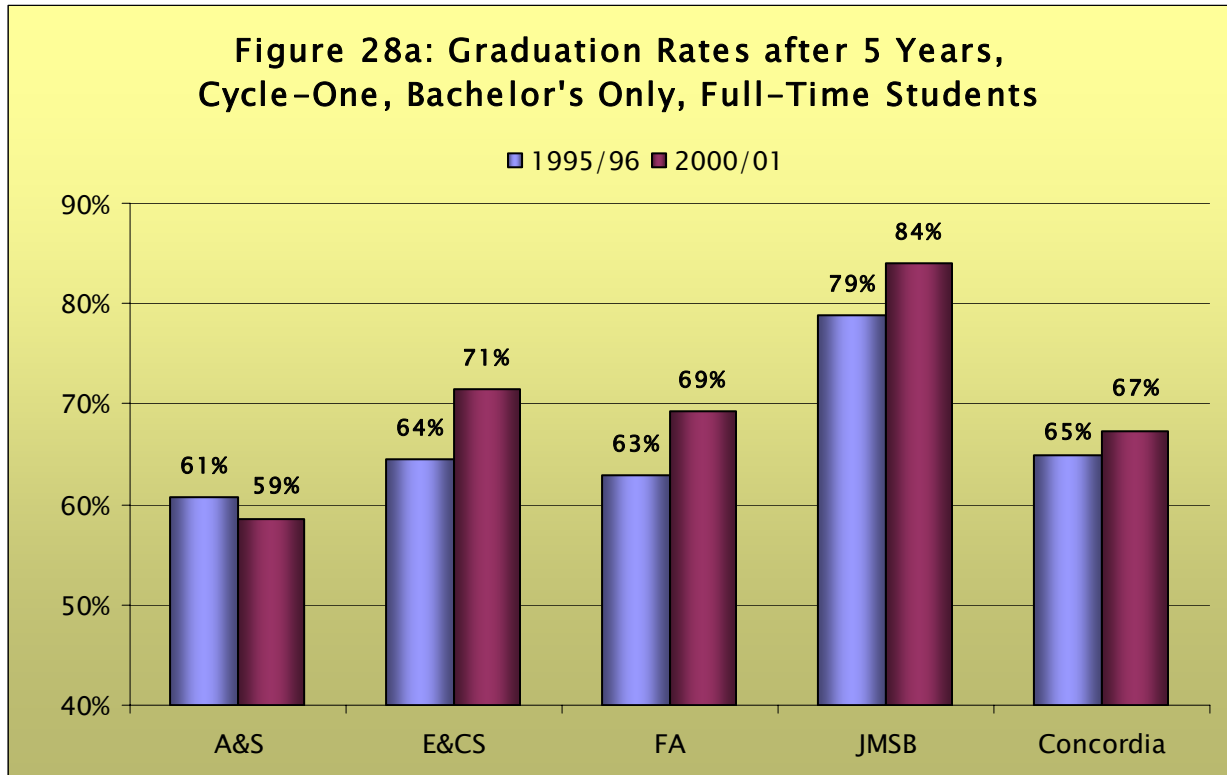
As indicated by Figure 28a, about two-thirds of all full-time Bachelor's-degree cohorts completed their studies within 5-years. In Faculty terms, Engineering and Computer Science (64.5% to 71.5%), Fine Arts (62.8% to 69.4%), and the John Molson School of Business (78.8% to 84.4%) have shown steady improvement in 5-year graduation rates for each cohort, while Arts and Science (60.7% to 58.5%) dropped slightly.

According to Figure 28b, Master's level and graduate diploma/certificate cohorts have also shown improvement in 5-year graduation rates over the period (overall 65.4% to 70.3%). In Faculty terms, Fine Arts leads the way with 79% on average, JMSB 75%, Arts and Science 69%, and Engineering 61%.

Finally, improvement in this indicator is strategically important. Not only does Concordia receive a government grant for each student it graduates, prospective students are often interested in whether students at an institution graduate expeditiously, seeing this as an indicator of adequate academic support.

**Source:**

Student Retention Analysis tool (version 7.5) prepared by Enrolment and Student Services



**Challenge Four**  
**Measurement 29**  
**Average Grades at Completion**

**Description:**

Measurement 29 presents an interim measure of the quality of student Concordia University graduates, which is based on the collective evaluation of students by their various instructors as indicated by their course grades. Discussions are currently underway with other institutions on the application of the university R-score (i.e., “cote de rendement universitaire”) methodology, developed by Fernand Boucher at the Université de Montréal. The R-score can be used to make fine distinctions between graduates of programs from different universities to derive a comparative, valid measure of student performance.

**Relation to the Academic Plan:**

Challenge Four of *Moving Ahead* commits Concordia to providing, “a first-class education by offering highly reputed programs that emphasize excellence in teaching and learning.” The strategic decisions highlight this commitment, and include improving teaching, improving program appraisal, improving general education and communications competencies, improving student retention and graduation rates, and improving library and academic support services. The strategic goal for Concordia thus becomes improving the quality of the student experience, which should allow internal evaluators to see an improvement in student work, and thus modest increases in evaluation of students.

**Definitions:**

Concordia has several different types of GPA: annual, graduation, and cumulative. This interim measurement uses the cumulative GPA, which is defined as “the running total of the GPA since a student was admitted to the most recent degree (or certificate) program.” A very small number of students in this data set had no GPA; a small number of Ph.D. students had elected pass/fail options. These students were omitted from this analysis.

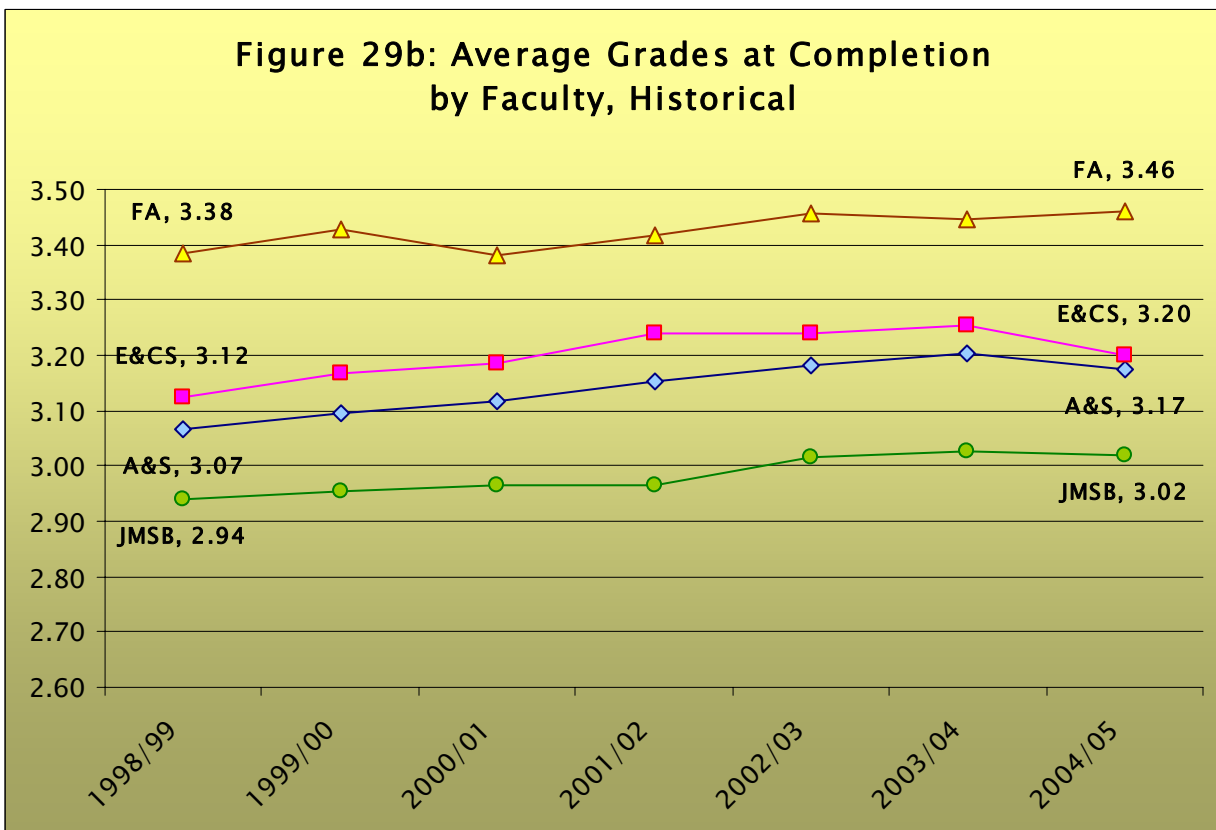
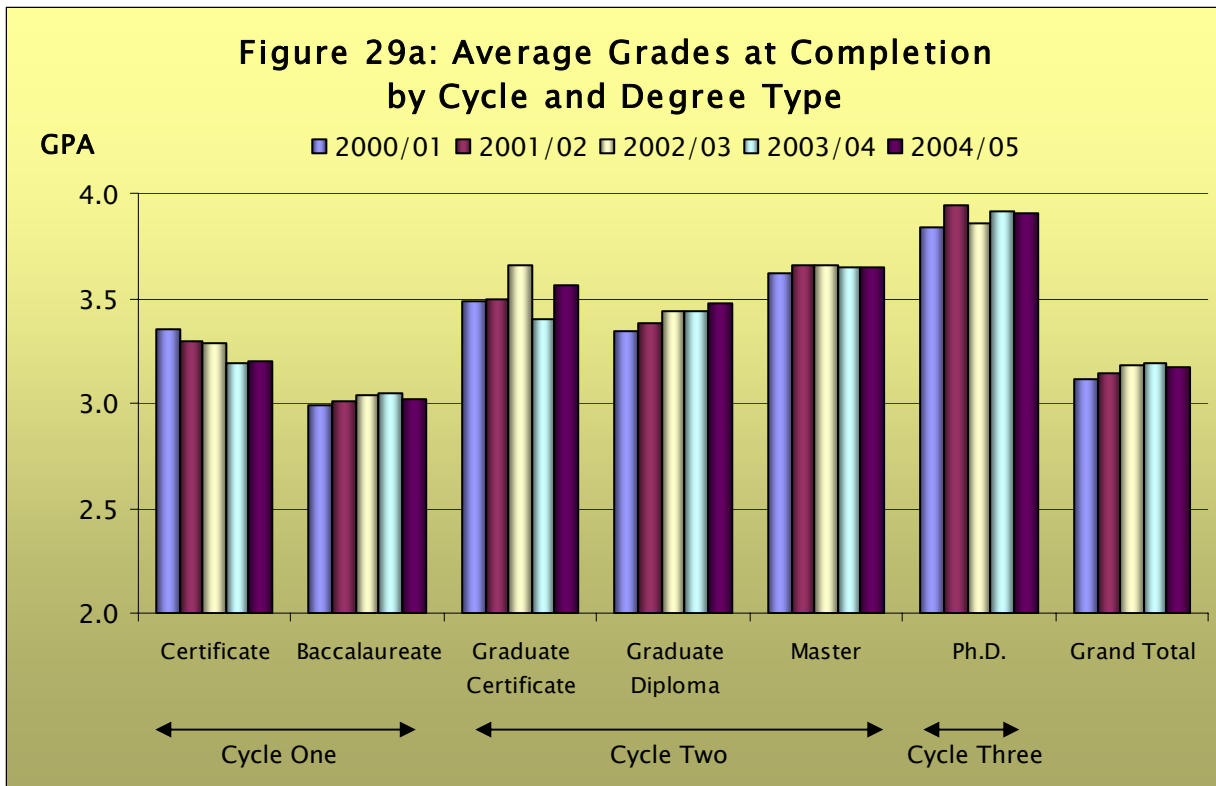
**Commentary:**

As Figure 29a shows, Concordia has experienced a slight rise in cumulative GPA over the last five years, going from a mean of 3.08 in 1998/99 to 3.17 in 2004/05, the last year for which we have complete data. Ph.D. students consistently garner the highest GPAs and Bachelor’s students the lowest.

In terms of Faculties (Figure 29b), Fine Arts awards the highest grades, followed by Engineering and Computer Science, Arts and Science, and the John Molson School of Business. At this time, it would be advisable to interpret these differences with caution, as a further examination of sector-by-sector comparisons is warranted. For instance, the higher grades in Engineering and Computer Science could well be a factor of the larger graduate-student complement in that Faculty, while the lower ones in Arts and Science could be a result of its larger undergraduate complement.

**Source:**

Data Warehouse



**Challenge Four**  
**Measurement 30**

**Employment of Graduates, Six Months and Two Years after Graduation**

**Description:**

Measurement 30 tracks the success of Concordia graduates in the job market. It examines Concordia students both six months and two years after graduation and determines the suitability of their education at Concordia to their employment at the specified time.

**Relation to the Academic Plan:**

Challenge Four of *Moving Ahead* commits Concordia to provide, “a first-class education by offering highly reputed programs which emphasize excellence in teaching and learning.” The success of Concordia graduates in finding employment for which the skills they have developed at university are appropriate presents a major aspect of the University’s reputation and success.

The data for this question were obtained in the course of a broader study, conducted by the Performance Enhancement Group for Advancement and Alumni Relations, that explored the propensity of alumni to become involved with their alma mater. Out of 13,824 surveys assumed delivered, 1,175 responses were received with a confidence interval of plus or minus 2%, 19 times out of 20. The Council of Ontario Universities conducts this survey in Ontario. Concordia will begin next year to conduct this survey annually using the same parameters as the Ontario schools.

