

A large, stylized, light brown graphic of an open book with a sunburst or starburst design on its cover, serving as a background for the title text.

Measuring Excellence at Concordia University

Prepared by the
Institutional Planning Office

July 2011

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The Primary Data Sources

Much of the data for this report was drawn from Concordia's Data Warehouse. Several sectors of the University administration, including Academic Administration, Advancement and Alumni Relations, Enrolment and Student Services, Facilities Management, Financial Services, and the Office of Research supplied other Concordia data. Where possible, requested data were independently verified by the Institutional Planning Office.

For comparative measurements, this report favours data drawn from independent sources. For example, the Tri-council Funding "Cube" was used to compare grant funds awarded by the Canadian Institutes of Health Research (CIHR), the Natural Sciences and Engineering Research Council of Canada (NSERC), and the Social Sciences and Humanities Research Council of Canada (SSHRC). To compare grant funds awarded from the *Répertoire de la recherche subventionnée*, FQRNT-FQRSC, the amounts awarded to Concordia were drawn directly from the databases of each Council. In this way, we were able to ensure that all universities were being compared using the same parameters.¹

Concordia belongs to several data-sharing consortia broadening access to valid, reliable, comparative data. These include:

The National Survey of Student Engagement (NSSE): tri-annual

The Consortium for Student Retention Data Exchange (CSRDE): annual

The *Observatoire des sciences et des technologies* (OST)

The Cormex Canadian Universities Media Research Consortium: membership terminated as of 2007

Canadian Undergraduate Survey Consortium (CUSC): annual (participation suspended as of 2009)

Each of the consortia is defined as it appears in the report's text and in the Glossary.

The Institutional Planning Office would like to thank the members of the Concordia University community, whose support and cooperation have made this report possible.

¹ 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 "G13" universities, which call themselves "Canada's thirteen 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 therefore continue to improve its ability to collect such data as each annual report appears.

Measuring Excellence Format

The measurements are arranged so that the open booklet presents a single measurement with the text and figures on facing pages.

For each measurement, the following sections appear on its text page:

1. Definition of the Measurement
2. Findings and Conclusions
3. Source

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

- Concordia's progress over a period of time with no comparative peer data
- Concordia's progress over a period of time with comparative peer data
- Concordia's position in time with no comparative peer data
- Concordia's position in time with comparative peer data

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

Lists of Acronyms, as well as a Glossary of Terms are provided at the end of this document. The Glossary elaborates further on terms and definitions in the text.

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

Measurement 1: Perception of Concordia's Reputation

NOTE: There are no new data to report this year; data presented are those from *Measuring Excellence* 2007.

Definition of the Measurement:

This benchmark research was conducted by The Strategic Counsel. The research, which took place between January and November 2006, included one-on-one interviews, focus groups, and surveys among ten different groups, conducted in both English and French. For this measurement, respondents were asked to provide their perception of overall reputation. All respondents in each group were asked to provide their perception of the overall reputation for specific universities. The list of institutions varied in length from group to group for methodological reasons. The universities shown represent the largest number of institutions common to all questionnaires.

Findings and Conclusions:

Margins of error for the various groups ranged from $\pm 1.51\%$ to $\pm 14.61\%$ with students having the lowest and general public having the highest. Note that margins of error were calculated using a formula based on the number of respondents only. Figure 1.1 shows that perceptions of Concordia as having a *good or excellent* reputation are held by those who want to study (applicants, 81%), are studying (students, 67%), or have studied here (alumni, 69%). Conversely, those who work for the university (staff, 57% and faculty, 40%) are less likely to say Concordia has a *good or excellent* reputation. In surveys done by other Canadian universities such a gap has been found between these groups, but in the case of Concordia this gap is more pronounced, with fewer faculty and staff tending to rate it as having an "excellent" reputation.

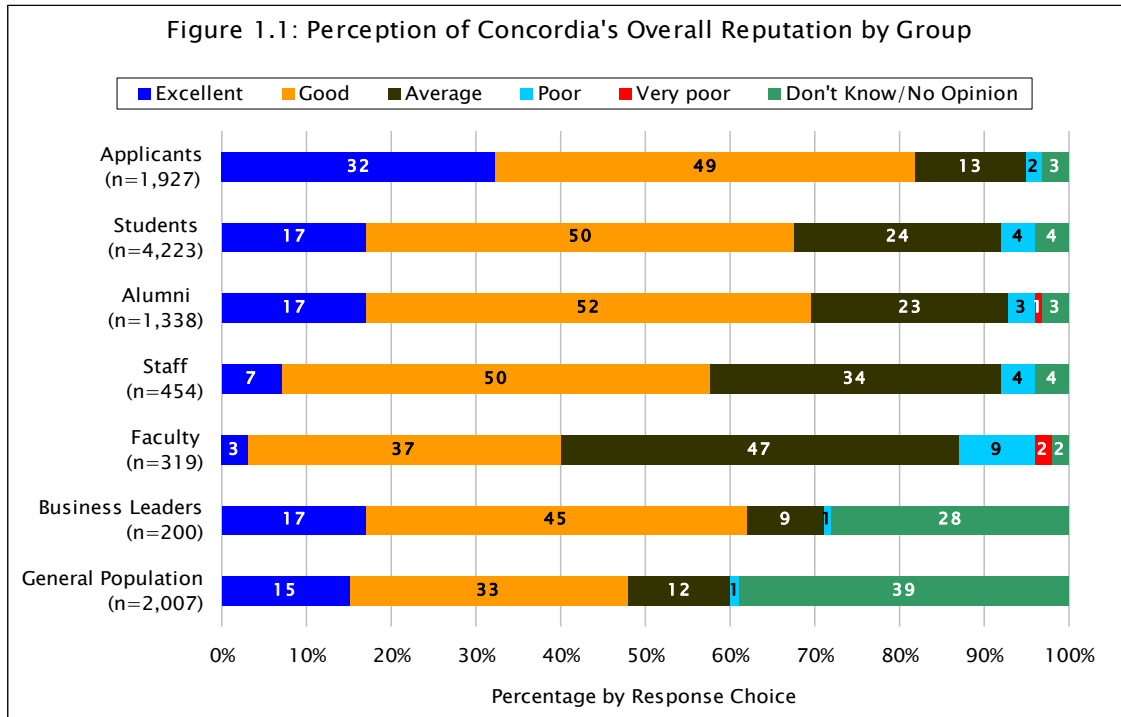
While business leaders (62%) perceive Concordia as having a *good or excellent* reputation, more than a quarter of those surveyed indicated they "do not know" enough about Concordia to make a judgment or declined to venture a guess. A similar pattern emerged among the general public, where 48% consider Concordia's reputation to be *good or excellent*, but a full 39% responded that they "do not know" or have "no opinion." With so many respondents holding no particular view about Concordia's reputation, raising the university's profile is crucial. Clearly, the more positive the communication is, the more the impressions they form will be positive.

Figure 1.2, which excludes "don't know/no opinion" responses, shows that across the various groups Concordia exhibits similar patterns to other universities, with the exception of McGill, whose reputation is consistently high for all groups.

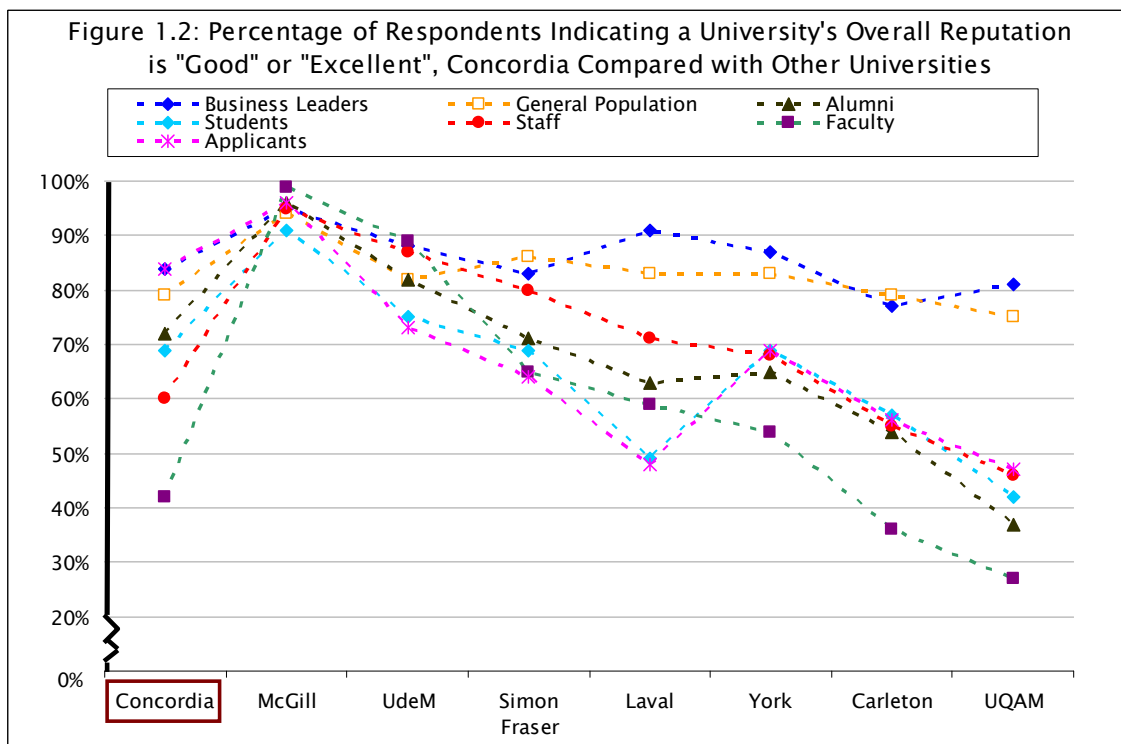
Analyses of overall reputation ratings for all universities included in the research reveal that the institutions can be classified into three tiers. In this respect, the first tier of universities includes McGill, Toronto, Queen's, and to a lesser extent, Waterloo. For the most part, Concordia is part of a second tier, on par with York and McMaster. Among faculty and to some extent staff, however, Concordia falls into a third tier along with Carleton and Guelph.

Source:

Concordia University's Reputation Survey conducted by The Strategic Counsel 2006



Source: Concordia University's Reputation Survey conducted by The Strategic Counsel, 2006



Source: Concordia University's Reputation Survey conducted by The Strategic Counsel, 2006

Note: (1) All groups were asked to provide their perception of the overall reputation for specific universities. The universities appearing in this Figure represent the largest number of institutions common to all questionnaires. (2) Dashed lines are intended as an aid to following a group of respondents and do not indicate a trend.

Measurement 2: Media Analysis of Concordia

Definition of the Measurement:

This measurement looks at media coverage in the Canadian mainstream media, tracked over time. Tracking for Concordia began in 2005. The analysis was based on approximately 15,000 media items per month, tracking 16 dailies, four widely-subscribed magazines, and major national and provincial radio and television. While media analysis does not constitute an exact science, a primary scale of measurement in media coverage is estimated “audience reach” calculated in total media “impressions.” A media impression refers to an individual audience view of a news item, whether it is by a subscriber or a non-paying reader. Impressions are also scaled based on the prominence and position of Concordia’s mention within an item and within a publication, or in the case of broadcast, the time of airing.

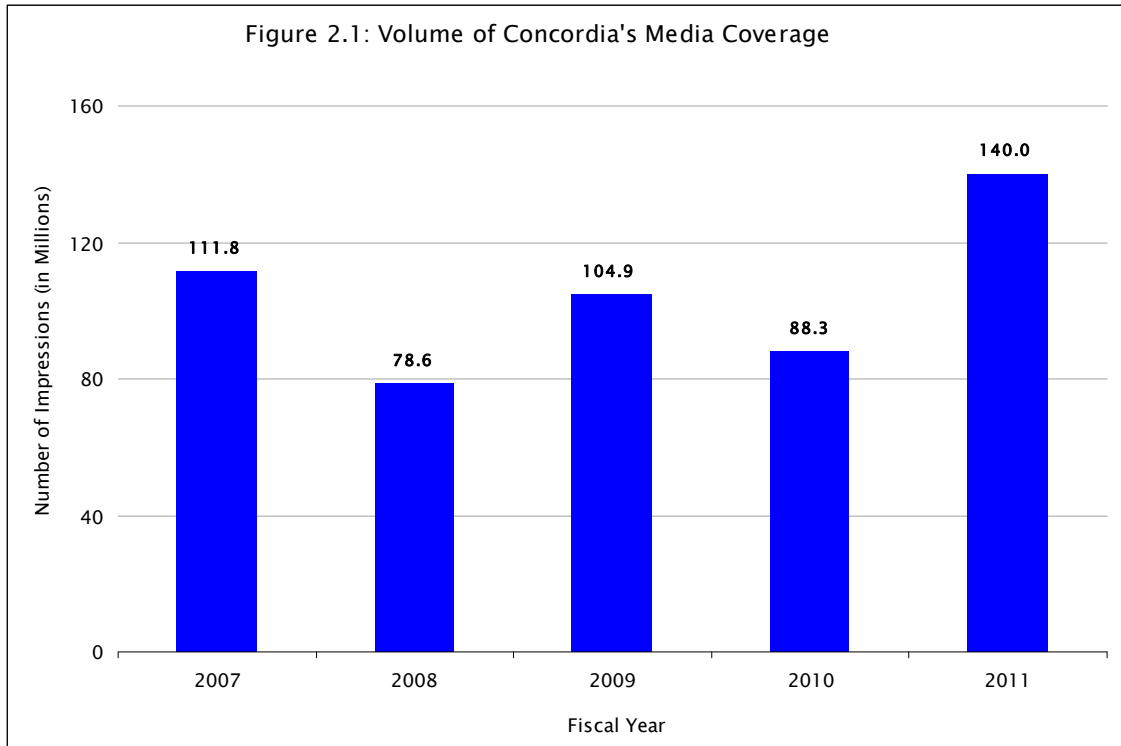
Findings and Conclusions:

During the 2011 fiscal year, Concordia’s total media exposure climbed to its highest level in over six years of tracking, reaching 140 million impressions. Figure 2.1 shows that Concordia’s profile increased by 58.6% in comparison to 2010. Numerous factors contributed to the university’s elevated media profile, including heightened attention to the human resources and governance issues related to the departure and replacement of the university’s president, as well as increased research coverage and expert commentary.