**Definitions:**

This measurement targets graduates of Concordia University in all degree programs. The questions, asking for a yes/no response, read:

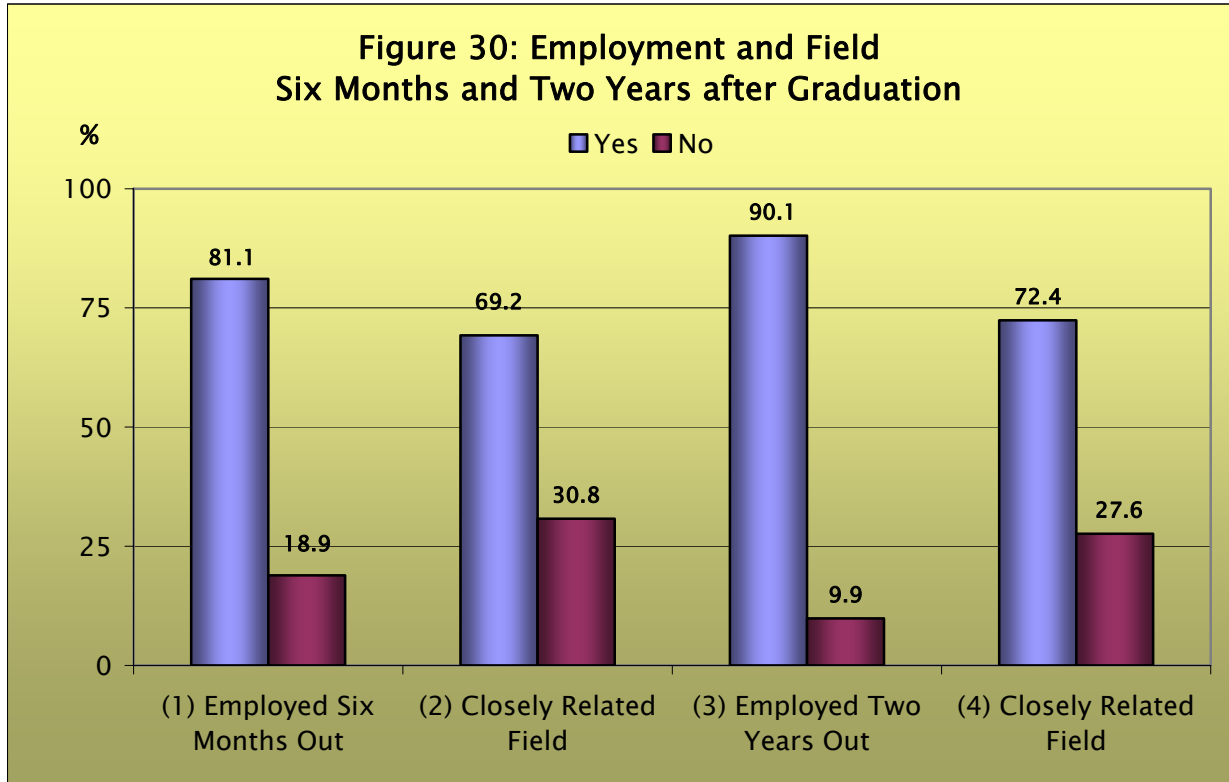
1. Were you employed *during the first six months* after you graduated?
2. If you were employed *within the first six months* after you graduated, was the field closely or somewhat related to your field of studies?
3. Were you employed *two years after* you graduated?
4. If you were employed *two years after* you graduated, was the field closely or somewhat related to your field of studies?

**Commentary:**

As Figure 30 shows, over 81% of Concordia’s graduates were employed six months after graduation, and nearly 70% were employed in an area close to their field of study. Two years after graduating, these figures jump to over 90% and over 72%, respectively. Males are more likely to have been working and working in their field than females at both time points. Older graduates are more likely to report being employed in their fields than younger graduates.

**Sources:**

Performance Enhancement Group Alumni Attitude Study



## **Challenge Five**

### **Measurement 31**

#### **Number of Research Chairs at Concordia**

##### **Description:**

Measurement 31 tracks the number of Research Chairs at Concordia.

##### **Relation to the Academic Plan:**

Challenge Five of *Moving Ahead* commits Concordia to strengthening its research profile. Considerable progress has been made in this area over the last decade, largely the result of the following initiatives:

- hiring of a new younger cohort of professors,
- reinvestments in research by the provincial and federal governments, and
- dramatic improvements in physical facilities with the opening of cutting-edge teaching and research facilities for science, engineering, visual arts, and communications.

This measurement allows Concordia to benchmark itself on the one hand against competing universities in the province and on the other against other Canadian universities of similar size and mission.

##### **Definitions:**

Concordia houses three kinds of Research Chairs: Canada Research Chairs, Concordia Research Chairs, Endowed Research Chairs, and Externally-Funded Research Chairs.

- Canada Research Chairs are funded by the federal government, which funds not only the professor, but also the professor's research activities. There are two categories of Canada Research Chair, Tier One, and Tier Two. Tier One chairs are awarded for seven years and are renewable. The university receives \$200,000 per year for these chairs. Tier Two chairs are awarded for five years and are renewable once. The university receives \$100,000 per year for these chairs. Chair holders are eligible for infrastructure support through the Canada Foundation for Innovation.
- Concordia Research Chairs are funded internally by the University to encourage faculty members active in research to remain at Concordia and to continue to be productive in their areas of study.
- Endowed Research Chairs are funded in perpetuity by an outside donor.
- Externally-Funded Research Chairs are funded by private outside funds for a period of time. This type of Chair targets researchers with topics of interest to the private and/or corporate sponsor and may come and go as the interest of their funding source changes.

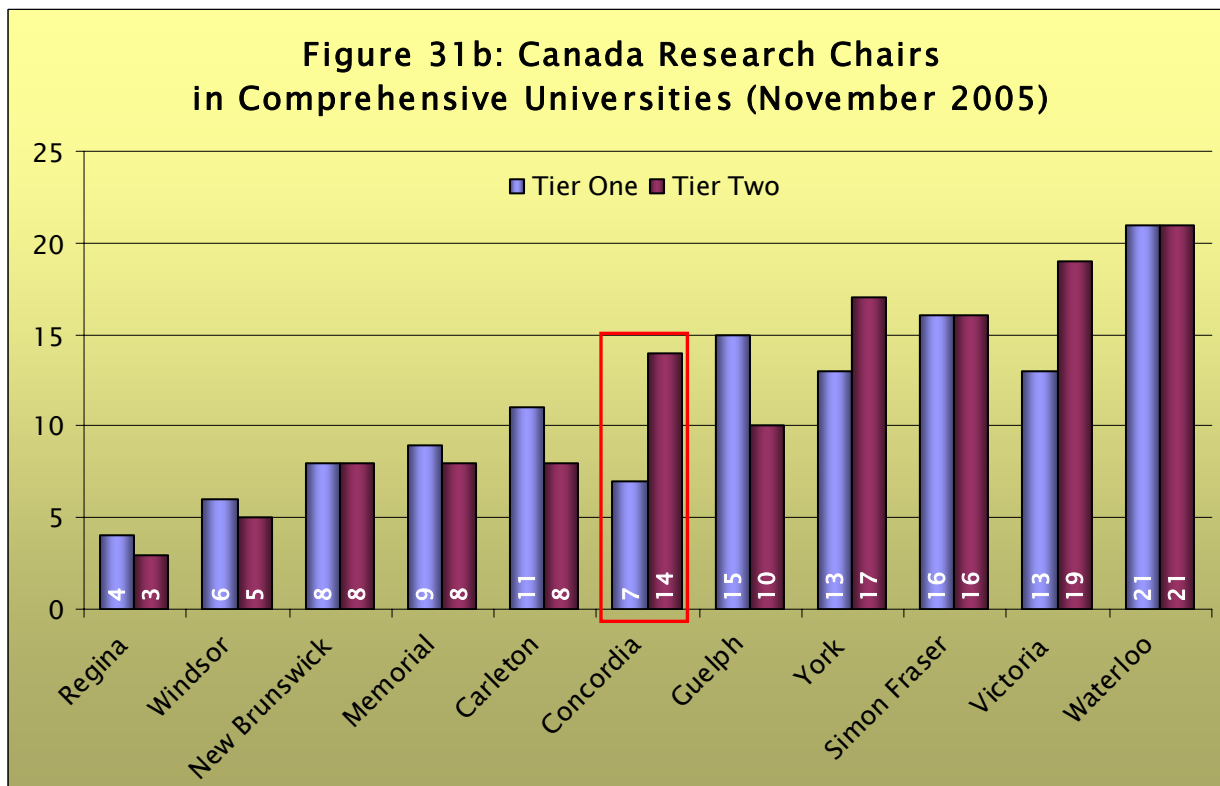
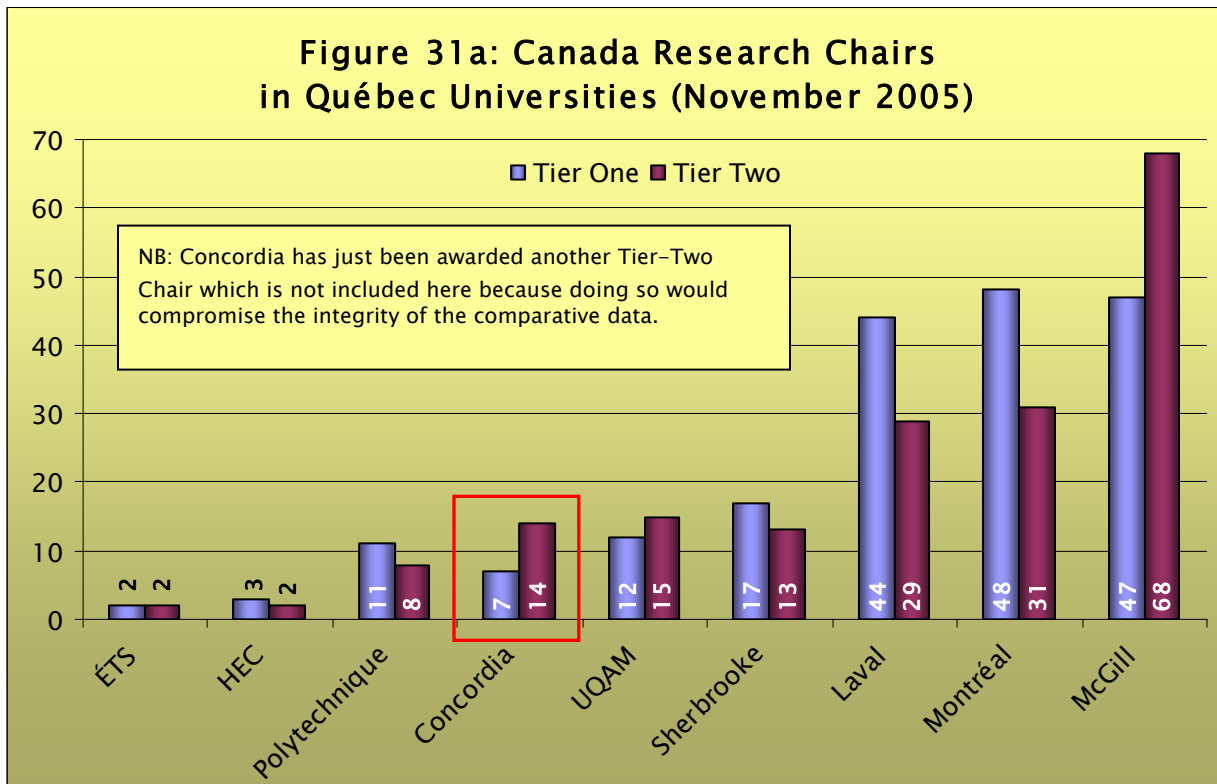
This measurement groups the last two categories together, because Concordia currently has no fully-endowed Research Chairs. Comparatively, it tracks only Canada Research Chairs because inter-institutional data on other types of Chairs are not yet available.

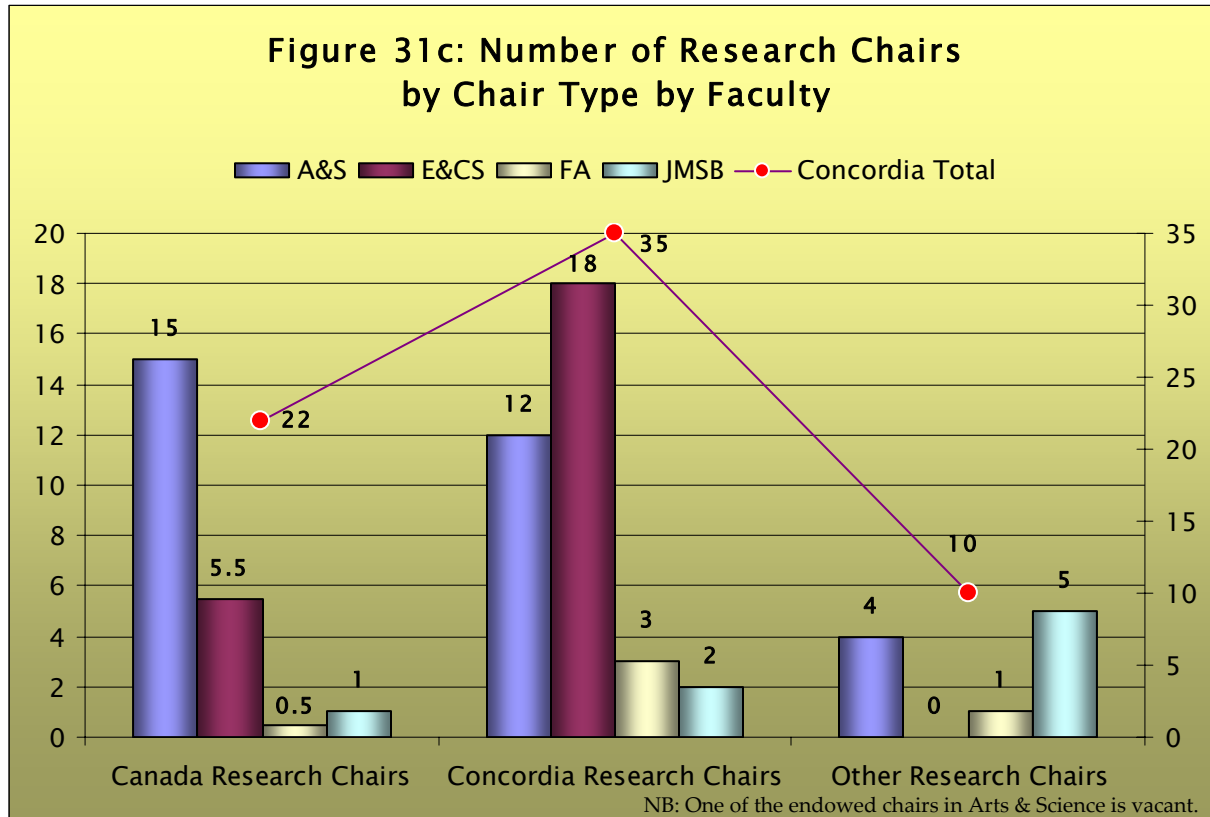
##### **Commentary:**

According to the Canada Research Chairs "Chair Holder Profiles" of November 2005, Concordia had 21 filled Canada Research Chairs, of which 7 were Tier One and 14 were Tier Two. Concordia has since received another Tier Two Research Chair, bringing the total number to 22. The majority are funded by the National Science and Engineering Research Council (NSERC).

Figures 31a and 31b compare Concordia's filled Canada Research Chair positions with other Québec universities and with other comprehensive universities as of November 2005. Concordia currently has an assigned allotment of Canada Research Chairs of 11 Tier One and 14 Tier Two researchers. Allotments are based on a rolling average of granting agency awards received over the previous three years. Figure 31c presents a graphic representation of the number of different types of Research Chairs at Concordia by Faculty. Concordia has 22 Canada Research Chairs, 35 Concordia Research Chairs, and 10 Partly-Endowed or Externally-Funded Research Chairs. Note that the total number of Chairs is plotted on the axis on the right side of the figure.

**Source:** Canada Research Chairs, Chair Holder Profiles (November 2005), Office of Research





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**Challenge Five**  
**Measurement 32**

**Research Funding per Tenured and Tenure-Track Professor**

**Description:**

Measurement 32 tracks total research funding received by the University and divides this figure by the number of professors eligible for funding (tenured and tenure-track professors).

**Relation to the Academic Plan:**

Challenge Five of *Moving Ahead* commits Concordia to strengthening its research profile. Research productivity is key to Concordia's drive toward institutional academic excellence. External research funding gives professors the opportunity to advance work in their areas of interest, attract bright, talented students to Concordia, and generally further the mission of the University on multiple fronts. Indeed, improving research performance is a key aspect of Challenge Three, where meeting the goal of increasing graduate enrolment will require additional resources to attract and keep these students, who are a vital component in supporting the University's expanding research profile. Although the University is currently obtaining approximately \$32 million annually, an overall target of \$50 million in annual funding is sought within the next five years.

**Definitions:**

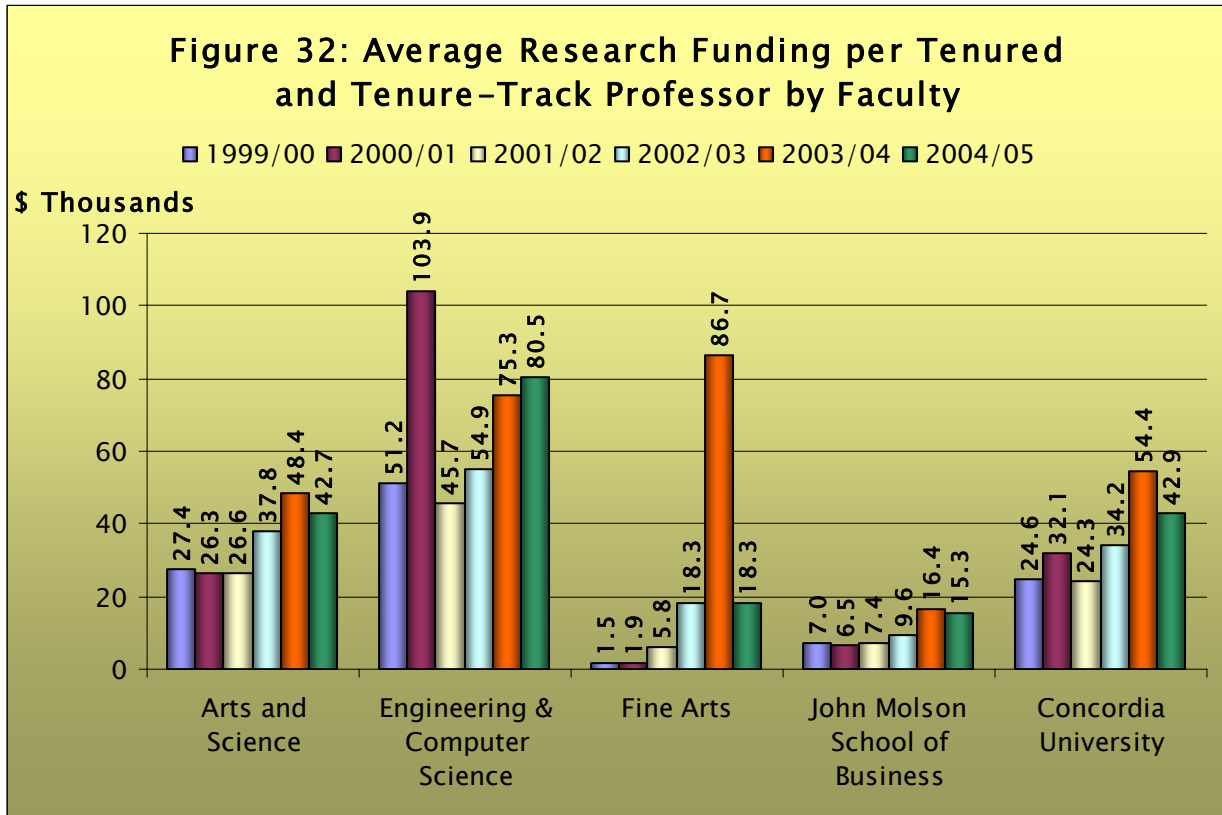
This measurement uses Concordia University data on total research funding.

**Commentary:**

As can be seen in Figure 32, Concordia's tenured and tenure-track faculty have consistently improved Concordia's standing with respect to funding per professor. The spikes seen in Figure 32 can be accounted for by large Canadian Foundation for Innovation grants, which are welcome anomalies in the upward trend. Accounted for in part by the nature of the field, in part by the excellence of the professors, and in part by government priorities, the Faculty of Engineering and Computer Science tends to have the largest amount of grant money per eligible professor, followed by Arts and Science, John Molson School of Business, and Fine Arts. Taken as a whole, the University mirrors its largest faculty. The academic plan goal of \$50 million of research funding per year would mean an average award per eligible faculty member of \$63,300 based on next year's projected tenured and tenure-track professor complement. A close look at non-registered grants across the University, together with a plan for active cooperation, will be necessary if that goal is to be achieved.

**Source:**

Concordia University Office of Research, Academic Administration



**Challenge Five**  
**Measurement 33**

**Federal Research Awards per Eligible Full-time Professor**

**Description:**

Measurement 33 tracks comparative total annual funding and funding per eligible professor from the Social Sciences and Humanities Research Council (SSHRC), Canada Council, the Natural Sciences and Engineering Research Council (NSERC), and Canadian Institutes for Health Research (CIHR).

**Relation to the Academic Plan:**

Challenge Five of *Moving Ahead* commits Concordia to strengthening its research profile. In this area, Concordia has experienced tremendous growth over the last decade, largely the result of the following: hiring of a new, younger cohort of professors; reinvestments in research by the provincial and federal governments; and the dramatic improvements in physical facilities with the opening of major facilities for science, engineering, visual arts, and communications.

Despite the progress, more professors will need to succeed in obtaining external research funding if the overall target of \$50 million in annual funding sought within the next five years is to be achieved. This measurement allows Concordia to benchmark itself on the one hand against peer and sister universities in the province, and on the other against other Canadian universities of similar size and mission.

**Definitions:**

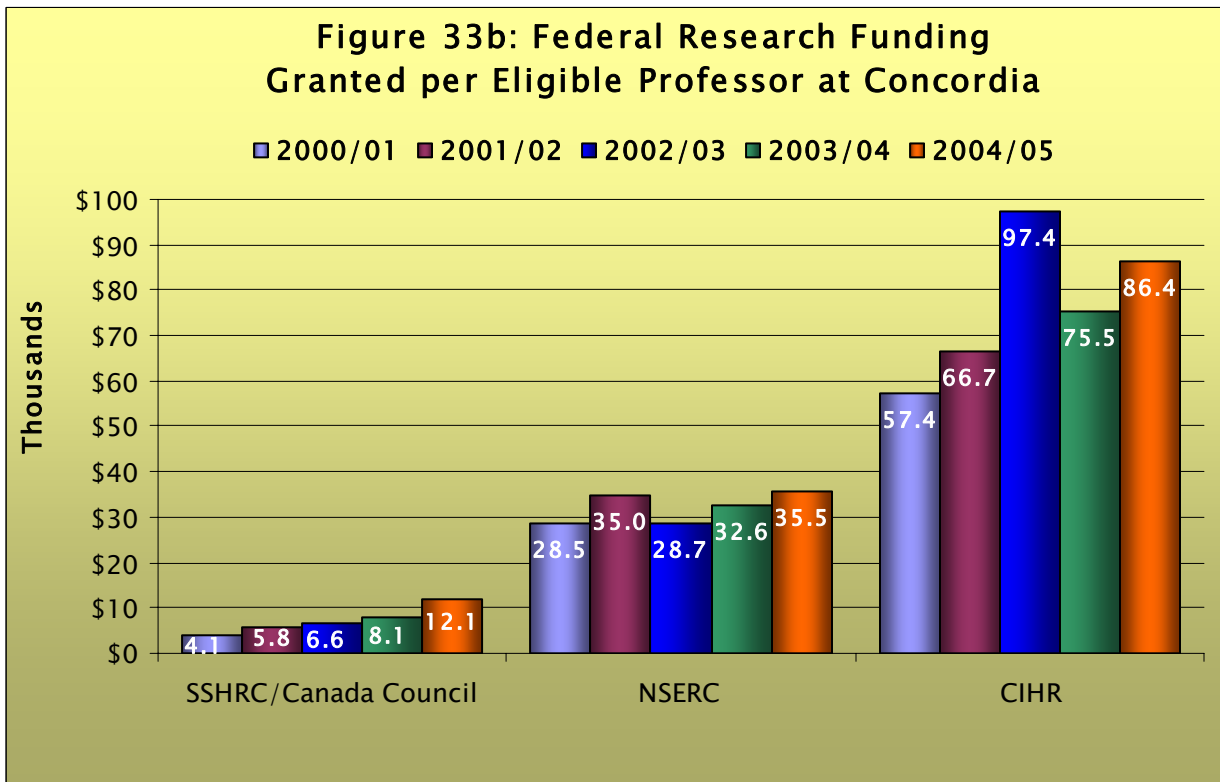
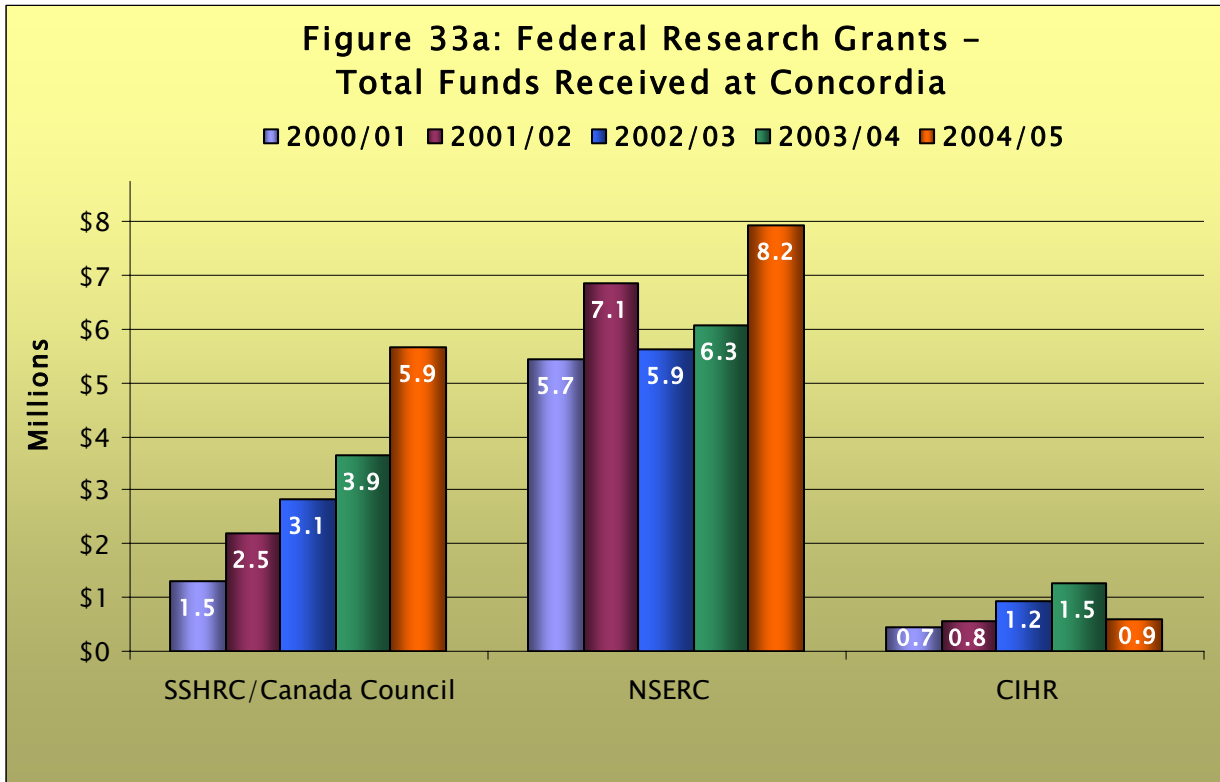
This measurement uses two pieces of data: the total dollars dispersed and number of grants awarded by each agency for peer-adjudicated research (with certain exclusions, notably scholarships, institutional grants, general research grants, etc.) and the number of professors eligible to receive grants for each discipline/agency.