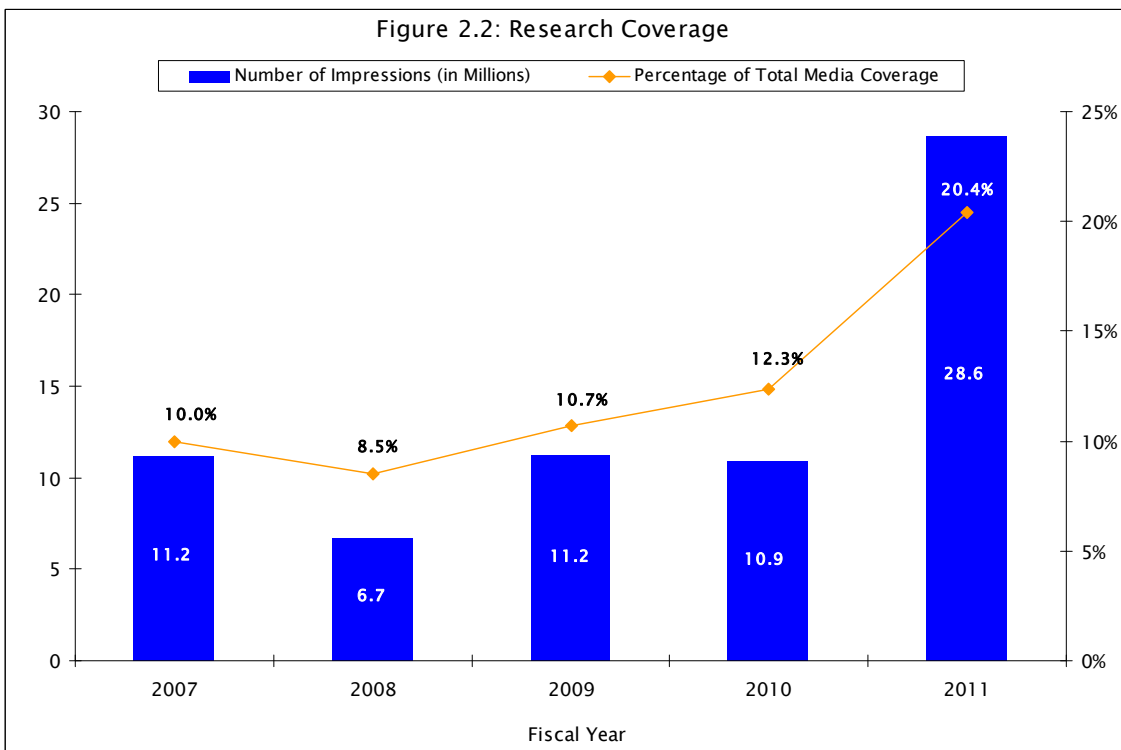
Figure 2.2 shows that coverage of Concordia’s research activities in fiscal year 2011 more than doubled over the previous four years and represented one-fifth of the university’s media profile.

Source:

Cormex Research Media Analysis Report: Concordia University



Source: Cormex Research Media Analysis Report: Concordia University



Source: Cormex Research Media Analysis Report: Concordia University

Measurement 3: Reasons for Choosing Concordia

NOTE: There are no new data to report this year; data presented are those from *Measuring Excellence* 2009.

Definition of the Measurement:

Measurement 3 seeks to determine why students choose to attend university and, more importantly, why they choose to enroll at Concordia. Information was obtained from surveys administered by the Canadian Undergraduate Survey Consortium (CUSC). This survey runs in a three-year cycle, with different student populations targeted each year of the cycle: (1) all undergraduate students, (2) first-year undergraduate students, and (3) graduating students. The questions most relevant for tracking purposes appear in the first-year student survey, which was conducted in 2001, 2004, and 2007. The questions of interest are:

- *How important were the following reasons [nine items listed in 2001, 2004, and 2007] in your decision to attend university?*
- *How important were the following reasons [23 items listed in 2001, 26 in 2004 and 23 in 2007] in your choosing this university?*

The 2001, 2004, and 2007 data for these questions have been aggregated. The benchmark score is a weighted average of the scores for Carleton, Concordia, Simon Fraser, Victoria, and York. The results are weighted because of differences in sample sizes and response rates for each university.

Findings and Conclusions:

As illustrated in Figure 3.1, more than two-thirds of Concordia students ranked the following as the top three reasons for attending university:

Get a good job
Increase my knowledge in an academic field
Prepare for a specific job or career

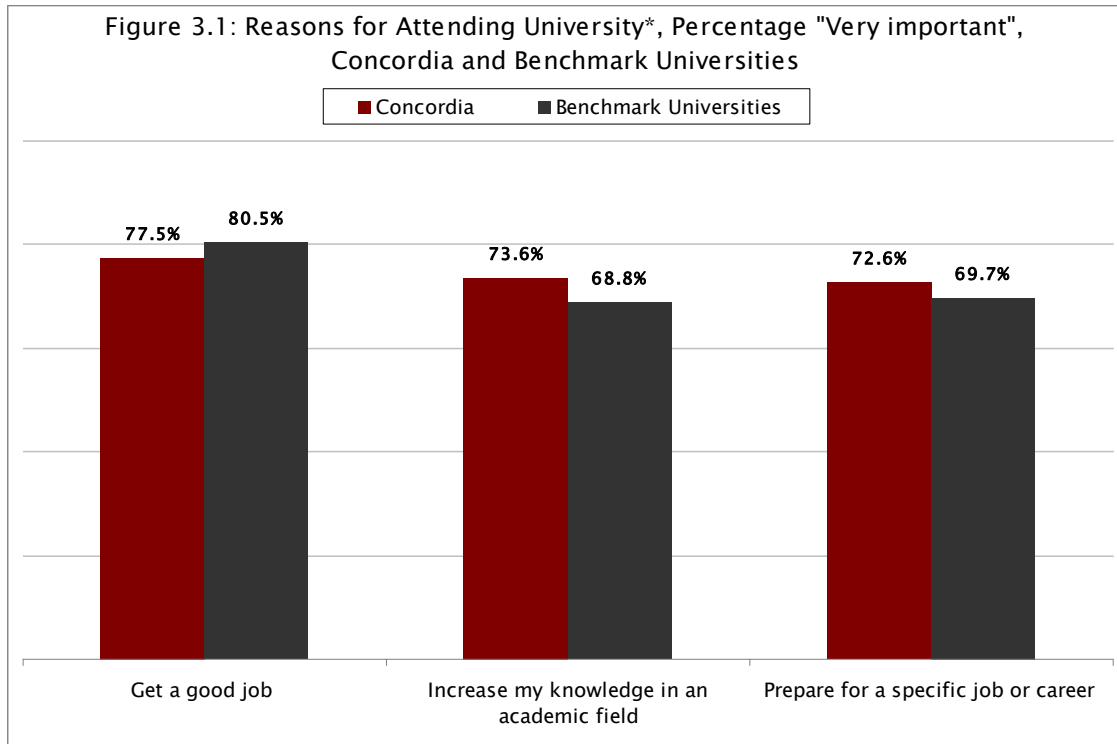
As illustrated in Figure 3.2, about half of Concordia students ranked the following as the top three reasons for choosing Concordia University:

Quality of academic programs
Specific career-related programs
Good reputation

Concordia student responses for the top three reasons to attend university and top three reasons to attend Concordia are similar to the responses of students at the benchmark universities.

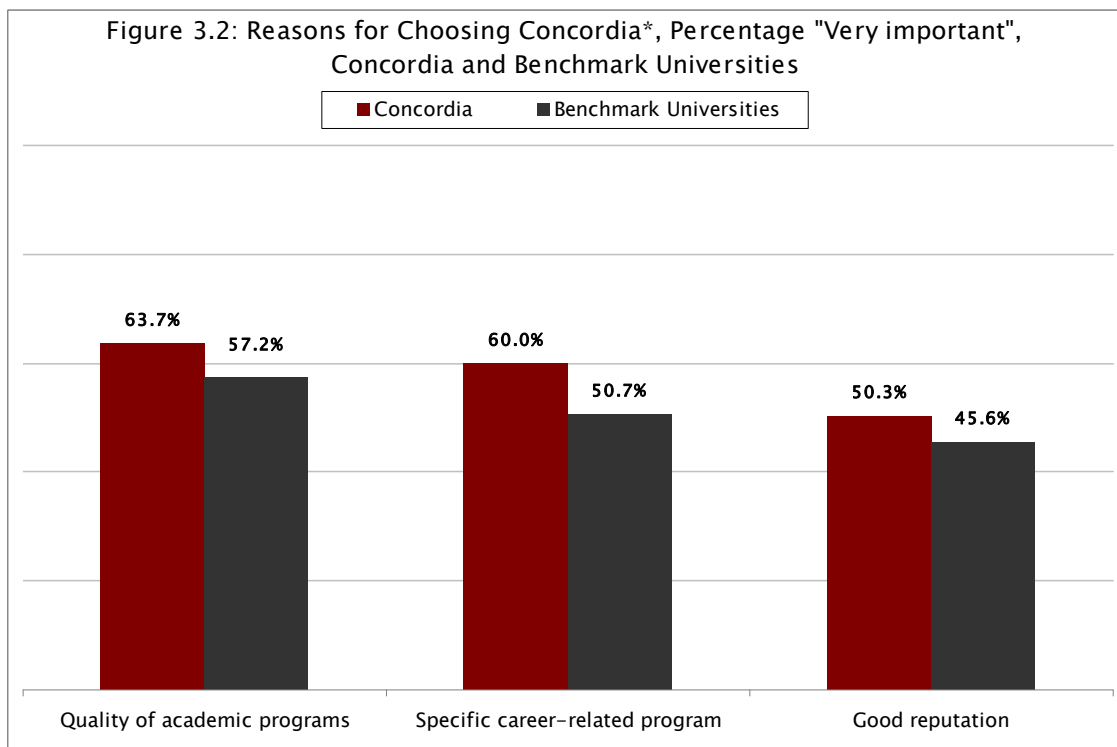
Source:

Canadian Undergraduate Survey Consortium (CUSC): 2001, 2004, and 2007 First-Year Student Surveys



Source: Canadian Undergraduate Survey Consortium: 2001, 2004 and 2007 First-Year Student Surveys

* Weighted average of 2001, 2004, and 2007 surveys.



Source: Canadian Undergraduate Survey Consortium: 2001, 2004 and 2007 First-Year Student Surveys

* Weighted average of 2001, 2004, and 2007 surveys.

Measurement 4: Net Operating Surplus/Deficit as a Percentage of Operating Revenue

Definition of the Measurement:

This measurement compares Concordia's annual net operating surplus or deficit with its operating revenues. The Operating Fund is used to finance the day-to-day operating expenditures of Concordia.²

Findings and Conclusions:

Concordia emerged from an operating deficit in the late 1990s, which was largely due to expenditure reductions imposed by cuts to operating grants from the province. A limited amount of re-investment that began in the late 1990s, together with additional funds generated by planned, significant enrolment increases, allowed Concordia to bank an accumulated surplus for several years.

It is notable that the operating budget was nearly balanced at the end of the 2006/07 fiscal year, as shown in Figure 4.1; this was due largely to an unanticipated (but non-recurring) injection of funds from the province. In May 2007, the Board of Governors approved an operating deficit of \$7.3M for the 2007/08 fiscal year; unfortunately, revisions imposed by the Ministry part way through the year resulted in a reduction of approximately \$11M to the amount attributed to the teaching grant (*enseignement*). This combined with other factors resulted in a final deficit of over \$14M for fiscal 2007/08.

Beginning with the 2009/10 fiscal year, Concordia (and all other Québec universities) retroactively adopted the recommendations of the Canadian Institute of Chartered Accountants (CICA) and prepared its financial statements in accordance with Generally Accepted Accounting Principles (GAAP). GAAP reporting is designed to standardize and simplify reporting for a wide range of corporations, organizations and institutions, and government. In Concordia's case, this change required accounting for employee future benefits as well as accruals for vacations and banked time. This resulted in retroactive adjustments to surplus and deficit figures beginning with the 2008/09 fiscal year.

Figure 4.2 shows Concordia's net operating surplus or deficit expressed as a percentage of operating revenue. The significant decrease in 2009/10 is explained by the introduction of a \$16M reserve for Concordia's implementation of the Pay Equity Legislation. Without such a reserve the net operating surplus or deficit expressed as a percentage of operating revenue would have remained stable at 8.2%.