**Commentary:**

Figure 33a illustrates the progress Concordia has made over the past five years, particularly in the social sciences and humanities, where funding has increased by 376%. On the other hand, the amounts received per eligible professor from SSHRC/Canada Council (Figure 33b) are still relatively small compared to the other agencies, and that is because average individual grants from the agencies are not as large on average as those obtained from the other agencies. Moreover, there is a much greater number of professors from the social sciences and humanities who are eligible to apply, and thus, fewer dollars spread among more professors. With respect to NSERC, however, growth has been much more modest, but the rate of growth is comparable to other institutions. The CIHR is a less prominent funding source for Concordia, with most of the funding and eligible professors situated in Psychology's Centre for Studies in Behavioral Neurobiology (CSBN). Professors in CSBN have been consistently at or close to 100% successful in obtaining CIHR funding for many years running.

**Source:**

Data submitted annually to the Association of Universities and Colleges of Canada (AUCC) that are also submitted for use in the *Maclean's* rankings exercise



**Challenge Five**  
**Measurement 34**  
**Comparative Federal Research Funding**  
**(Tri-Council) at Concordia**

**Description:**

Measurement 34 tracks independent government council data on grants awarded to Concordia compared to funding awarded to other universities, both among Québec universities and among comprehensive universities.

**Relation to the Academic Plan:**

Challenge Five of *Moving Ahead* commits Concordia to strengthen its research profile. External research funding gives professors a chance to advance work in their areas of interest, attract bright, talented students to Concordia, and generally further the mission of the University on multiple fronts. Indeed, improving research performance is a key aspect of Challenge Three, where meeting the goal of increasing graduate enrolment will require additional resources to attract and retain these students, who are a vital component in supporting the University's expanding research profile. Most research funding received by the University comes from federal sources, and tracking Concordia's success at securing such funding compared with our sister universities in Québec and elsewhere in Canada allows Concordia to focus its resources more efficiently.

**Definitions:**

CIHR: Canadian Institutes of Health Research

NSERC: Natural Science and Engineering Research Council of Canada

SSHRC: Social Sciences and Humanities Research Council of Canada

Funds reported in the graphs are those disbursed by the granting agency during their fiscal year, which runs April 1 to March 31. Figures may vary between this measurement and self-reported data because of funds transferred in with professors who join Concordia and funds transferred out by professors who leave Concordia. These latter data are unavailable comparatively, and thus the base amounts have been retained for this measurement.

**Commentary:**

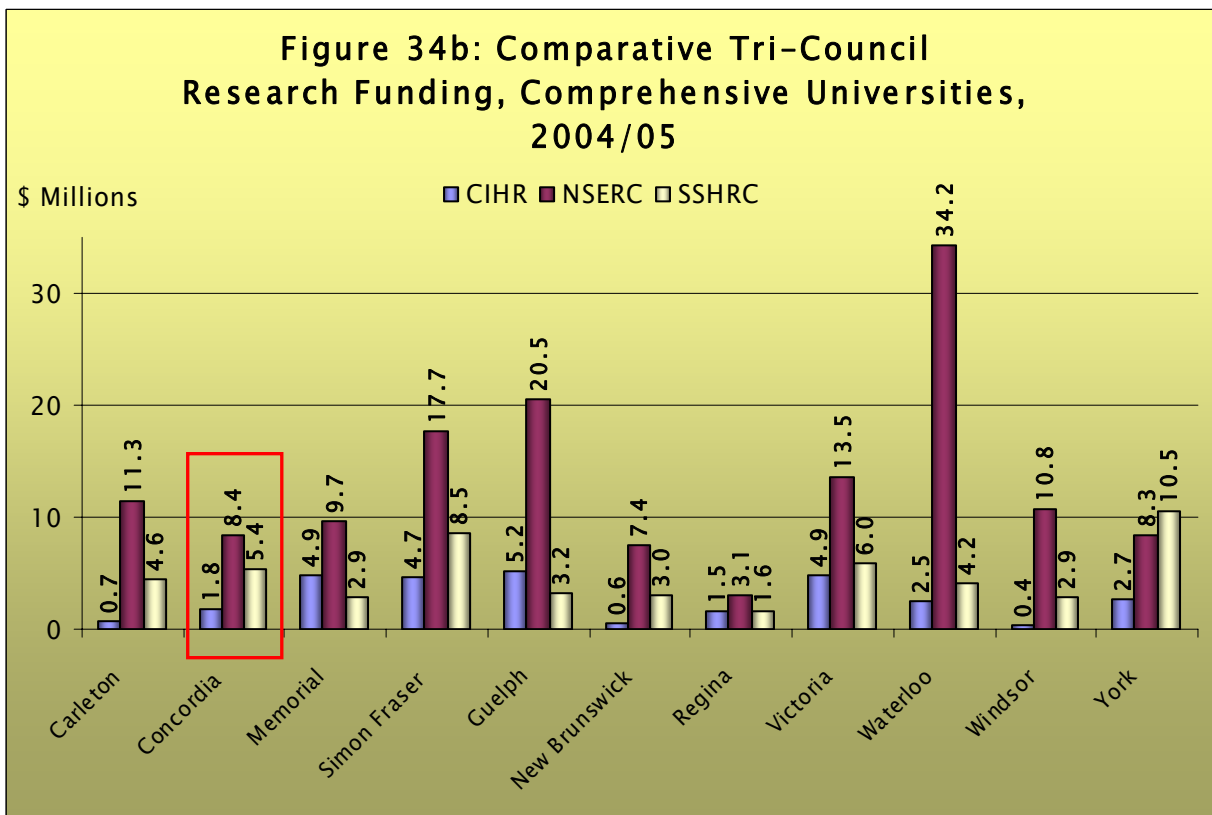
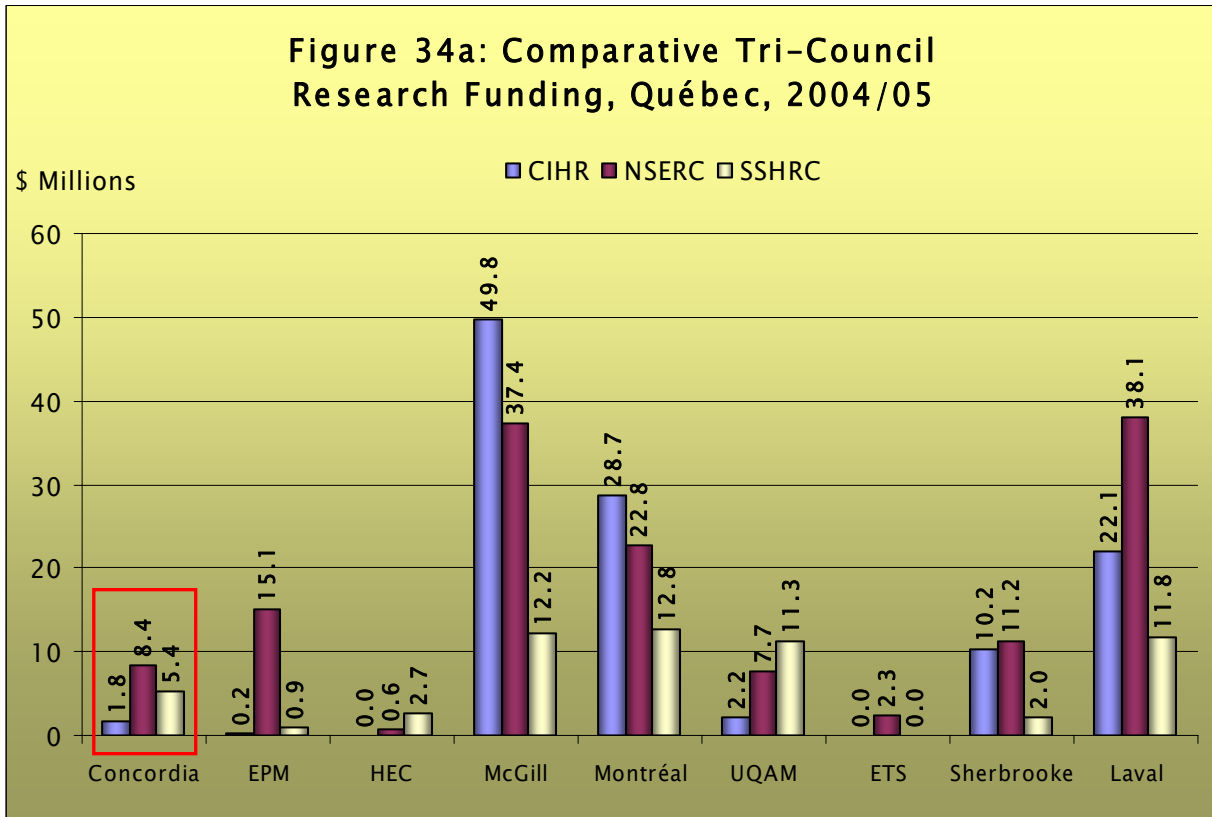
Concordia accounted for the lowest amount received by one of our peer or sister universities in Québec<sup>4</sup> from Tri-Council agencies in 2004/05, accounting for 4.9% of the total. The situation is better among comprehensive universities, where Concordia accounts for 6.8% of the total. In both cases, Concordia's largest percentage of the total awarded is from SSHRC. In Québec, Concordia accounts for 9.1% of the total from SSHRC, and among comprehensive universities, it accounts for 10.2% of the total, coming in fourth behind York, Simon Fraser, and Victoria.

**Source:**

CIHR Awards Search Engine, NSERC Awards Search Engine, and SSHRC Awards Search Engine

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<sup>4</sup> This statement is based on École polytechnique and HEC being grouped with the Université de Montréal and ÉTS grouped with UQAM.



**Challenge Five**  
**Measurement 35**  
**Scholarly Productivity Index (In Progress)**

**Description:**

Measurement 35 is being developed to track the scholarly productivity of Concordia's professors.

**Relation to the Academic Plan:**

Challenge Five of *Moving Ahead* commits Concordia to strengthening its research profile. Indeed, work in other measurement areas suggests that it is precisely in the area of research that universities gain visibility, and with visibility comes an increasingly positive reputation. Challenge Five states that Concordia, "will measure field-sensitive scholarly productivity and compare our professors' performance with that of professors in other universities. This will allow us to target improvement by field as necessary."

**Definitions:**

This measurement presents a first view at one aspect of scholarly productivity, i.e., peer reviewed article publication in journals indexed by three major citation indices. These data form only a beginning for an index that will also need to take into account other forms of peer-reviewed scholarly productivity, including, but not limited to, exhibitions, performances, book authoring, chapter authoring, curating, etc. Participating authorship of indexed journal articles was chosen for a first look because of the availability of comparative data. On these exact criteria, we can look at Concordia with respect to other institutions.

Furthermore, these indices provide an "impact factor," which is the ratio between citations and recent citable items published. For a journal, the impact factor is calculated by dividing the number of current year citations to the source items published in that journal during the previous two years. The impact factor is not a panacea to determining the value of published research and must be carefully interpreted. For instance, review articles tend to be cited more frequently than typical research articles, impact factors vary from discipline to discipline, journals change titles (impacting the two year average denominator), etc. As this measurement is developed, these aspects will be carefully considered.