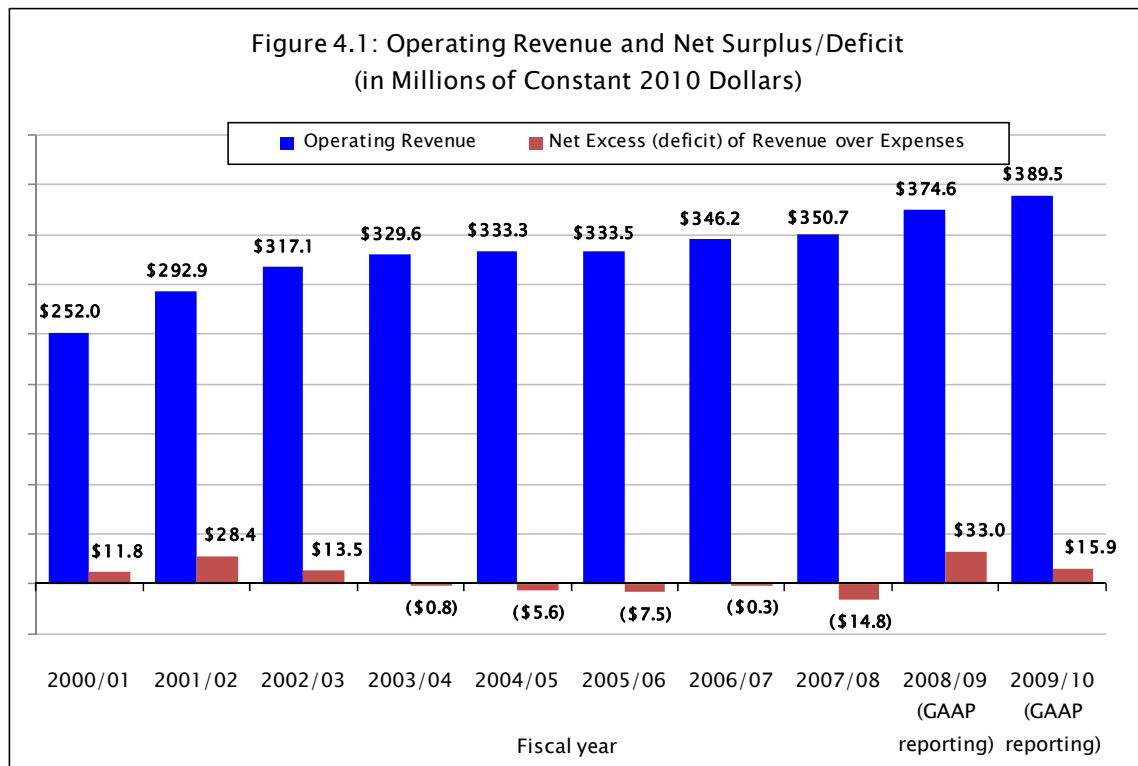
The future situation continues to remain uncertain. The Quebec Government's March 2011 budget announced a significant annual increase in tuition fees (\$325 annually over 5 years for full-time students) beginning in 2012/13. Additionally, the budget included a series of restrictions attached to any new funding allocated to the university network. At this point, however, there is reason to be optimistic that these conditions will not adversely affect Concordia's funding. Nonetheless, there remain some uncertainties that challenge projection of future budgets:

- Interest expense incurred to finance capital projects
- Faculty and staff wage settlements
- Increased expenses to accommodate increased enrolments

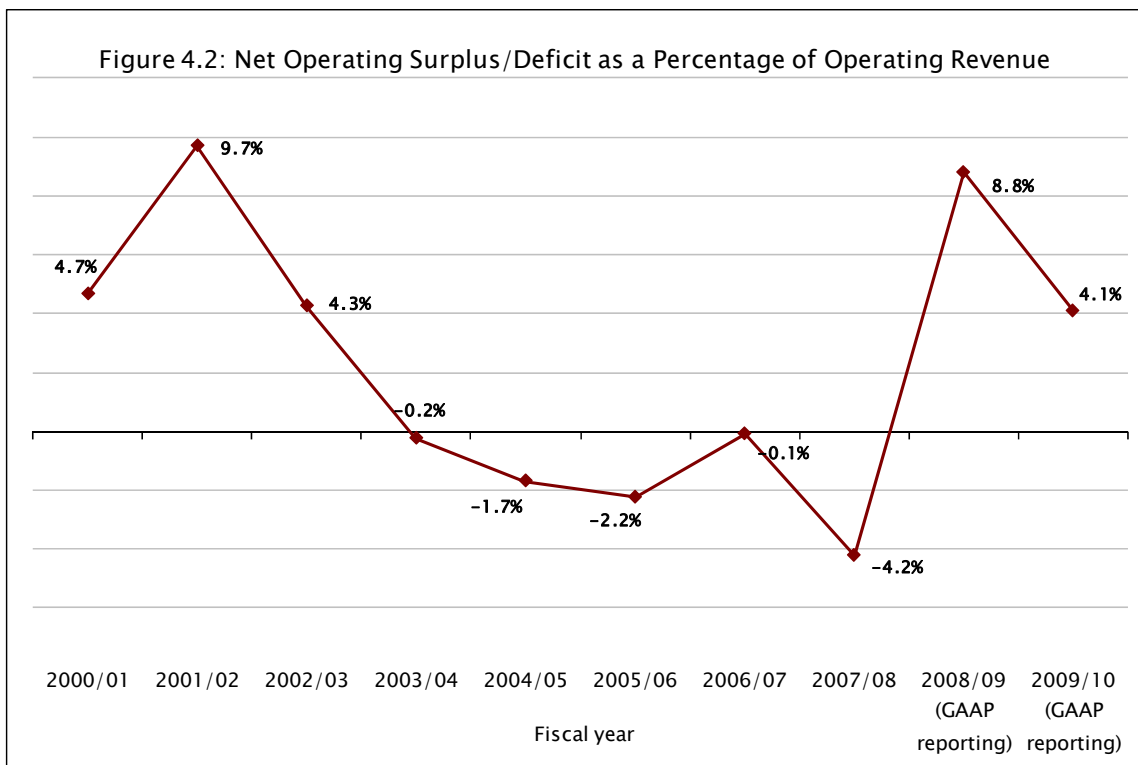
Sources:

Concordia University's Audited Financial Statements from 2002/03 to 2009/10 fiscal years; prior years from Financial Services; Bank of Canada (Consumer Price Index)

² Data shown in the audited financial statements can differ from those appearing in internal financial statements. These differences are explained by inter-fund 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. Inter-fund transfers for this purpose occurred in each of the 2003/04, 2004/05, and 2005/06 fiscal years.



Sources (both figures): Concordia University's Audited Financial Statements from 2002/03 to 2009/10 fiscal years; prior years from Financial Services. Note: Constant dollars were calculated using the May 2010 Consumer Price Index (CPI).



Measurement 5: Annual Level of Donation and Transfers from Concordia University Foundation

Definition of the Measurement:

Measurement 5 provides the total of all donations received with the exception of (1) corporate sponsorships and (2) student contributions to the last capital (comprehensive) campaign. Additionally, a “three-year moving average” plots the average value of the previous three years, inclusive. For example, the plot for 2002/03 is the average value from 2000/01 through 2002/03; the plot for 2003/04 is the average value for 2001/02 through 2003/04, and so on. The annual amount of transfers to the University from the Concordia Foundation is also reported in this measurement.

Findings and Conclusions:

When using constant 2010 dollars³, the mean level of donation over the last ten years is \$9.9 million annually. Figure 5.1 shows the level of donation went from a high of \$17.2 million in 2000/01 to \$7.7 million in 2009/10. Despite the current comprehensive campaign, the three-year moving average has become relatively flat as a result of fluctuating levels of donation in recent years.

The considerably higher levels of actual donation up to 2000/01 as shown in Figure 5.1 can be attributed to payments received in association with Concordia’s last major fund-raising initiative, *Fresh Ideas: The Campaign for a New Millennium*.

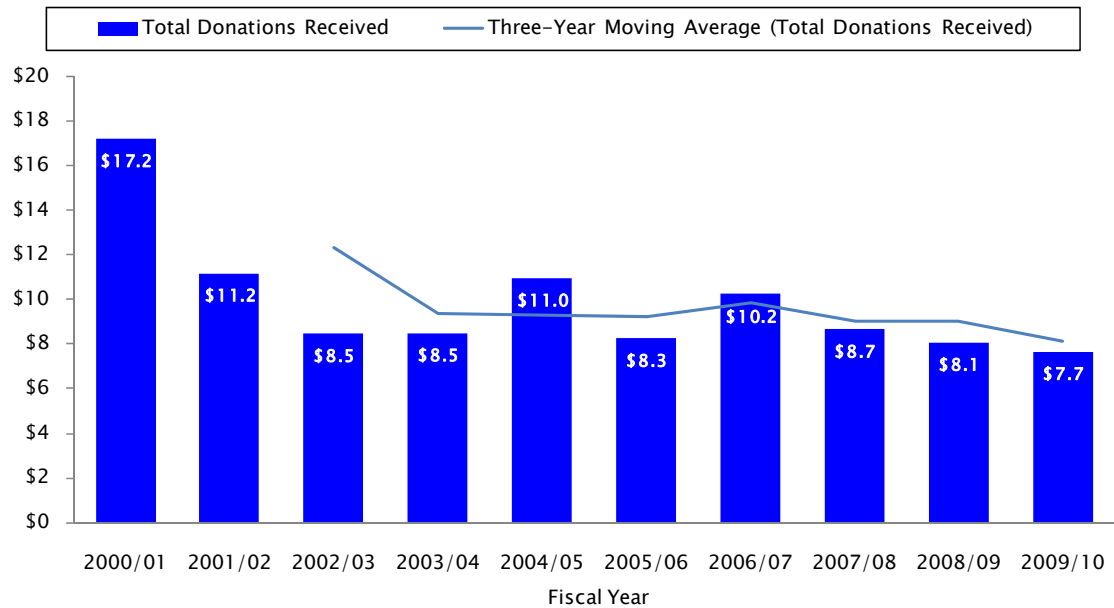
Figure 5.2 shows the amounts transferred annually from the Concordia University Foundation (as well as the annual level of donation). These funds represent income generated by endowments and other contributions that are managed through the Foundation and made available to the University for items such as scholarships, fellowships, capital projects, endowed chairs, library acquisitions, etc.

Sources:

Concordia University’s Audited Financial Statements; Bank of Canada (Consumer Price Index)

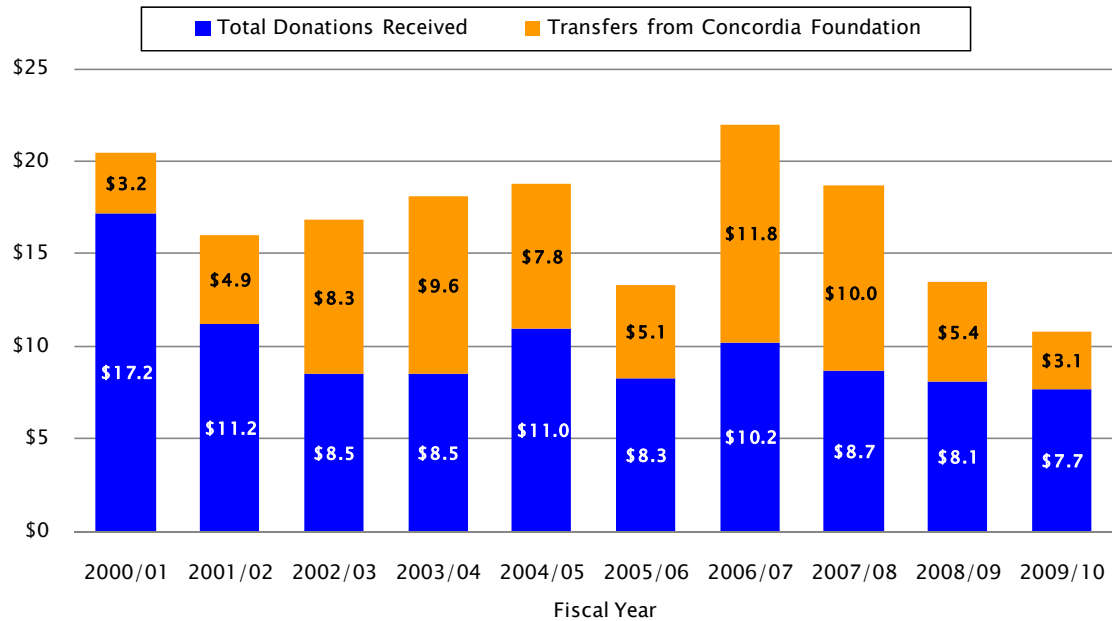
³ Constant dollars were calculated using the May 2010 Consumer Price Index (CPI).

Figure 5.1: Annual Level of Donation and 3-Year Moving Average of Total Received (in Millions of Constant 2010 Dollars)



Source (5.1 and 5.2): Concordia University's Audited Financial Statements (excluding corporate sponsorships and student contributions to the last capital campaign. Note: Constant dollars were calculated using the May 2010 Consumer Price Index (CPI).

Figure 5.2: Donations and Transfers from the Concordia University Foundation (in Millions of Constant 2010 Dollars)



Measurement 6: Endowment per FTE Student

Definition of the Measurement:

Measurement 6 tracks the endowment per full-time equivalent (FTE) student from 2005/06 to 2009/10, and compares the most recent data available (2009/10) with the benchmark universities (UQAM, Carleton, Simon Fraser, Victoria, and York). “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. This measurement uses data that are reported through the Canadian Association of University Business Officers’ (CAUBO) annual survey of endowment and pension funds, which tracks such funds by calendar year, and thus are reported each December.

The basis for calculating FTE students has been harmonized using Statistics Canada methodology and fall-semester headcount data obtained from independent sources. Statistics Canada calculates full-time equivalence as follows: 1 full-time student equals 1 FTE and 3.5 part-time students equal 1 FTE. This methodology is more favourable for inter-institutional comparison owing to differences in definitions and calculation of full-time equivalency in other institutions and provinces.

Findings and Conclusions:

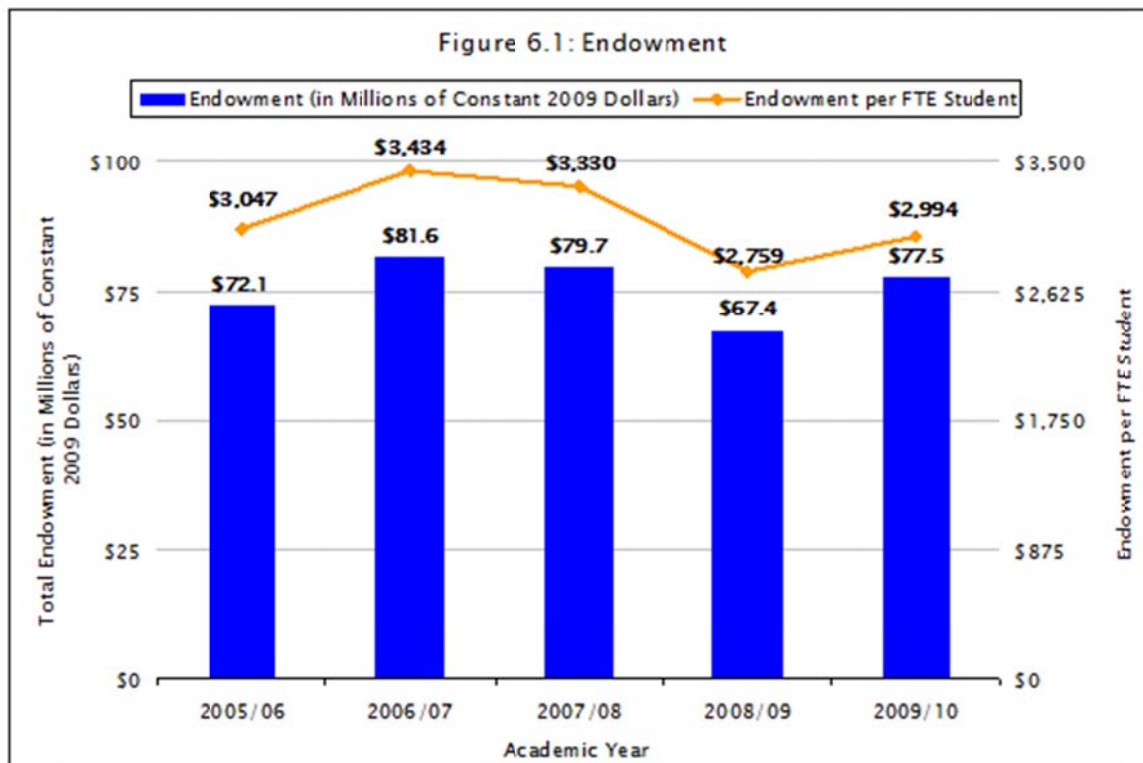
Using constant 2009 dollars⁴, Figure 6.1 shows that Concordia’s endowment funds held in perpetuity have grown at an average rate of 6% per year from 2005/06 to 2009/10, standing last year at \$77.5 million, an increase of 15% or \$10.1 million over the previous year. This places Concordia at \$2,994 per FTE student in 2009/10, falling 13% from its five-year high of \$3,434 per FTE student in 2006/07, but increasing by 9% over the preceding year.

According to CAUBO-based figures, Figure 6.2 shows that Concordia’s endowment is in a better position than UQAM, but trails the other benchmark universities by a wide margin. Per FTE, Concordia’s placement is also better than UQAM, but again lags far behind the other four benchmark universities with Victoria leading the group.

Sources:

CAUBO’s Annual Canadian University Investment Survey of Endowment and Pension Funds; CREPUQ: *Données préliminaires*; Common University Data Ontario (CUDO); British Columbia Higher Education Accountability Dataset

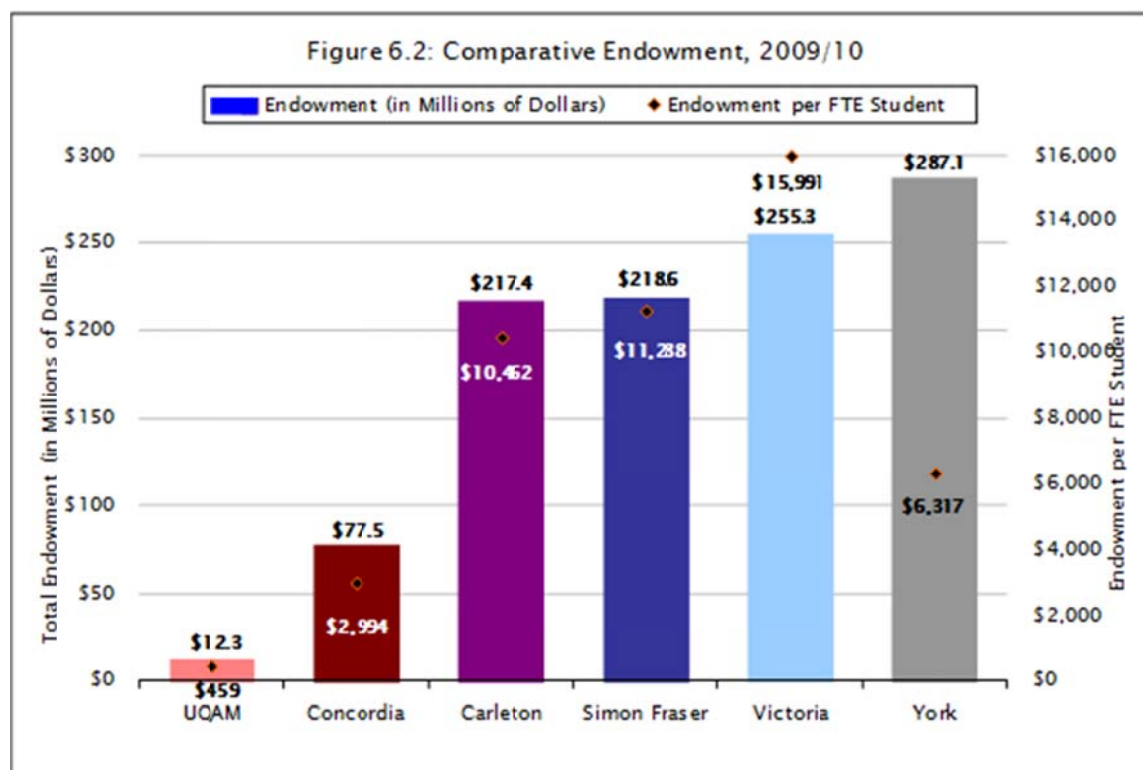
⁴ Constant dollars were calculated using the December 2009 Consumer Price Index (CPI).



Sources: CAUBO's Annual Canadian University Investment Survey of Endowment and Pension Funds;

CREPUQ: *Données préliminaires*

Note: Constant dollars were calculated using the December 2009 Consumer Price Index (CPI).



Sources: CAUBO's Annual Canadian University Investment Survey of Endowment and Pension Funds;

CREPUQ: *Données préliminaires*; Common University Data Ontario (CUDO); British Columbia Higher

Education Accountability Dataset

Measurement 7: Percentage of Alumni who are Donors

Definition of the Measurement:

Measurement 7 tracks the percentage of alumni who have made a donation or gift to the University. The provision of financial support by alumni is a measure of loyalty, ability, and recognition of the value graduates attribute to their university experience.

For 2009/10, the data consist of the total number of alumni for whom the University had a current address between May 2005 and May 2010, divided by the total number of alumni who made annual gifts or comparable financial commitments to the institution or its affiliates during the same time. Each year's data represent the same calculation for the applicable five-year period. Unfortunately, benchmark data have not been available since 2004/05.

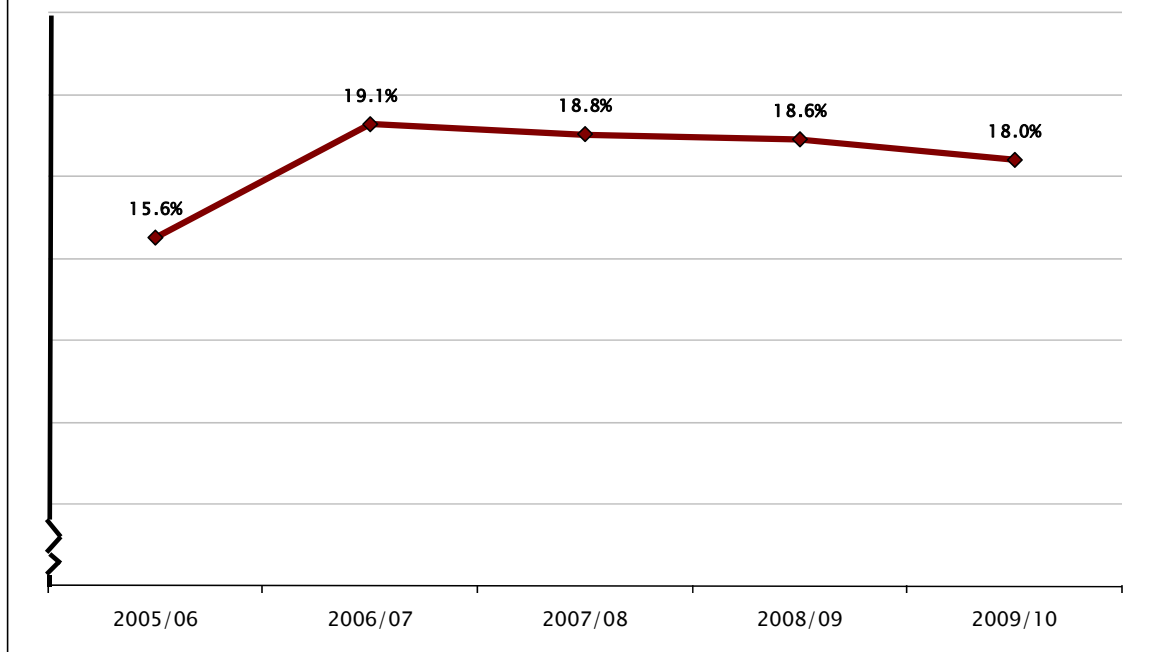
Findings and Conclusions:

Figure 7 shows that the five-year average proportion of alumni supporting Concordia has been decreasing slightly every year since peaking at 19% in 2006/07. Despite this, it should be noted that the number of alumni donors (averaged over five years) has increased by 31% between the period ending May 2006 and May 2010. Also notable is the fact that on average just over 3 in 4 donors to the University were members of the alumni.

Source:

Advancement and Alumni Relations

Figure 7: Percentage of Alumni Who Made a Donation/Gift
(Five-Year Average*)



Source: Advancement and Alumni Relations

*This measurement calculates the number of donations or gifts received by alumni over the previous five years divided by the total number of alumni who were reachable during the same period.

Measurement 8: Full-Time, Continuing Professors by Faculty

Definition of the Measurement:

Measurement 8 tracks the number of full-time, continuing professors at Concordia by Faculty for the 2006/07 to 2010/11 academic years. A professor who is hired with tenure, hired into a tenure track, or hired as an extended-term appointment is considered a full-time, continuing professor. 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. Extended-Term professors are those holding three- to five-year renewable contracts. A professor is included in this measurement if he or she held an academic appointment in a specified position as of the government reporting date of October 1st. Other full-time professors, such as those holding visiting, research, or limited-term appointments (9½ to 36 months), are excluded.

Numbers vary from one year to another for various reasons such as new hiring, retirements, deaths, and departures.