**Commentary:**

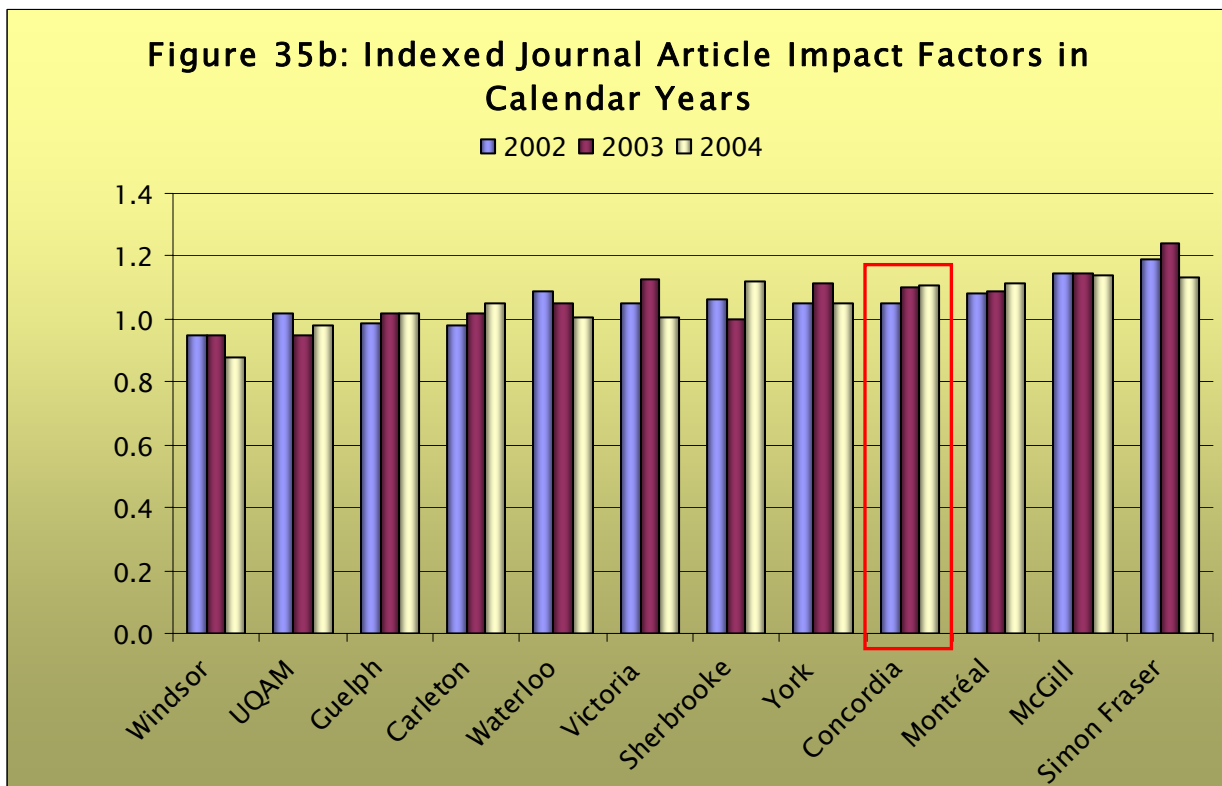
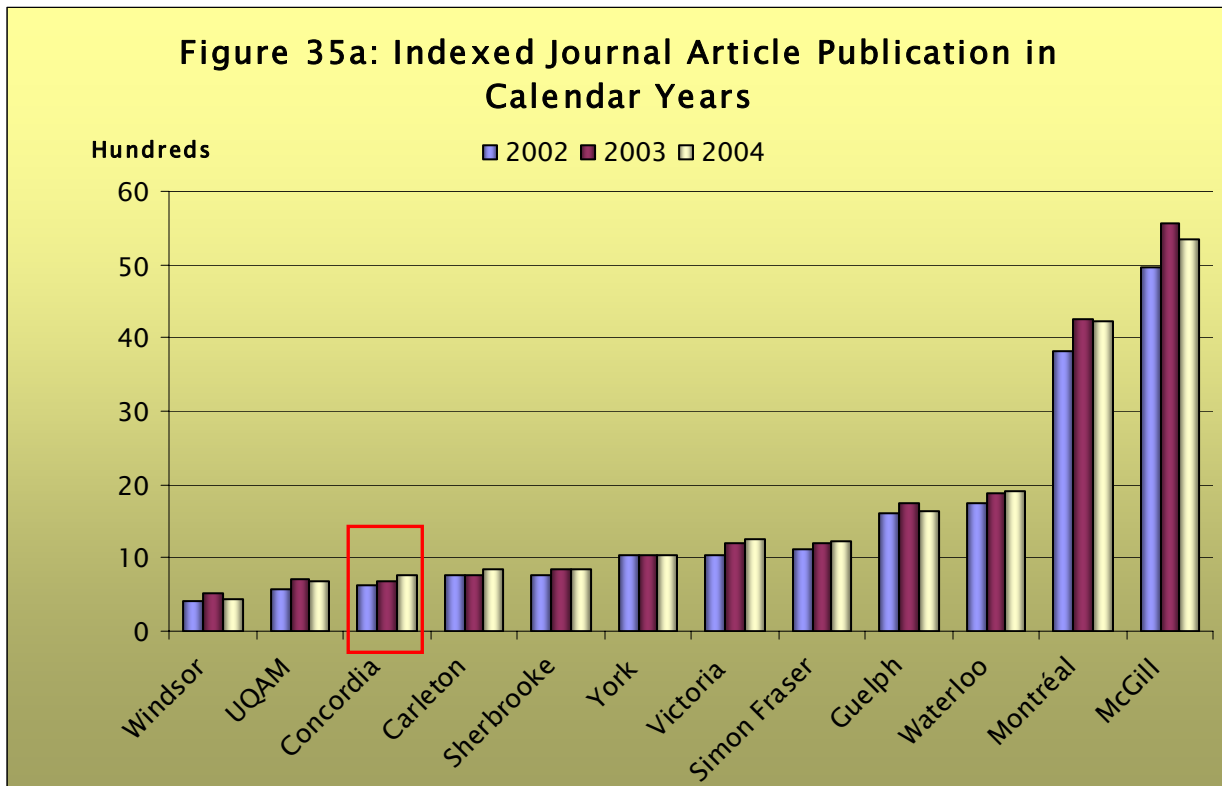
The analysis suggests that while Concordia may produce fewer articles in journals indexed by the Canadian Bibliometric Database than selected peer and sister universities, the impact of its production is on par with universities that are highly reputed for their scholarship.

Figure 35 shows how Concordia compares with several key Québec and comprehensive universities over a three year span in publications indexed by the Arts and Humanities Citation Index, the Science Citation Index, and the Social Science Citation Index. These indices are brought together with Thomson ISI Impact Factor data in the Canadian Bibliometric Database, produced by the Observatoire des sciences et des technologies, of which Concordia is a partner.

An initial look suggests that while Concordia's professors who have published articles in journals indexed by these three indices publish the second least number of articles, their impact most often fares better than sister or peer institutions. This observation is encouraging, but requires considerable more study in the course of developing this measurement.

**Source:**

Observatoire des sciences et des technologies: The Canadian Bibliometric Database, drawn 07 April 2006



**Challenge Five**  
**Measurement 36**  
**Comparative Patent Output (In Progress)**

**Description:**

Measurement 36 tracks Concordia's patent productivity in terms of patents filed and patents issued. It currently compares Concordia to other comprehensive universities over a ten-year period using Canadian Patent Office data only.

**Relation to the Academic Plan:**

Challenge Five of *Moving Ahead* reads, "In order to be a leading Canadian university, Concordia must continuously emphasize the central role of research in a 21st-century university." Nearly every strategic decision encourages scholarly productivity, including emphasizing the importance of research in recruitment and retention of professors; reviewing its recognition of research policies; ensuring adequate infrastructure; and encouraging interdisciplinary research initiatives.

Patent productivity is one aspect of scholarly productivity that applies to certain disciplines and not others. Because disciplinary specificity is not unique to Concordia, we are able to examine Concordia's production in this area with other comprehensive universities. Concordia wishes to encourage patent production because of its importance in driving scientific and economic progress.

**Definitions:**

A patent is a document protecting the rights of the inventor and a repository of useful technical information for the public. Patents cover new inventions, and differ from other intellectual property rights (i.e., trademarks and copyrights) in the following ways:

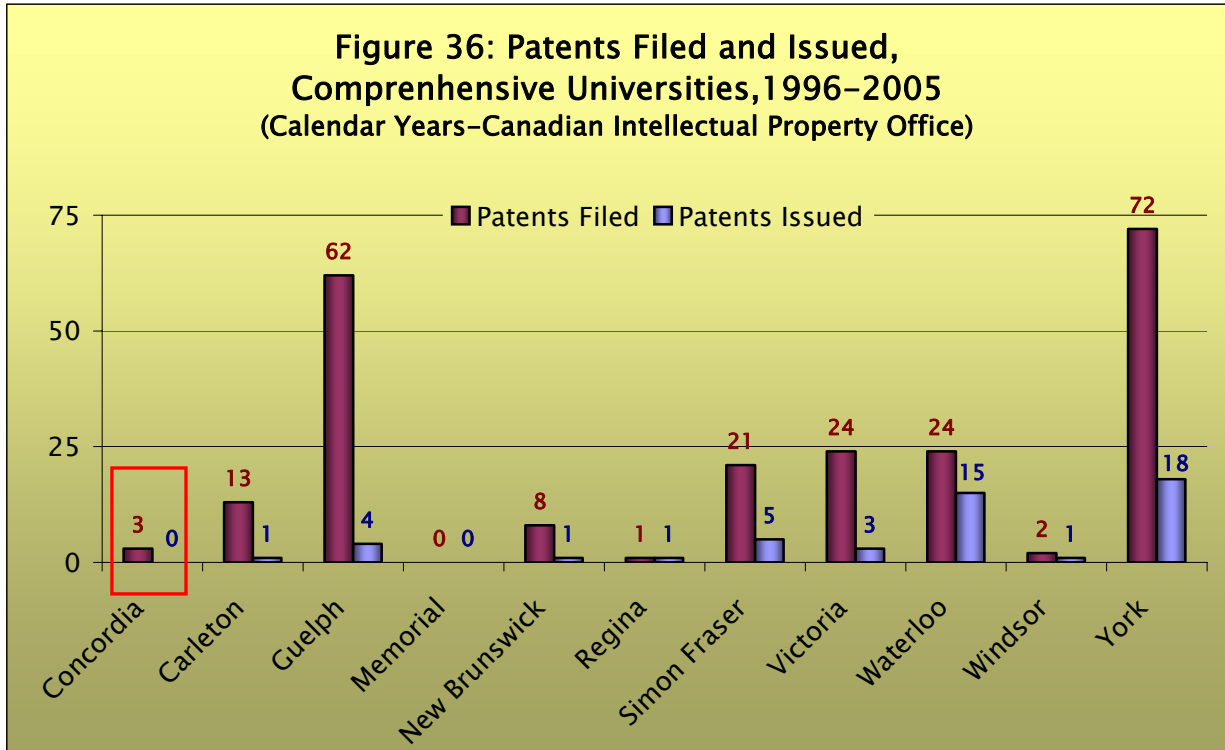
- Trademarks are words, symbols, or designs used to distinguish the wares or services;
- Copyrights provide protection for literary, artistic, dramatic, or musical works;

**Commentary:**

None of the comprehensive universities is a prolific patent recipient. Over the past ten years, the highest number of patents was awarded to York (18), followed closely by Waterloo (15). No other university has more than 5. York and Waterloo compare favorably with McGill (16) and Laval (21). York also leads comprehensive universities in patent filing (72), followed by Guelph (62). Essentially, Waterloo's filing to award ratio is the best among comprehensive universities at 62.5% over the period. One caution is that the patent process is lengthy; the patents that are filed are not necessarily those that are awarded.

**Sources:**

Canadian Intellectual Property Office, Canadian Patents Database, including applications filed under the Patent Cooperation Treaty



**Challenge Six**  
**Measurement 37**  
**International (Visa) Students**

**Description:**

Measurement 37 tracks the number of international (visa) students that Concordia University receives annually. It furthermore examines by Faculty the most frequent points of origins of these students.

**Relation to the Academic Plan:**

Challenge Six of *Moving Ahead* calls for Concordia, “to strengthen its international profile and globalize its teaching and research activities.” With respect to visa students, the strategic decisions call for the Government of Québec to change its policy to allow privatization of international tuition, and *contingent on this change*, states that, “Concordia will aim for a further increase in international student enrolment to 15% of the total credit-stream student body, excluding short-term exchange students.”

**Definitions:**

Measurement 37 includes two parts:

1. The first tracks the percentage of international (visa) students by Faculty, cycle, and degree type, and allows a separation of short-term visiting students (exchange students) from degree-seeking students.
2. The second allows an overview by Faculty of the countries from which most international (visa) students come to Concordia.

An international (visa) student is a student who is studying at Concordia on a student visa. Such students take advantage of a wide variety of programs and fee structures. Exchange students are coded “visiting,” and are at Concordia for only a short period of time. This measurement does not track citizenship, as Concordia attracts a large population of permanent residents from all over Canada.