Findings and Conclusions:

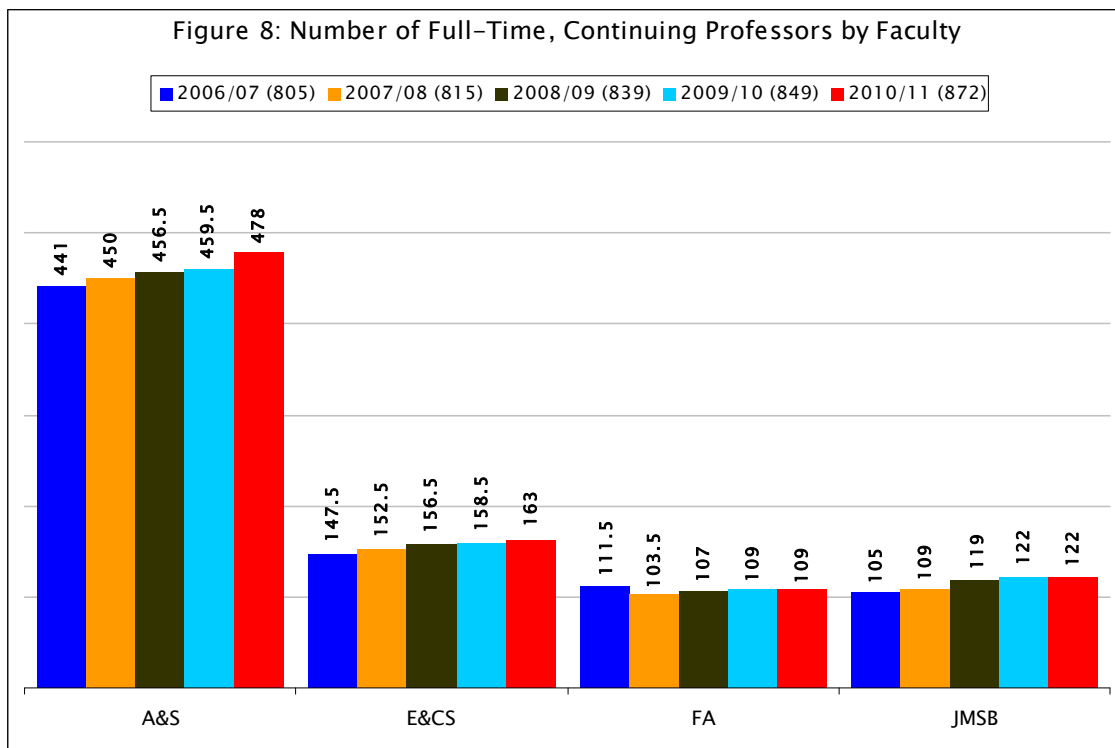
Figure 8 shows the total number of full-time, continuing professors from 2006/07 to 2010/11 for each Faculty. Over the past five years, Concordia's number of full-time, continuing professors has increased by 67 or 8.3%.

By Faculty, JMSB had the largest percentage increase of full-time, continuing professors over five years (16.2%) representing 17 additional professors, followed by E&CS (10.5%) representing 15.5 professors, and then by A&S (8.4%) representing 37 professors. FA had a small decrease (-2.2%) of 2.5 professors.

It should be noted that "half-professors" are those who hold appointments in two Faculties.

Source:

CREPUQ: *Enquête sur le personnel enseignant* (as of October 1st)



Source: CREPUQ: *Enquête sur le personnel enseignant* (as of October 1st)

Note: The existence of “half-professors” is due to professors who hold appointments in two Faculties.

Measurement 9: Tenured and Tenure-Track Professor Retention Rate

Definition of the Measurement:

Measurement 9 tracks tenured and tenure-track professors over four sets of ten-year periods. 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, tenure-track 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 termination, non-renewal, or death.

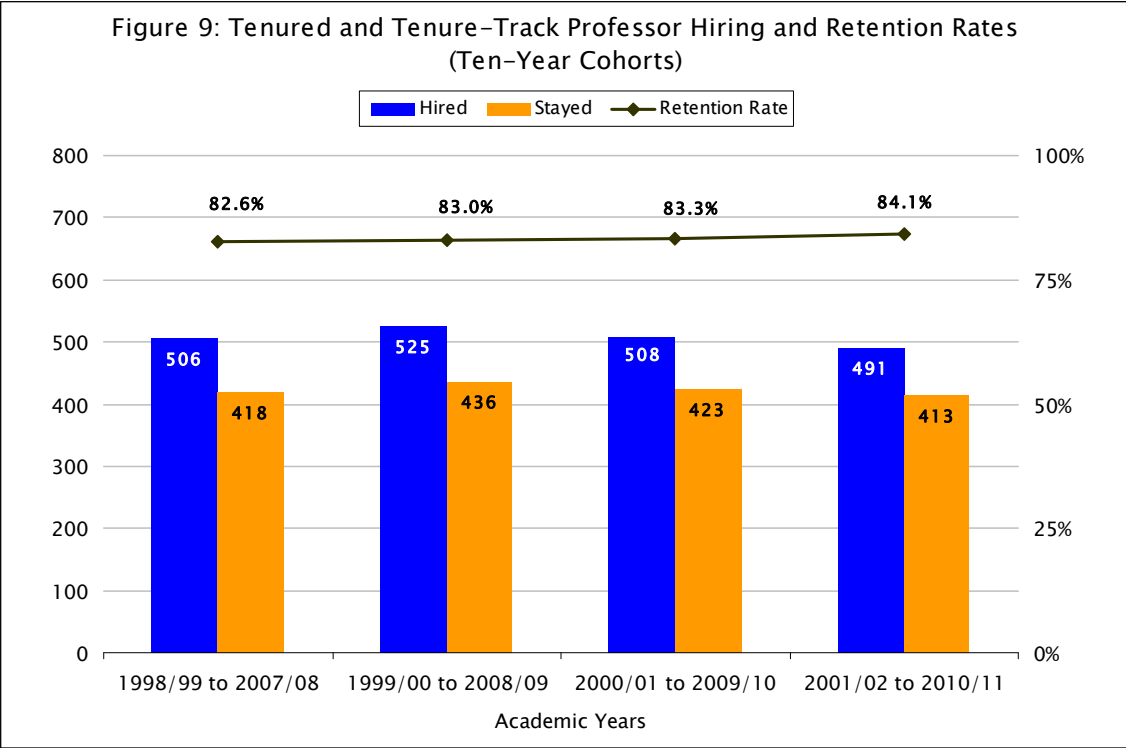
Retention rates are calculated as the percentage of tenured and tenure-track professors hired into a ten-year cohort who have remained at Concordia. Academic year 2010/11 data remain preliminary (as of June 2011).

Findings and Conclusions:

Figure 9 shows tenured and tenure-track professor retention rates over four sets of ten-year cohorts. The results indicate an increase in the retention rate of the most recent cohort, where 413 of 491 professors hired between academic year 2001/02 and 2010/11 are still with the University (84.1%). Over the 17 years targeted in this measurement, the average retention rate of single academic year cohorts is 74.9%, while the median stands at 73.3%.

Sources:

Concordia University's Human Resources Information System (HRIS); Academic Administration



Sources: Concordia University's Human Resources Information System (HRIS); Academic Administration

Measurement 10: FTE Students per Full-Time, Continuing Professor

Definition of the Measurement:

Measurement 10 tracks Concordia's progress toward lowering its full-time equivalent (FTE) students to full-time, continuing professor ratio. For this measurement, Concordia will be compared with UQAM, Carleton, Simon Fraser, Victoria, and York. Benchmark data are provided by the Canadian Association of University Teachers (CAUT). CAUT uses Statistics Canada data along with federal government definitions for FTE students and full-time faculty. *Caution should be taken when comparing FTE students to full-time faculty ratios from different institutions since universities may have reported data to Statistics Canada using different definitions for FTE students and for full-time faculty as published in the CAUT Almanac.*

The basis for calculating FTE students has been harmonized using Statistics Canada methodology and fall-semester headcount data obtained from independent sources. Statistics Canada calculates full-time equivalence as follows: 1 full-time student equals 1 FTE and 3.5 part-time students equal 1 FTE. This methodology is more favourable for inter-institutional comparison owing to differences in definitions and calculation of full-time equivalency in other institutions and provinces.

Findings and Conclusions:

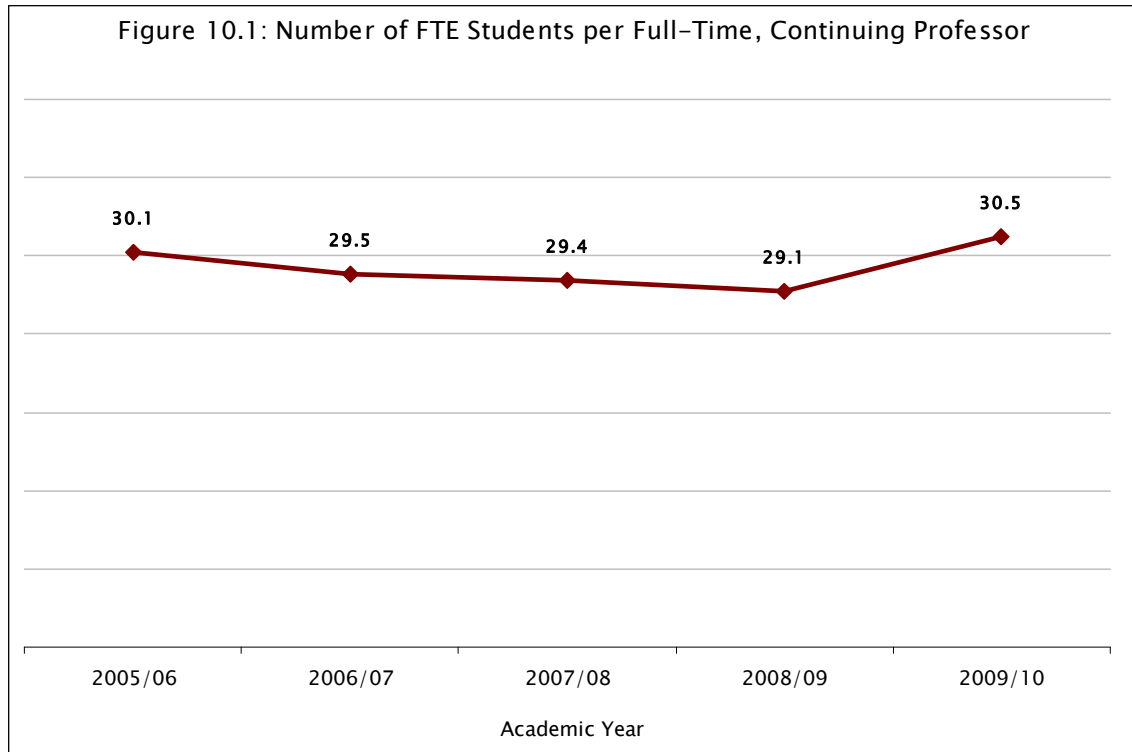
Figure 10.1 shows Concordia's ratio of FTE students per full-time, continuing professor had been on a slight, steady decline from 2005/06 to 2008/09, but increased in 2009/10 to 30.5. This is considerably higher than 22, where it stood in 1995/96.

For benchmarking, Figure 10.2 shows the ratio of FTE students to full-time faculty in 2007/08 (most recent data available). Concordia appears to be in a relatively good position trailing only Victoria and Simon Fraser; moreover, Concordia's ratio is slightly better than the average for all benchmark institutions.

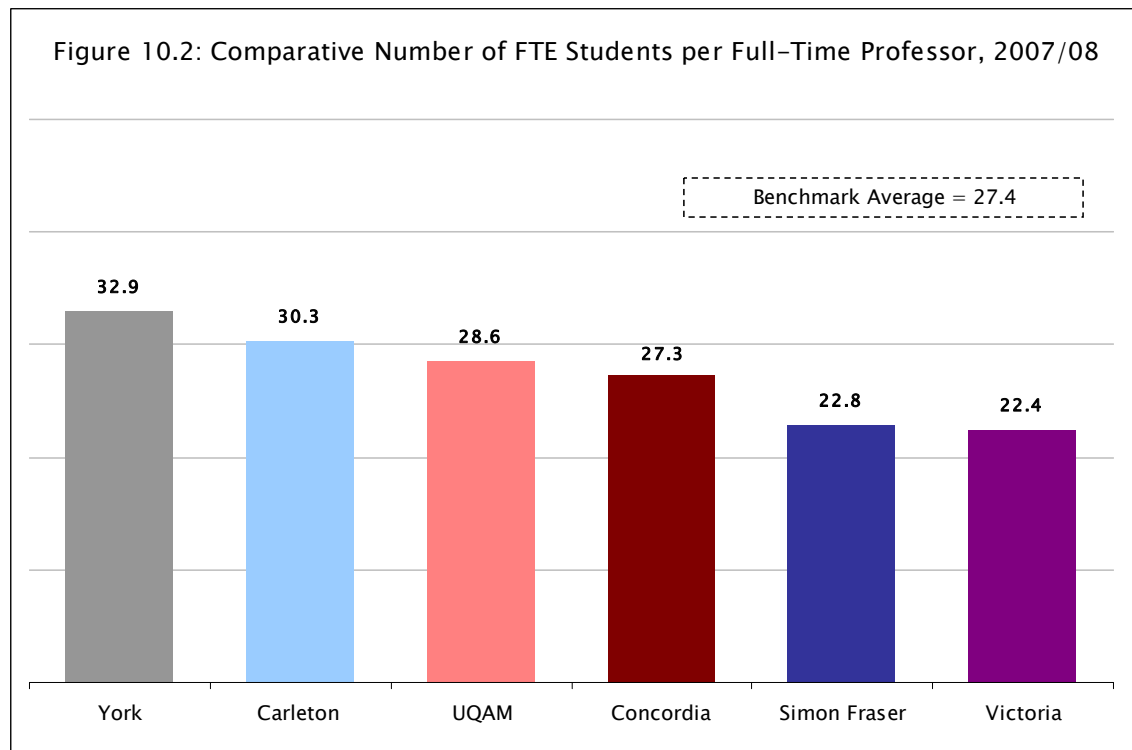
Sources:

IPO's working file⁵ for CREPUQ: *Enquête sur le personnel enseignant* (as of October 1st); Canadian Association of University Teachers (CAUT): *Almanac of Post-Secondary Education 2010*; CREPUQ: *Données préliminaires*

⁵ IPO's Working file is used because it indicates the tenure status of the professor. The tenure status field is not transmitted to the CREPUQ.