**Commentary:**

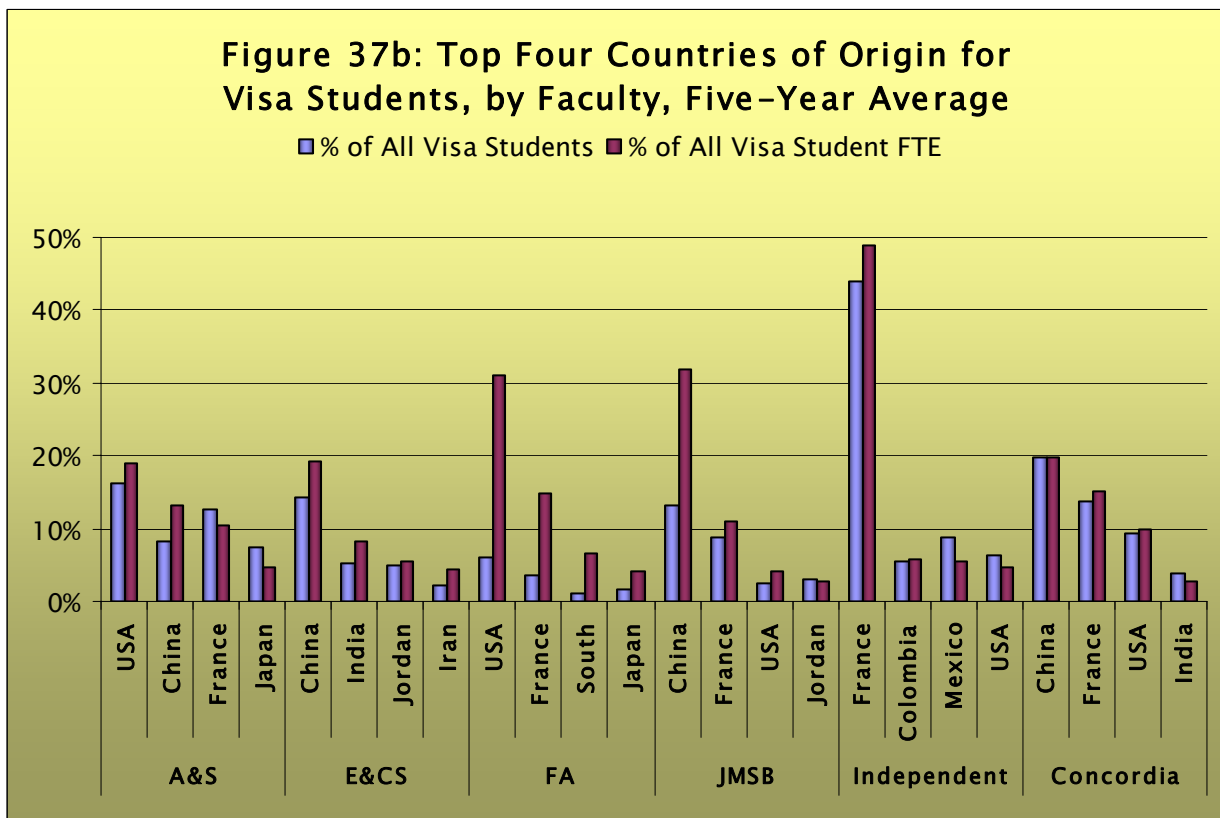
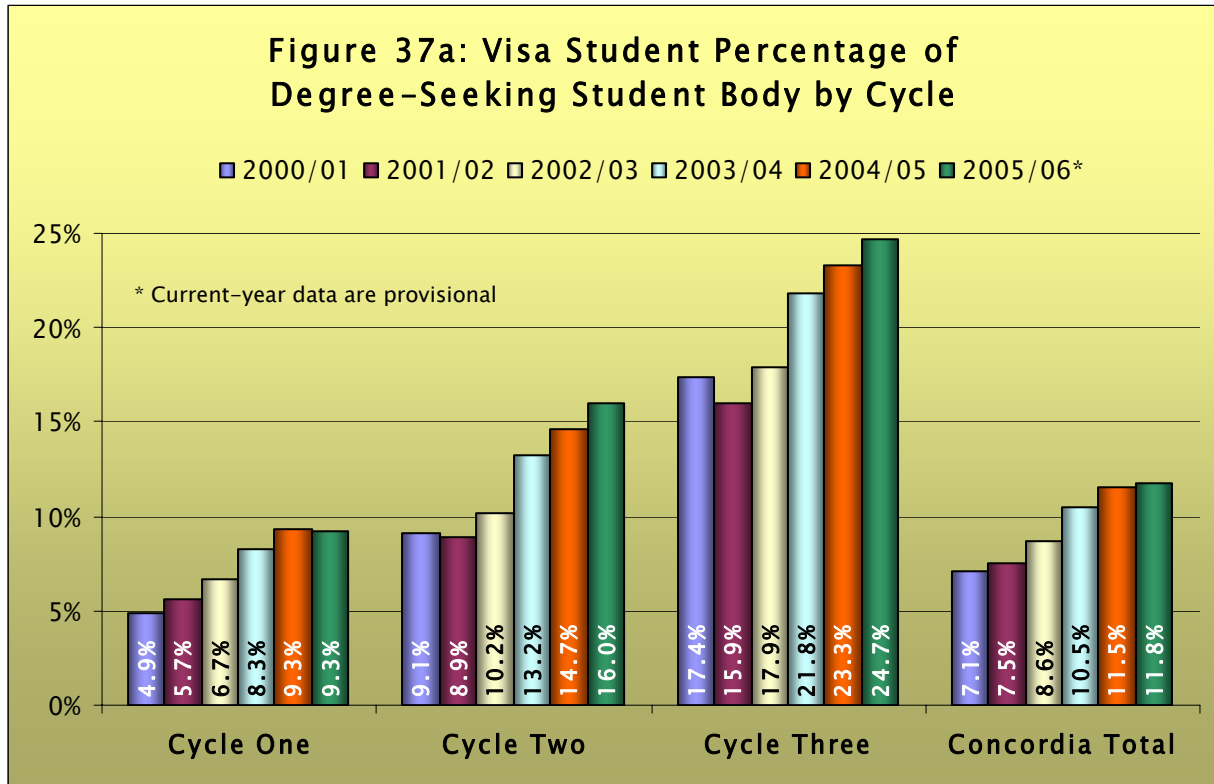
*The Government of Québec has given no sign that it is ready to privatize international student tuition. In this context, the following commentary is offered.*

As Figure 37a shows, degree-seeking visa students have grown steadily as a percentage of all degree-seeking students at Concordia over the past six years. Cycle One leads all growth at 89.8% over this time frame, followed by 75.8% growth in Cycle Two and 42% growth in Cycle Three. Overall, Concordia has seen its percentage of international (visa) students rise from 7.1% to 11.8%, an increase of 66.2%.

The individuality of each Faculty can be seen in its profile of international (visa) student origin, shown in Figure 37b, where the top four countries of origin are given in descending order of percentage of FTE generated by each cohort of students. Most of the FTEs generated by international (visa) students in Arts and Science come from the United States (18.9%), followed by China (13.3%), France (10.5%), and Japan (4.8%). In Engineering and Computer Science, most of the FTEs among these students are generated by those from China (19.2%), followed by India (8.3%), Jordan (5.6%), and Iran (4.5%). In Fine Arts, the greatest percentage of FTEs are generated by those arriving from the United States (31%), followed by France (14.9%), South Korea (6.5%), and Japan (4.1%). The John Molson School of Business welcomes most of its FTE students from China (32%), followed by France (11%), the United States (4.1%), and Jordan (2.9%). The bulk of independent FTE students come from France (48.9%), and are not degree seeking. Colombia (5.7%), Mexico (5.6%), and the United States (4.6%) round out the top four in this area. Overall, Concordia’s top four countries of origin based on a five-year average are China, France, USA, and India.

**Source:**

Data Warehouse



**Challenge Six**  
**Measurement 38**  
**Study Abroad Opportunities**  
**Measurement 39**  
**Student Exchanges**

**Description:**

Measurements 38 and 39 track study-abroad experiences by Concordia students and compares them with those offered at other institutions, both in Québec and elsewhere in Canada.

**Relation to the Academic Plan:**

Challenge Six of *Moving Ahead* calls for Concordia to strengthen its international profile and to globalize its teaching and research activities. Measuring Excellence in this measurement reads in part that Concordia will, “track planned increased in Concordia study abroad opportunities and to target specific areas for growth,” and also, “compare international exchange opportunities for Concordia students with similar activities for students at comprehensive universities across Canada.”

**Definitions:**

Exchange students are those whose degrees are being completed in a home institution and who travel to another institution to complete a portion of the degree. Typically, exchange students pay tuition to their home institutions and the courses that they take are approved in advance, having been evaluated by the home institution as acceptable substitutions for required courses there. Furthermore, the University receives government funding only for *pro tanto* credits of outgoing residents of Québec, and for incoming students only for 50% of the difference between the incoming and outgoing students, which will be reduced to no funding at all sometime in the future.

**Commentary:**

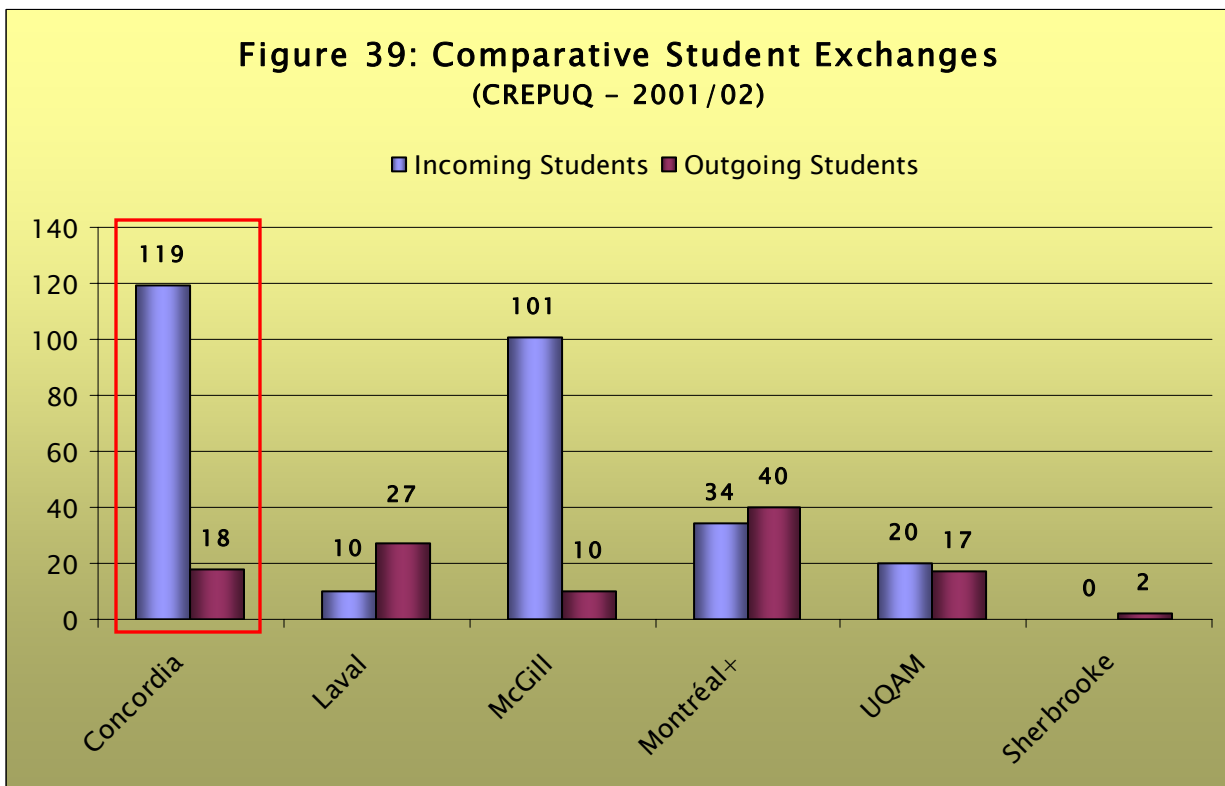
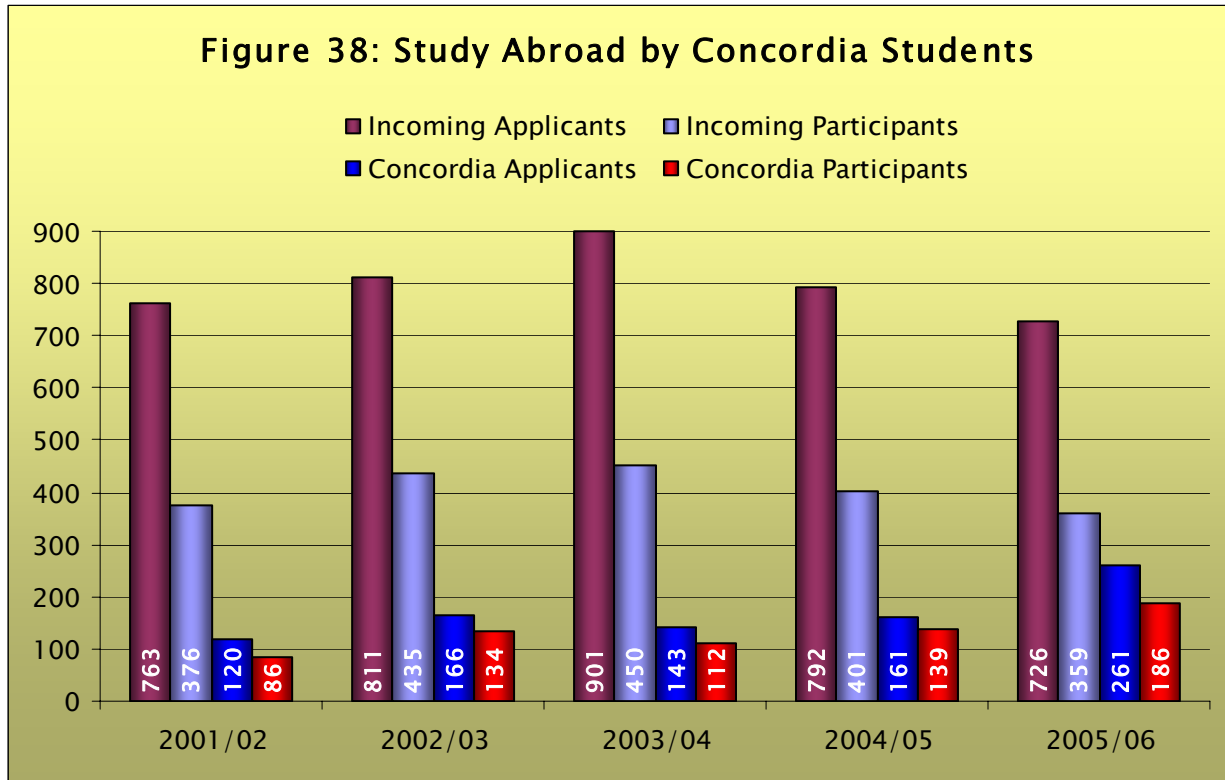
Concordia will need to improve on the number of students it sends on exchanges, both to provide more students with a quality international experience and to bring into equilibrium the exchange students coming to Concordia and those leaving from it.

There is currently no centrally available data source on which comparisons with other Canadian comprehensive universities can be made. Examination of institutionally available databooks suggest that this measurement is not currently being pursued by other institutions publicly. Meantime, Concordia can compare itself on exchanges facilitated by the Conférence des recteurs et des principaux des universités du Québec (CREPUQ), although only a single report from 2001/02 has been published and excludes exchanges with France.

Figure 38 shows that Concordia has received far more exchange students than it has sent Concordia students on exchanges elsewhere. Because exchange students pay tuition at their home institutions, and because of the way the Government of Québec funds these students, it is better for Concordia to balance its incoming and outgoing exchange students. Figure 39 shows that in spite of unsatisfactory numbers of student exchanges, Concordia led CREPUQ institutions in CREPUQ exchanges in 2001/02. Concordia’s goal remains to balance its incoming and outgoing flow of exchange students, while continuing to increase its international profile.

**Source:**

Centre for International Academic Cooperation report (updated for 2005/06 figures on 24 April 2006), Statistiques de participation aux programmes d’échanges d’étudiants de la CREPUQ



**Challenge Seven**  
**Measurement 40**  
**Facilities Condition Index**

**Description:**

Measurement 40 reports the ratio of the amount of deferred maintenance to the replacement cost of Concordia's buildings.

**Relation to the Academic Plan:**

Challenge Seven of *Moving Ahead* commits Concordia to complete its building and facilities projects so that cutting-edge teaching and research facilities are available to students and professors in all sectors of the University. The achievement of excellence requires a strategic decision to ensure that Concordia's buildings remain in a state of repair that will allow its researchers, professors, and students to develop their full potential. To this end, Concordia seeks to maintain its facilities index at an acceptable level with respect to that of the MAESTRO (Modélisation, analyse et Évaluation STRatégique des Organisations) réseau to which it belongs. In the coming year, Concordia will also begin to benchmark itself on this measurement with Ontario universities.

**Definitions:**

The Facilities Condition Index is calculated using the following formula:

$$(DM/RC)*100$$

Where:

DM = Deferred Maintenance

RC = Replacement Cost

For example, this year's index was calculated in the following way:

$$(41,319,000/801,228,437)*100 = 5.16$$

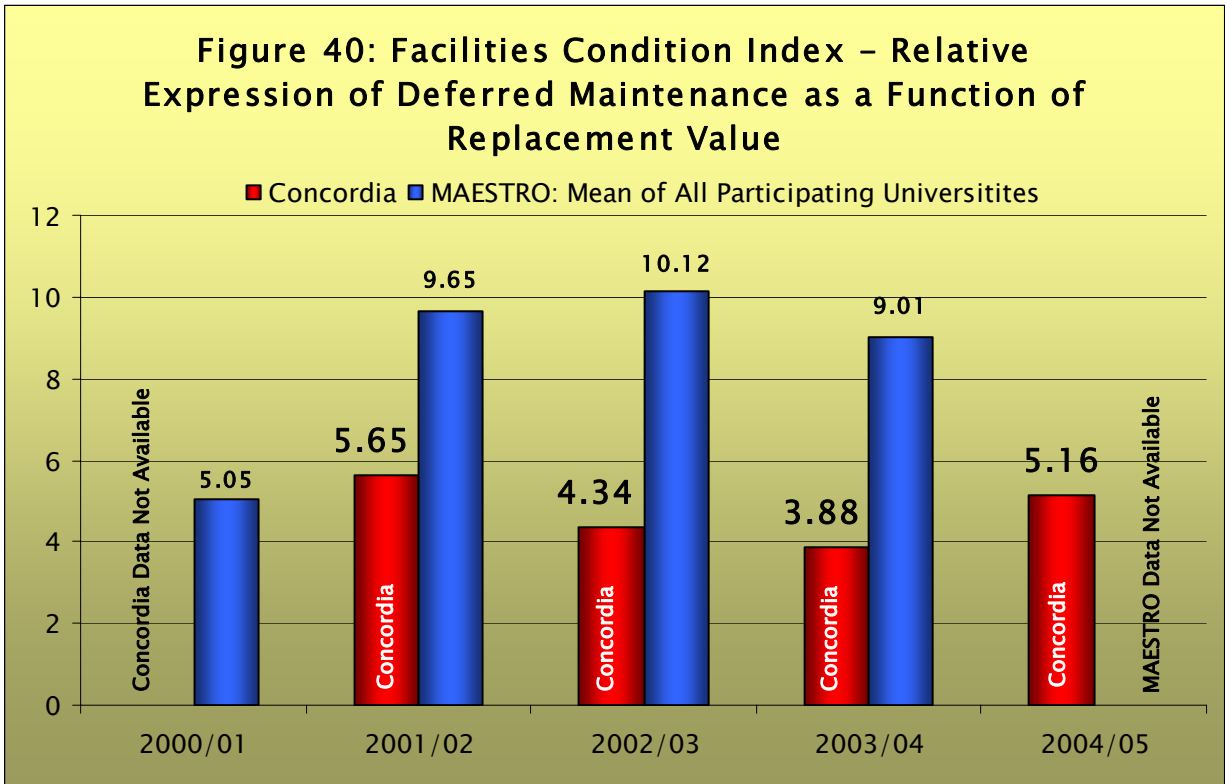
The specific membership in the MAESTRO réseau is not made public. It is known through individual university contacts that all but two large Québec universities are members.

**Commentary:**

Figure 40 shows that Concordia is in good standing with respect to this measurement. Over the three years for which comparative data are available, the réseau outpaced Concordia by a minimum of four percentage points (2001/02-2002/03), meaning that it had considerably more deferred maintenance to replacement cost than Concordia. In 2004/05, Concordia has seen a slight rise to 5.16, but it appears to be holding well-below the réseau average. Equally encouraging is the fact that the 2004/05 figure does not include the Engineering and Visual Arts Building, and new buildings tend to have the lowest amount of deferred maintenance and the highest replacement value.

**Sources:**

Concordia University Facilities Management, Indicateur 6—Indice de vétusté physique des installations (%), May 2005



**Challenge Seven**  
**Measurement 41**  
**Comparative Space Allocation**

**Description:**

Measurement 41 provides a measure of occupied and future space requirements for teaching, research, and administrative facilities. The occupied and projected space requirements are then compared to an estimate of the Government of Québec space allocation.

**Relation to the Academic Plan:**

Challenge Seven of *Moving Ahead* commits Concordia to completing its building and facilities projects so that cutting-edge teaching and research facilities are provided for students and professors in all sectors of the University.

The following strategic decisions are currently under consideration or have been implemented:

- Provision of a new facility for the John Molson School of Business
- Consolidation of the Faculty of Fine Arts in the Grey Nun's property (with the exception of the Hexagram research laboratories and other joint facilities with the Faculty of Engineering and Computer Science)
- Consolidation of Arts and Science departments on either campus, as appropriate.
- Continued development to ensure that there are an adequate number of properly equipped classrooms on both campuses.
- Continued examination of options to provide residence space on both campuses

**Definitions:**

"Government Norm" is the number of net square metres that are financed by the Government based on specific norms. The Government's method of allocating financial resources for all Québec universities' space needs is based on full-time equivalent (FTE) students and personnel. The number of course-credits is used to estimate FTE students and the average salary by category of personnel is used to estimate FTE personnel. FTEs are weighted to differentiate the space needs depending on the student mix (i.e., Cycle One, Cycle Two, and Cycle Three) and of category of personnel (i.e., teaching, administrative, technical). Norms (in square metres) are established by category of space and are applied to the weighted FTE users. The Government allocation of space is made globally for the University overall and not by department.

"Occupied Space" is the actual number of net square metres devoted to each Faculty.

"Future Space" represents the future estimated needs of each Faculty.

Academic space includes three categories: teaching and research space, rooms and laboratories space, and administrative and office space.

**Commentary:**

The "Government Norm" shown in the figures below represents the space that will be financed by the Government for 2006/07. Because the Government always relies on two-year old data for the current year allocation, it is estimated based on 2004/05 FTE students and personnel.

Figure 41a shows that all Faculties except Fine Arts currently occupy less space (excluding classrooms, auditoriums, and interpretation arts) than allocated by the Government (48% less for the John Molson School of Business, 24% less for Engineering and Computer Science, and 2% less for Arts and Science). Fine Arts is 58% over.

When Government Norm space is compared with future planned space, Engineering and Computer Science is 25% below norm, and the John Molson School of Business 13% below. Fine Arts is 52% over and Arts and Science 5% over.

When compared to occupied space, future planned space will allow the John Molson School of Business and Arts and Science to grow (66% and 7% respectively), but suggest a decrease for Fine Arts (3%) and Engineering and Computer Science (1%).

Overall, the space currently occupied by Academic Units ( Figure 41b) is 7% lower than the Government Norm. Planned space is also lower than the norm (1%), and therefore, future plans will allow 6% growth compared to currently occupied space.

Government Norm space for Academic Units totals 198.6 thousand square meters: 125.7 for teaching, research, and administrative facilities, 25.3 for Library, 35.2 for community services, and 12.4 for support services (Figures 41b and 41c). Additionally, recently-obtained data show that the Library occupies only 56% of its Government Norm space.

**Source:**

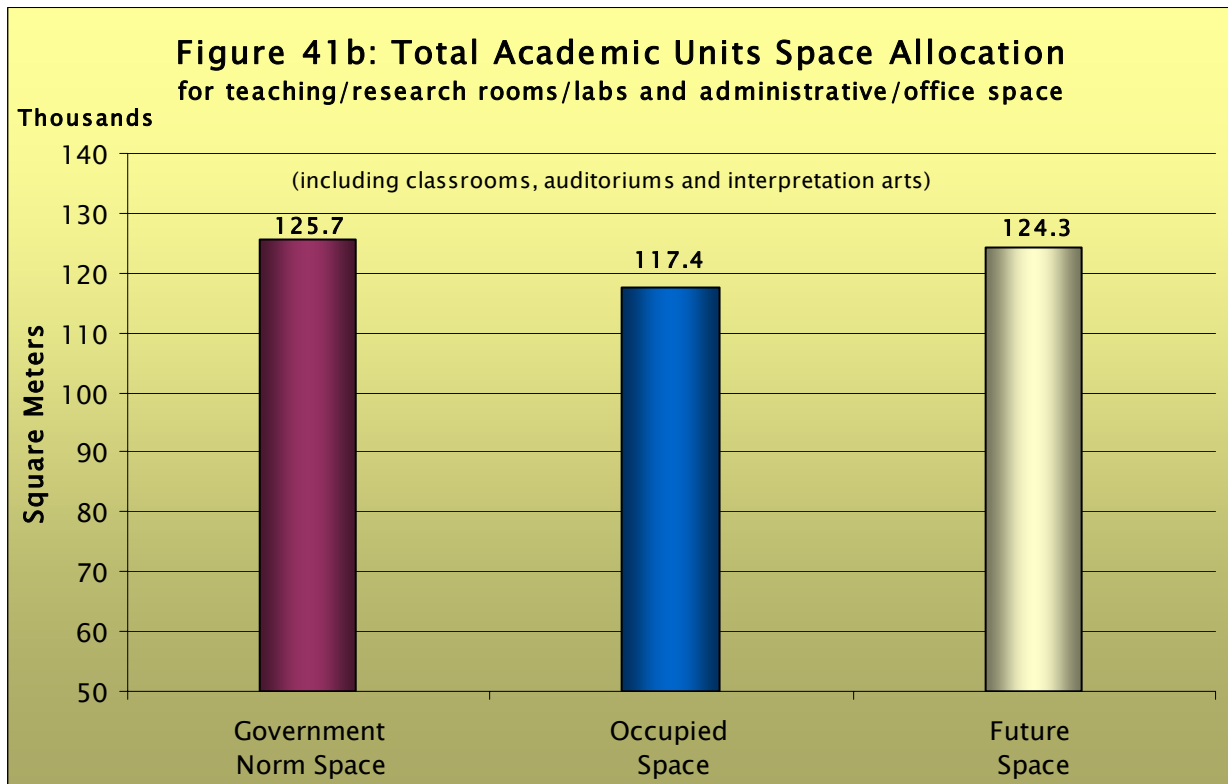
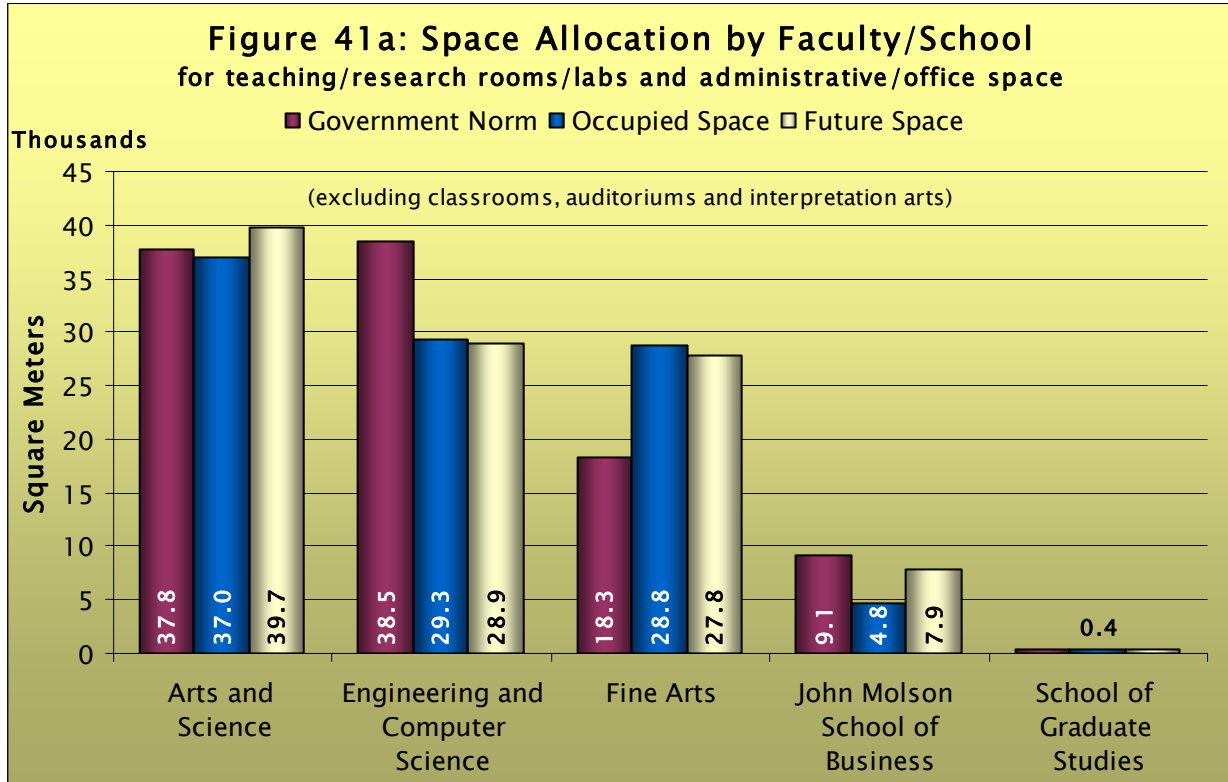
FTE Students 2004/05: Concordia Portal, as of 2 January 2006