Sources: IPO's working file for CREPUQ: *Enquête sur le personnel enseignant* (as of October 1st);
 CREPUQ: *Données préliminaires*



Source: CAUT: Almanac of Post-Secondary Education, 2010

Note: Institution figures include Faculty and enrolment counts in all affiliated colleges.

Measurement 11: Full-Time Permanent Administrative and Support Staff per Full-Time, Continuing Professor

Definition of the Measurement:

Measurement 11 tracks Concordia's progress toward ensuring an appropriate number of full-time permanent administrative and support staff per full-time, continuing professor. Appropriate support to professors allows them to function better in their teaching, research, and service roles and enhances Concordia's ability to retain them.

Full-time permanent administrative and support staff include all people in payroll groups that are permanent or on contracts that are deemed permanent. A professor who is hired with tenure, hired into a tenure track, or hired as an extended-term appointment is considered a full-time, continuing professor.

Although benchmarking for this measurement is not available this year, progress will be made toward finding comparative data in the future. Benchmarking for this measurement proves difficult to obtain because of the lack of a common source for administrative and support staff data and/or different universities' definitions for measuring professor and staff numbers.

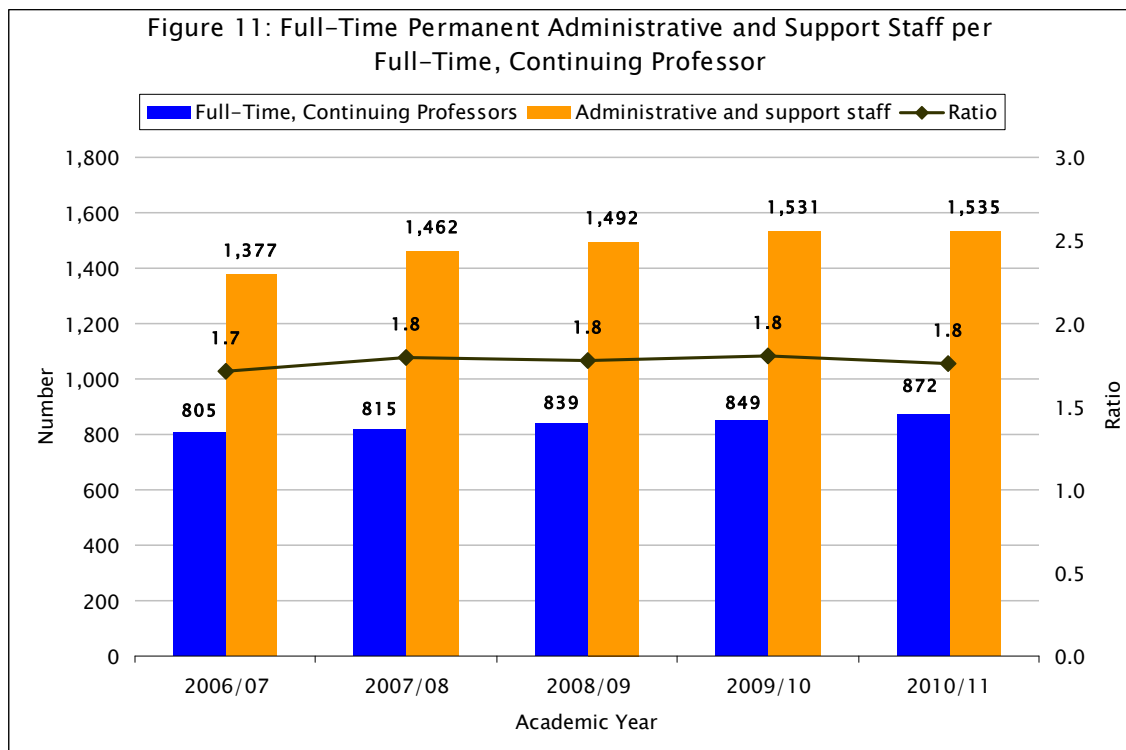
Findings and Conclusions:

Figure 11 shows that Concordia's ratio of full-time permanent administrative and support staff per full-time, continuing professor remained relatively steady since 2006/07. The ratio for 2010/11 is 1.8 (which is also the average for the past five years).

Sources:

Concordia University's Data Warehouse; IPO's working file⁶ for CREPUQ: *Enquête sur le personnel enseignant* (as of October 1st)

⁶ IPO's working file is used because it indicates the tenure status of the professor. The tenure status field is not transmitted to the CREPUQ.



Sources: Concordia University's Data Warehouse; IPO's working file for CREPUQ: *Enquête sur le personnel enseignant* (as of October 1st)

Measurement 12: Faculty/Staff Satisfaction

Note: There are no new data to report this year; data presented are those from the *Measuring Excellence* 2007.

Definition of the Measurement:

Measurement 12 seeks to determine the level of satisfaction with Concordia among faculty and staff. Concordia's Reputation Survey is being employed as an interim measure since currently there is no direct measure of employee satisfaction at Concordia. The Reputation Survey was designed to obtain perceptions of Concordia's reputation and image. Several questions are identified as potentially relating to faculty/staff satisfaction. These questions are:

- *I would have no hesitation recommending Concordia to family or friends, as a place to work.*
- *Being employed at Concordia allows me to have a better work/personal life balance than if I worked for a different employer.*
- *To what extent does each of the following words or phrases [a list of 13] describe the overall work culture/environment at Concordia?*

It should be noted that without questions directly asking about "satisfaction", it is not possible to know the actual relationship of these questions to faculty/staff satisfaction at Concordia.

In the calculation of percentages, respondents indicating "don't know" are included and missing values are excluded, whereas in the correlation analyses, both "don't know" responses and missing values are excluded. A missing value indicates that no data are available for a variable for that particular observation.

Findings and Conclusions:

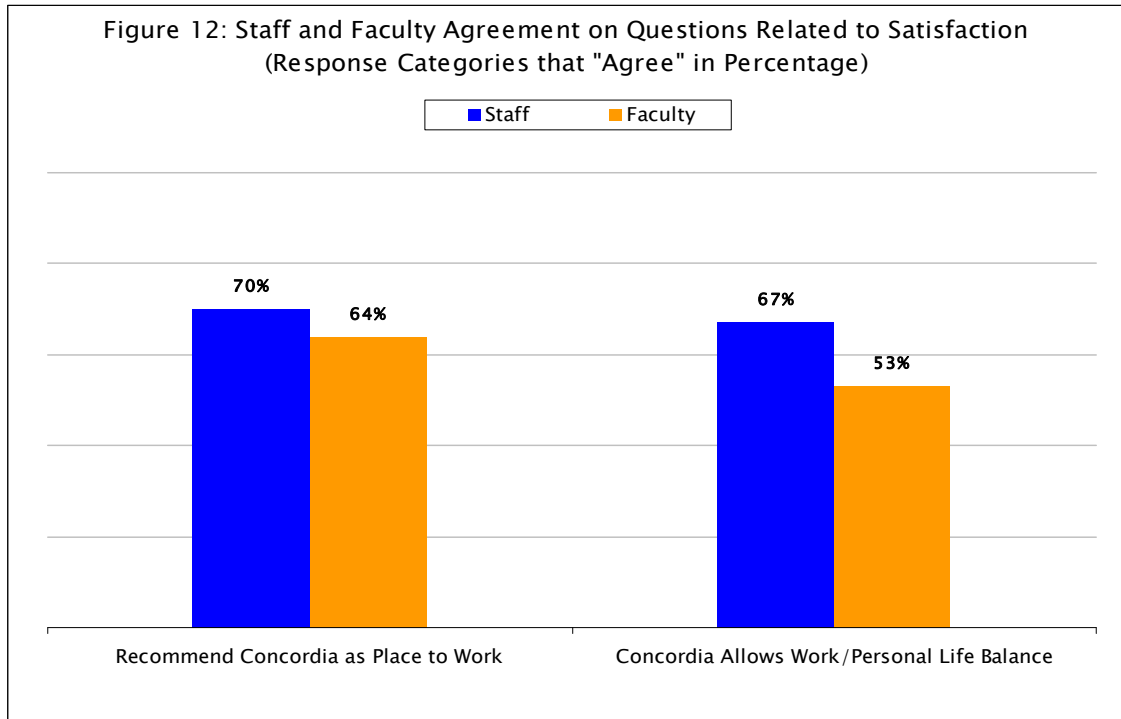
The overall response rate to the survey was 33% with 456 staff and 319 faculty participating. The overall margin of error was $\pm 2.9\%$ and by group it was $\pm 4.6\%$ for staff and $\pm 5.5\%$ for faculty. Note that margins of error for faculty and staff were calculated using a formula based on the number of respondents only.

Figure 12 shows that a majority of staff and faculty agreed (top three of seven response choices combined) with the statement *recommending Concordia as a place to work*, and strong agreement was close to a third for staff (28%) and one-quarter (22%) for faculty. Two-thirds of staff and about half of faculty agreed that *Concordia allows a better work/life balance* than that offered by other employers.

From the correlation analysis, staff who agreed with the statement *recommending Concordia as a place to work* were also more likely to describe the overall work culture/environment at Concordia as: (1) Supportive; (2) Respectful; (3) Fair; (4) Progressive; and (5) Responsive. Faculty who agreed with the statement *recommending Concordia as a place to work* were more likely to describe Concordia's work environment as: (1) Supportive; (2) Collaborative; (3) Exciting; (4) Respectful; and (5) Fair, with Creative, Responsive and Innovative very close behind. Staff who agreed with the statement *Concordia allows a better work/life balance* described their work environment at Concordia as: (1) Respectful; (2) Flexible; (3) Supportive; (4) Fair; and (5) Responsive. Finally, faculty who agreed with the same question on *work/life balance at Concordia* were more likely to describe Concordia's work environment as: (1) Supportive; (2) Exciting; (3) Collaborative; (4) Flexible; and (5) Creative.

Source:

Concordia Reputation Survey conducted by The Strategic Counsel, 2006



Source: Concordia University's Reputation Survey conducted by The Strategic Counsel, 2006

Measurement 13: FTE Student Enrolment by Faculty

Definition of the measurement:

Measurement 13 examines full-time equivalent (FTE) student enrolment by faculty.

Students generate *unweighted* FTE numbers based on credits taken; each student's unweighted FTE value is then multiplied by a weighting factor which is based on the academic cycle and financial sector of the student's program(s). The result is a *weighted* FTE value, which is the basis for Québec Government funding.

This measurement considers only *funded* FTEs, i.e., those for which the University receives government grants. There are also *non-funded* FTEs, which are explained principally by: (1) graduate thesis students who are over their limit of funded terms; (2) students in privatized programs; (3) students who are auditing courses; and (4) exchange students (who are funded at their home institution). The non-funded FTE numbers are small in comparison to the funded ones. Additionally, this measurement does not include 129 FTEs attributed to study skills courses offered by the School of Extended Learning in 2010/11.

The data are based on FTE figures drawn on the last day of February of each year.

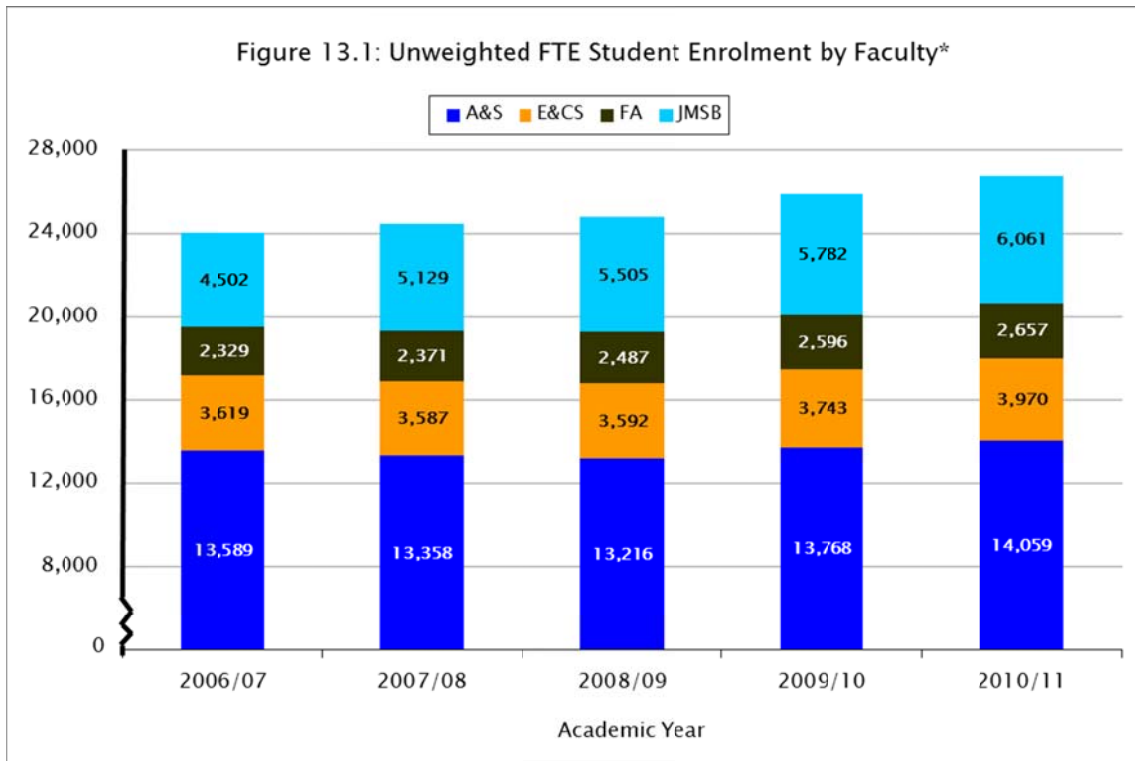
Findings and Conclusions:

Figure 13.1 shows a gradual increase in overall University FTE students over the last five years, as well their distribution among the Faculties.