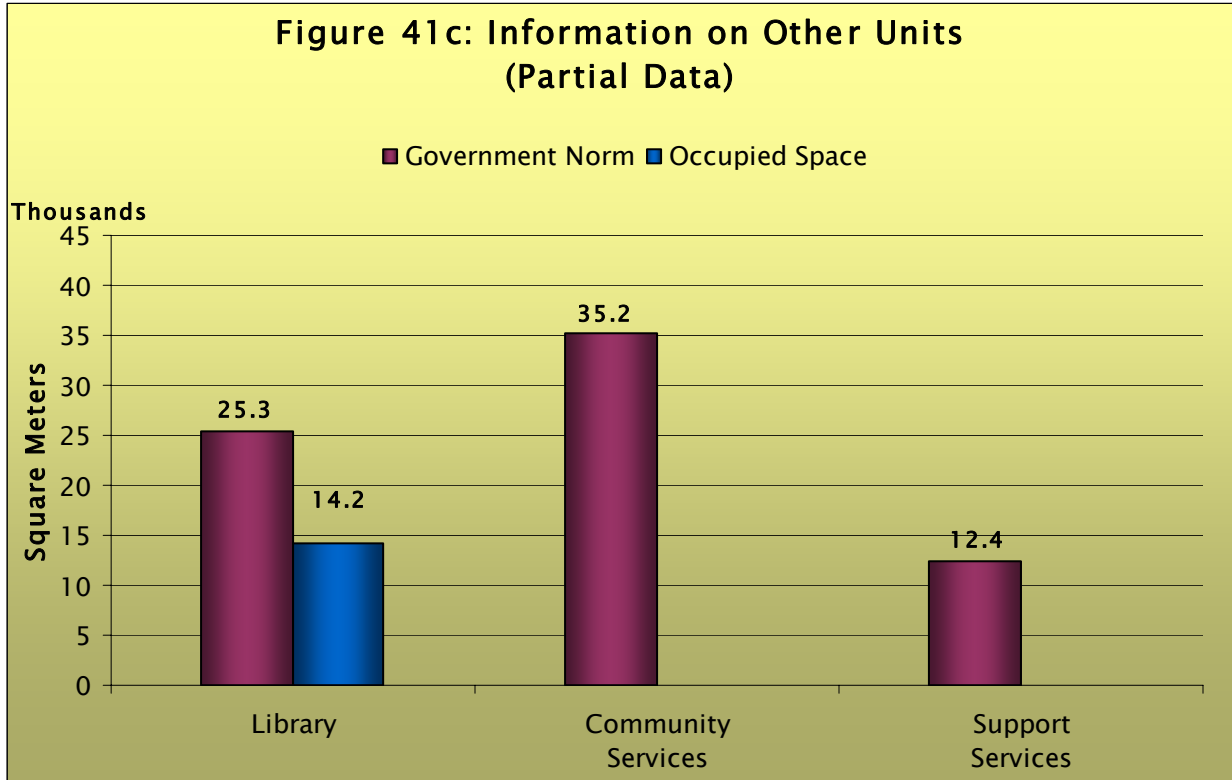
FTE Personnel: Financial Services, Financial Report 2004/05

Government Norm: Institutional Planning Office, estimation based on Government's weights/norms

Occupied Space: Facilities Management, Planning and Development, 9 May 2006

Future Space: Facilities Management, Planning and Development, 9 May 2006





## Glossary

### *Admit Yield Rate:*

The percent of applicants who actually register for classes.

### *AS:*

Concordia's Faculty of Arts and Science.

### *AUCC:*

Association of Universities and Colleges of Canada. The AUCC represents 90 Canadian public and private not-for-profit universities and university-degree level colleges. Universities report the same data to the AUCC that they report to Maclean's on a voluntary basis. Additionally, the AUCC coordinates other data-sharing initiatives.

### *CAUBO:*

Canadian Association of University Business Officers. Their quarterly publication, *University Manager*, contains comparative financial data.

### *CAUT:*

Canadian Association of University Teachers. The CAUT publishes a yearly almanac of higher education comparative statistics drawn from various sources, including Statistics Canada.

### *Canada Research Chair:*

The Government of Canada established the Canada Research Chairs program in 2000. The program aims to create and provide research funding for 2,000 Chairs positions for Canadian and foreign academics in key academic fields, in order to give Canada a competitive edge in attracting, recruiting, and retaining academics who are world leaders in their respective fields of expertise. There are two tiers of research chairs: (a) Tier One chairs are seven-year renewable at \$200,000 per year; (b) Tier Two chairs are five-year, once-renewable at \$100,000 per year.

### *Citation Index:*

An index that provides access to current and retrospective bibliographic information and cited references found in over 1,130 leading arts and humanities journals, over 1,700 leading social sciences journals, and over 3,300 leading science journals.

### *Comprehensive university:*

Eleven Canadian universities have been classified into the category of "comprehensive" for the purposes of the Maclean's annual rankings. These universities are described as having, "a significant amount of research activity and a wide range of programs at the undergraduate and graduate levels, including professional degrees."

### *CRC:*

Cote de rendement au collégial, known also as the "R-score" provides a statistical correction to grades received in Québec CÉGEPs. Essentially, the CRC is a representation of the student's position in the grade distribution of the classes taken (the standard, or Z score), as well as the strength of the group in which the grade was received compared with other groups taking equivalent classes.

### *CREPUQ:*

Conférence des recteurs et des principaux des universités du Québec. The CREPUQ is non-governmental body that represents all Québec institutions of higher education as a whole. They provide a breadth of services, among which are student exchange agreements and institutional research at a provincial level.

### *Cycle One:*

"Cycle One" refers to undergraduate studies. This includes independent, visiting, certificate and baccalaureate programs.

### *Cycle Two:*

"Cycle Two" refers to all graduate level studies prior to the doctoral level. This includes independent, visiting, qualifying, certificate, diploma and masters programs.

*Cycle Three:*

“Cycle Three” refers to doctoral level studies. This includes visiting, doctoral and post-doctoral programs.

*Data Warehouse:*

Data Warehouse is the nickname for Concordia’s Executive Information System database. The Data Warehouse is a collection of university data from various sources collected in data tables in a central place and updated at regular intervals. It includes:

- Extracted, detailed data from operational systems,
- Summarized data at different levels,
- Integrated data that are consistent across different operational systems, and
- Time-variant (i.e., historical) data that allow trend analysis.

*Distance Course:*

Refers to a course offered by the University, but not presented on-campus.

*E&CS*

Concordia’s Faculty of Engineering and Computer Science.

*Endowment*

Gifts of money where the capital sum is to be invested and held in perpetuity, and only the distributed income is to be spent.

*Enroll Yield Rate:*

The percentage of admitted applicants who actually register for classes.

*Extended-Term Appointment (ETA)*

Extended-Term Appointments of full-time faculty are meant to fill an on-going full-time teaching and service need. Internal ETAs are normally hired for approximately five years, while external ETAs are normally hired for approximately three, renewable at five.

*FA*

Concordia’s Faculty of Fine Arts.

*Facilities Condition Index*

The Facilities Condition Index is calculated by dividing the deferred maintenance on all buildings owned by Concordia by their replacement value, then multiplying the result by 100. A 5.87 index would mean that Concordia faces \$58,700 in deferred maintenance for every \$1 million in building value ( $5.87 = (58,700 / 1,000,000) * 100$ ).

*Financial sector:*

The Québec Ministère de l’Éducation, de Loisir, et du Sport currently divides all university disciplines into financial sectors. Concordia receives government funding for teaching (enseignement grant) and support (soutien grant) based on a weighting of student FTEs by financial sector.

*Full-time equivalent student:*

An FTE is a unit of measure used to describe enrolments. It is used by the government to help determine the level of funding provided to the University. An FTE is equal to 30 registered credits at any level of study. The total number of FTEs at the University is equal to the total value of registered credits in a given year divided by 30. For all first cycle programs and course-based second cycle programs, FTE is based on the number of credits taken; for 2nd- and 3rd-cycle thesis programs, 11.25 credits are attributed for each term a student is registered up to a maximum of 45 credits for a Master’s student and 90 credits for a Ph.D. student.

*Full-time, ongoing professor:*

A professor who is hired with tenure, hired into a tenure track, or hired as an extended-term appointment is considered a full-time, ongoing professor.

*Future Space:*

The future estimated space needs for each faculty.

*Government Norm (Space):*

The government norm is the number of net square metres financed by the Government of Québec based on (a) FTE students by cycle of studies and (b) FTE professors by average salary of personnel category.

Norms are established by category of space and then applied to FTE users, both students and professors.

*Impact Factor:*

A metric used to estimate the reach of a particular journal article. Calculated each year by the Institute for Scientific Information for the journals it indexes. It is calculated by taking the number of times articles published in the previous two years were cited in the current year, and divides this number by the number of articles published during the previous two years. Use of this metric is not without debate, and is currently being used at Concordia only for inter-institutional benchmarking.

*International (Visa) Student:*

For the purposes of this report, “international (visa) student” refers to students who are studying at Concordia on a visa. A further distinction is made elsewhere in this report between short-term visa students (exchange students) and those studying for a Concordia degree.

*JMSB*

Concordia’s John Molson School of Business.

*Limited-Term Appointment*

Limited-Term Appointments of full-time faculty are made to (a) replace a faculty member on leave, (b) fill an open tenure-track position during the course of the search, or (c) to respond to specific teaching, and where appropriate, service, research, scholarly, or creative needs. Academic year appointments are for 9 1/2 months, with renewals at 12 months up to a maximum of 36 months.

*Media Impressions:*

An estimation of the number of people that have been exposed to a media item based not only on actual subscription information, but also on extensive demographic research.

*Non-Credit Courses:*

Non-credit courses are courses offered by the University where no credit toward a degree is given. The Centre for Continuing Education serves the largest number of our non-credit students, but non-credit courses also exist in e-Concordia. Several hundred degree-seeking students simultaneously enroll in non-credit courses for a variety of reasons each year.

*Occupied Space:*

The actual number of net square metres devoted to each faculty.

*Online Course:*

Refers to a course offered by the University, but where the mode of communication for course content and evaluation is online.

*Oversample*

A sampling procedure designed to give a demographic or geographic population a larger proportion of representation in the sample than its actual proportion of the overall population. This procedure is used to allow more sensitive analyses in areas of interest.

*Student Exchanges*

Concordia has bilateral exchange agreements with over 77 institutions around the world. Concordia students also have access to a wide variety of host institutions through CREPUQ exchange agreements. The home and host institutions work together to assure that the agreed upon credits taken while on exchange will be transferred to the home institution. Normally, the home, rather than the host, institution receives tuition for the exchange student. In Québec, the government funds the difference between incoming and outgoing exchange students who are Québec residents at 50%, an amount that has been slated for elimination.

*Tri-Council:*

Refers to the three major federal academic funding agencies: The Canadian Institutes of Health Research (CIHR), The Natural Sciences and Engineering Research Council (NSERC), and The Social Sciences and Humanities Research Council (SSHRC). The Tri-Council has developed a memorandum of

understanding with universities regarding "policies that define the standard of accountability in such areas as research integrity, research involving human and animal subjects, and fiscal responsibility".

*Top-Line Findings*

A summary of survey results that consists solely of descriptive statistics.

*Weighted full-time equivalent student:*

A weighted FTE takes the student's FTE and multiplies it by a factor determined by the cycle of the student's program or programs and the financial sector of the program in which the student is enrolled. Through this method, the Government of Québec attempts to fund universities through the education (enseignement) and the support (soutien) grants based on their analysis of the actual cost of providing services in the different financial sectors. A table containing these weightings as they currently stand (their revision is under consideration) is presented below.

Financial Sector	Cycle One	Cycle Two	Cycle Three
Périmédical	5.68	8.73	10.56
Paramédical	1.77	2.86	3.51
Sciences pures	2.03	5.70	8.14
Sciences appliqués	1.77	5.05	7.24
Sciences humaines	1.30	3.88	5.25
Éducation	1.37	3.33	4.58
Administration	1.00	2.56	3.55
Arts	2.00	4.65	6.34
Lettres	1.15	3.49	4.74
Droit	1.14	3.48	4.73
Médecine	2.77	4.37	5.32