Figure 13.2 shows the distribution of FTE students (unweighted and weighted) throughout the Faculties. Comparison of the weighted and unweighted FTE students illustrates the effect of academic cycle and disciplinary area in calculation of weighted FTE students.

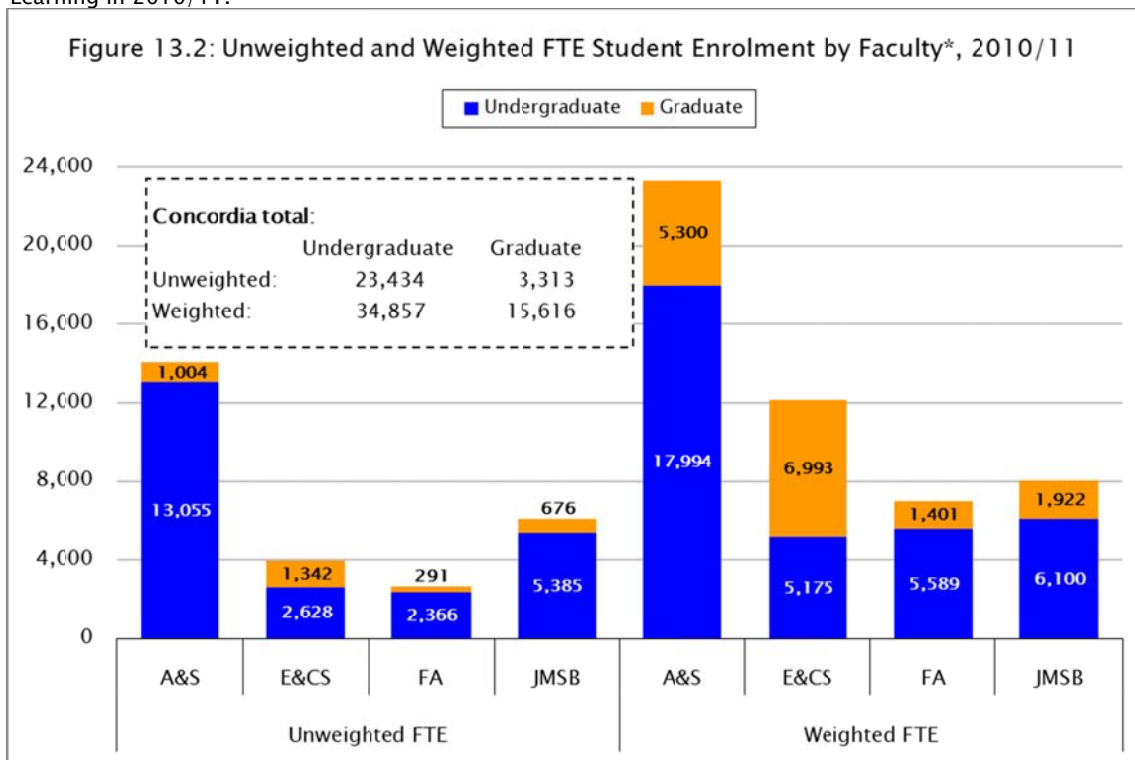
Source:

Concordia University's Data Warehouse



Source: Concordia University's Data Warehouse.

*This measurement does not include 129 FTEs attributed to study skills courses offered by the School of Extended Learning in 2010/11.



Source: Concordia University's Data Warehouse.

*This measurement does not include 129 FTEs attributed to study skills courses offered by the School of Extended Learning in 2010/11.

Measurement 14: Undergraduate Acceptance Rate (Acceptances to Applications)

Definition of the Measurement:

Measurement 14 tracks undergraduate applications (by first, second, and third choice) in relation to the number of acceptances, i.e., the percentage of applicants who are accepted. Additionally, it compares the undergraduate student acceptance rate by Faculty (first choice only) by student source of application (CEGEP, other Canadian, or international). It should be noted that “other Canadian” includes not only students from other provinces, but also Québec students who enter without the usual CEGEP credentials (e.g., mature students and transfers from other universities).

Applicants to undergraduate studies may list up to three program choices (degree and concentration, e.g., first choice: Bachelor of Science, Major Biology, second choice: Bachelor of Commerce, 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.

As graduate student data become available, this measurement will also track the acceptance rate for graduate students. Eventually, comparable benchmarking data to measure performance relative to other institutions will be provided.

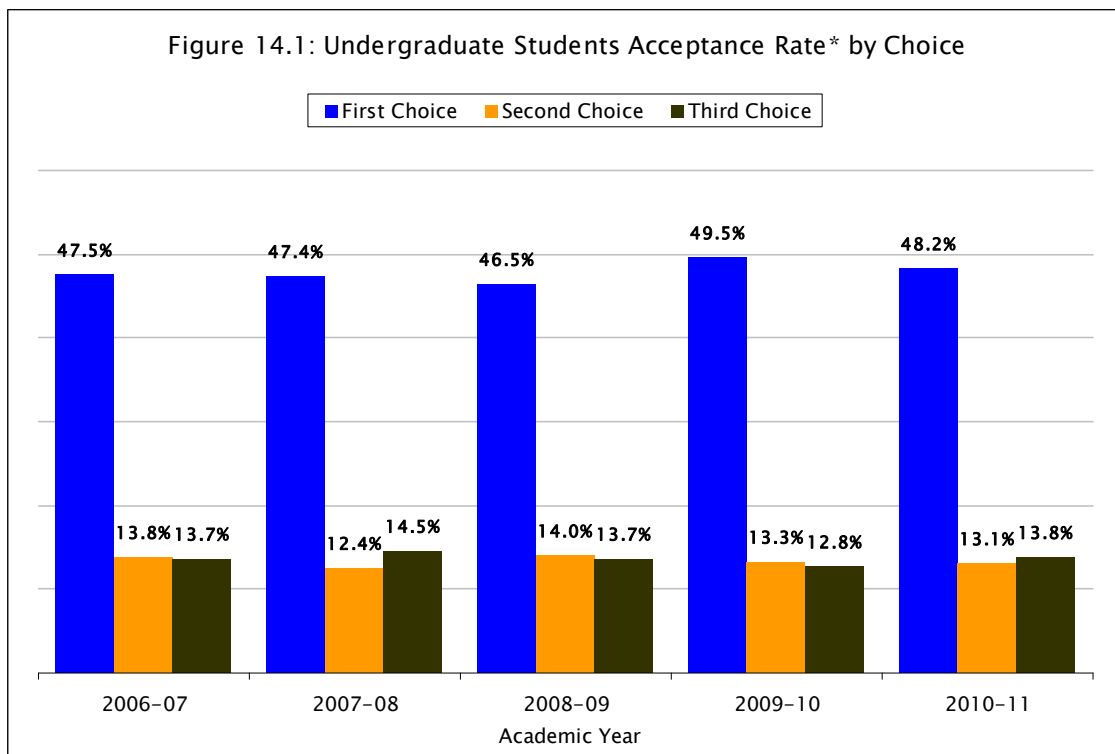
Findings and Conclusions:

Overall, the acceptance rate has remained relatively constant since 2006/07, averaging 28.2% for all Faculties and all choices. As shown in Figure 14.1, the acceptance rates by first, second, and third choices have been relatively stable for the University as a whole and were markedly better for first-choice applicants (averaging 47.8%).

Considering first-choice applicants only, Figure 14.2 shows that acceptance rates are much higher on average for CEGEP students compared to other Canadian and international applicants. Nonetheless, these rates vary greatly between the four Faculties; for example, E&CS accepted 86.2% of CEGEP applicants compared to 48.2% by FA.

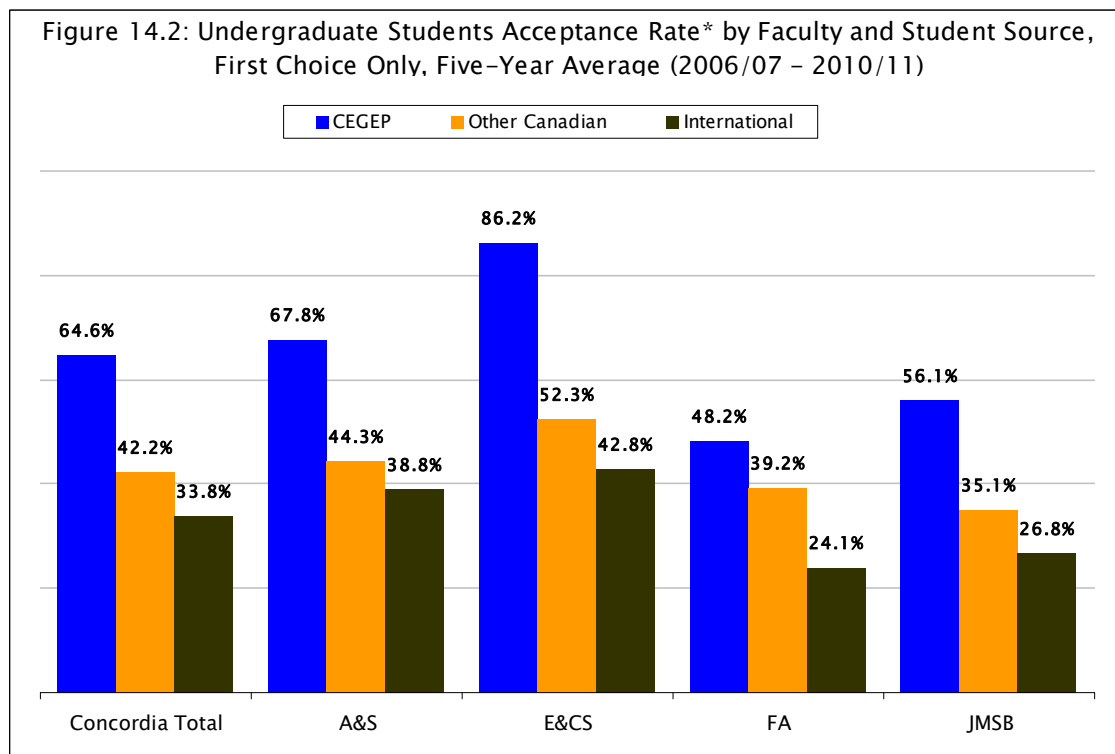
Source:

Concordia University's Portal: Undergraduate Admission Main Report



Source: Concordia University's Portal: Undergraduate Admission Main Report

*The number of acceptances divided by the number of applications.



Source: Concordia University's Portal: Undergraduate Admission Main Report

*The number of acceptances divided by the number of applications.

Measurement 15: Undergraduate Registration Rate (Registrations to Acceptances)

Definition of the Measurement:

Measurement 15 tracks undergraduate acceptances (by first, second, and third choice) in relation to the number of registrations, i.e., the percentage of accepted applicants who actually register for classes. Additionally, it compares the undergraduate student registration rate by Faculty (first choice only) by student source of application (CEGEP, other Canadian, or international). It should be noted that “other Canadian” includes not only students from other provinces, but also Québec students who enter without the usual CEGEP credentials (e.g., mature students and transfers from other universities).

Applicants to undergraduate studies may list up to three program choices (degree and concentration, e.g., first choice: Bachelor of Science, Major Biology, second choice: Bachelor of Commerce, 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. A high registration rate implies that there is a good match between candidates who are offered admission and those who ultimately decide to register.

As graduate student data become available, this measurement will also track registration rates for graduate students. Eventually, comparable benchmarking data to measure performance relative to other institutions will be provided.

Findings and Conclusions:

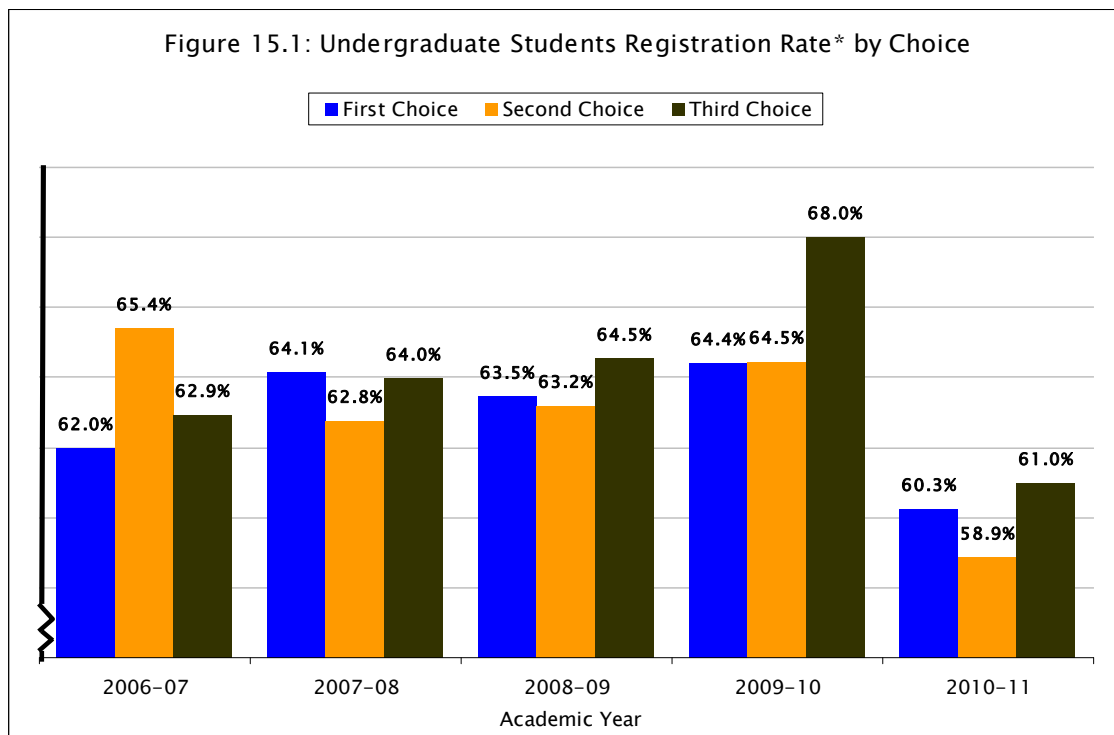
Overall, the proportion of admitted students who registered at Concordia has decreased slightly when considering all Faculties and all choices, from 62.6% in 2006/07 to 60.1% in 2010/11. As shown in Figure 15.1, the registration of first choice applicants over the past five years showed an increasing trend but declined in 2010/11.

A focus on first-choice admitted students (Figure 15.2) shows that registration rates by Faculty are much higher in FA compared to the other Faculties for all student sources (CEGEP, other Canadian, and international). This indicates that students who have been accepted to FA see this Faculty as their primary option, while those admitted to other Faculties may have other programs under consideration.

It is interesting to note the somewhat lower registration rate for international students compared to students entering from CEGEP or other Canadian sources. The underlying reasons for this discrepancy should be investigated further since a great deal more effort is required in the evaluation and admission of students from abroad.

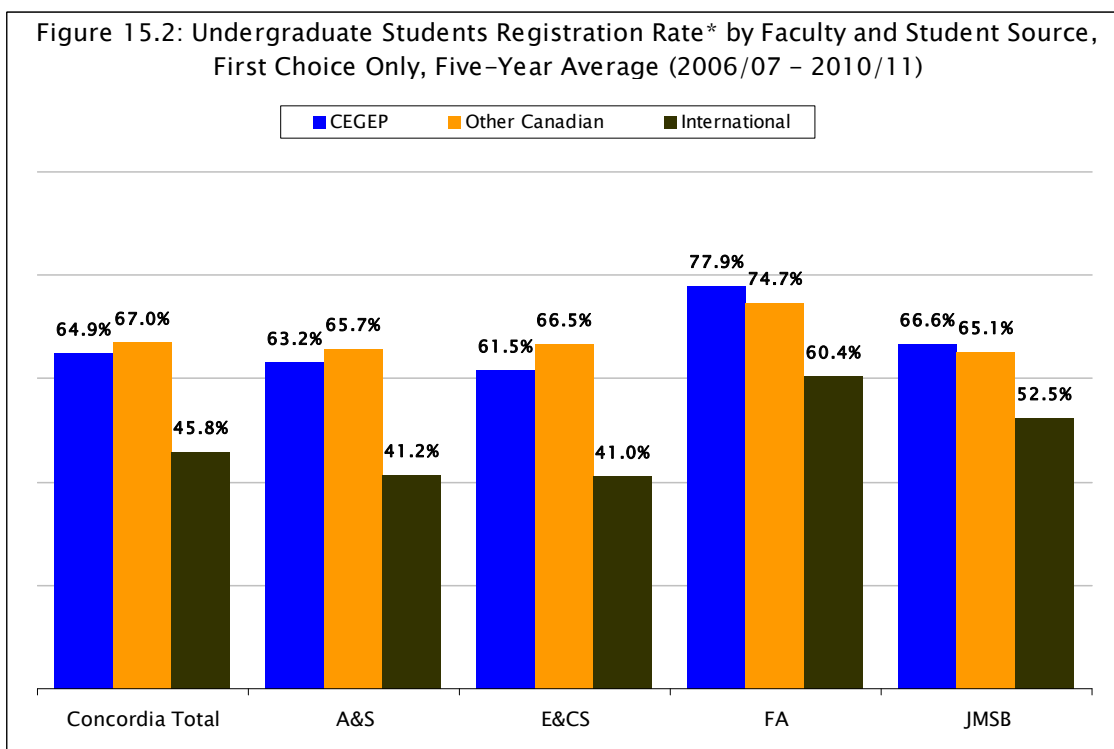
Source:

Concordia University's Portal: Undergraduate Admission Main Report



Source: Concordia University's Portal: Undergraduate Admission Main Report

*The number of registrations divided by the number of acceptances.



Source: Concordia University's Portal: Undergraduate Admission Main Report

*The number of registrations divided by the number of acceptances.

Measurement 16: FTE Graduate Student to Undergraduate Student Ratio

Definition of the Measurement:

This measurement shows the ratio between full-time equivalent (FTE) graduate and undergraduate students for Concordia and the benchmark universities (UQAM, Carleton, Simon Fraser, Victoria, and York).

The basis for calculating FTE students has been harmonized using Statistics Canada methodology and fall-semester headcount data obtained from independent sources. Statistics Canada calculates full-time equivalence as follows: 1 full-time student equals 1 FTE and 3.5 part-time students equal 1 FTE. This methodology is more favourable for inter-institutional comparison owing to differences in definitions and calculation of full-time equivalency in other institutions and provinces.

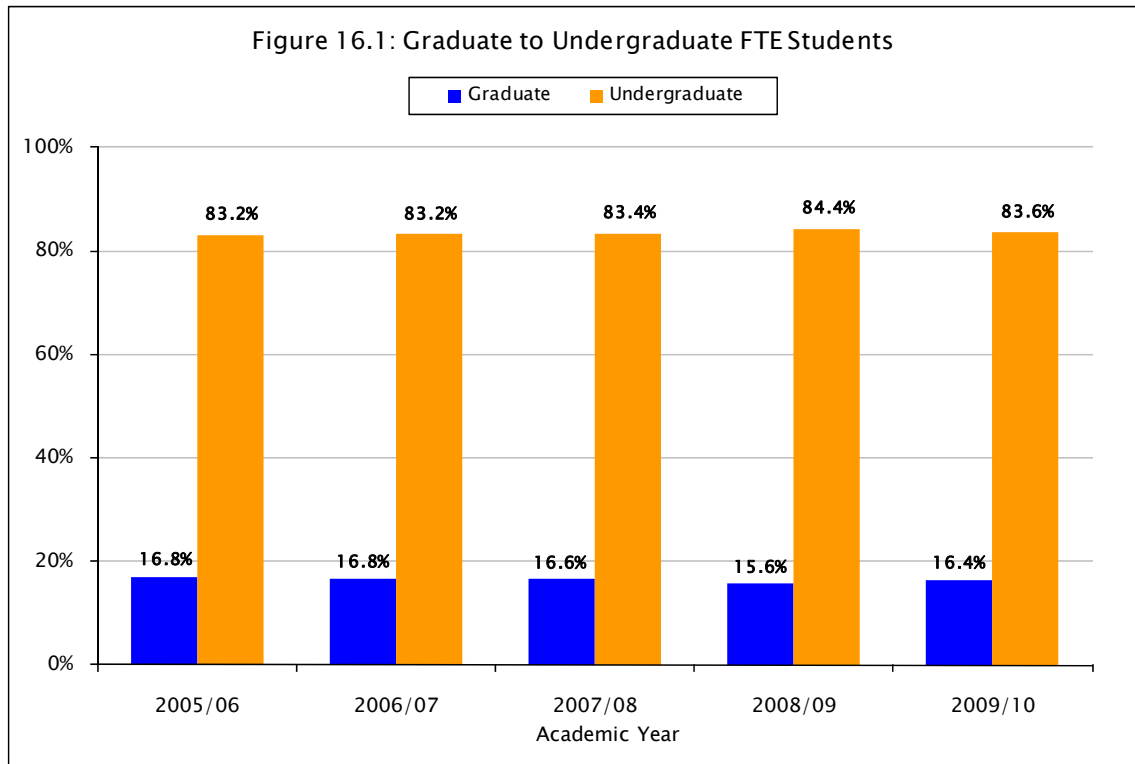
Findings and Conclusions:

Figure 16.1 shows that Concordia's proportion of graduate to undergraduate FTE students had been relatively stable, decreasing in 2008/09, while increasing again in 2009/10. Figure 16.2 compares the proportion of graduate to undergraduate FTE students at Concordia and the benchmark universities for the 2009/10 academic year. The data show that Concordia has fewer FTE graduate students proportionally (16.4%) than Simon Fraser and Victoria, (ranging from 16.6% to 19.7%) but still more than York, Carleton, and UQAM.

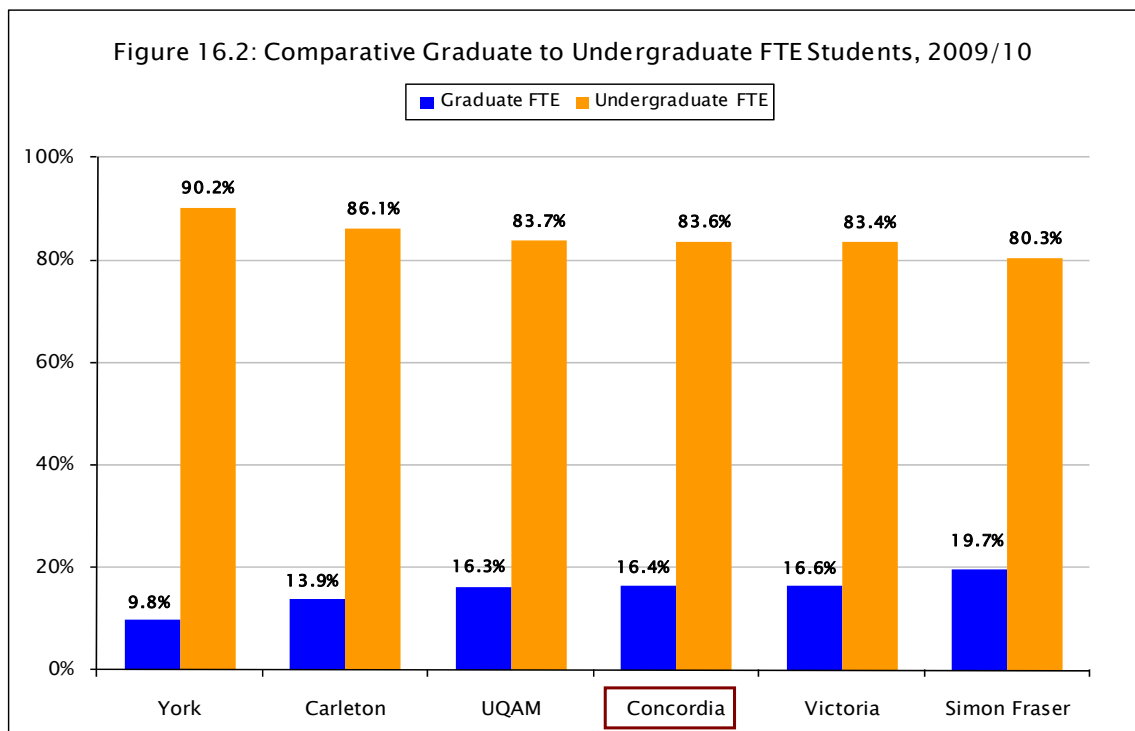
Although all institutions have enrolled increased numbers of graduate students over the past few years, the overall proportions have changed very little because total enrolments have also been increasing, particularly since the middle of the last decade.

Sources:

CREPUQ (*Données préliminaires*); Council of Ontario Universities (CUDO); British Columbia Higher Education Accountability Dataset



Source: CREPUQ (*Données préliminaires*)



Sources: CREPUQ (*Données préliminaires*); Council of Ontario Universities (CUDO); British Columbia Higher Education Accountability Dataset

Measurement 17: Funding for Graduate Students

Definition of the Measurement:

Measurement 17 tracks the total scholarships and fellowships awarded to graduate students from both internal and external sources in terms of total dollars⁷ awarded, number of awards, and total dollars available per FTE graduate student from 2006/07 to 2010/11. Additionally, it compares the most recent data available (2009/10) with the benchmark universities (UQAM, Carleton, Simon Fraser, and York); the University of Victoria considers these data to be proprietary and does not publish them.

Concordia's internally sourced awards include fellowships and scholarships such as the Women's Entrance Scholarship and awards from the McConnell Endowment. External source awards include those from a variety of federal and provincial government agencies (e.g., Natural Sciences and Engineering Research Council (NSERC), *Fonds québécois de la recherche sur la société et la culture* (FQRSC), Social Sciences and Humanities Research Council (SSHRC)).

Each institution has its own internal sources of funding; graduate students, however, compete for the same sources of external support from the federal government (e.g., NSERC, SSHRC). There are unique funding sources in most provinces, but these awards are only available to students enrolled in institutions in that province (e.g., Ontario Graduate Scholarships, FQRSC in Québec).

Tuition fee remissions for international graduate students are not included in this measurement.

Findings and Conclusions:

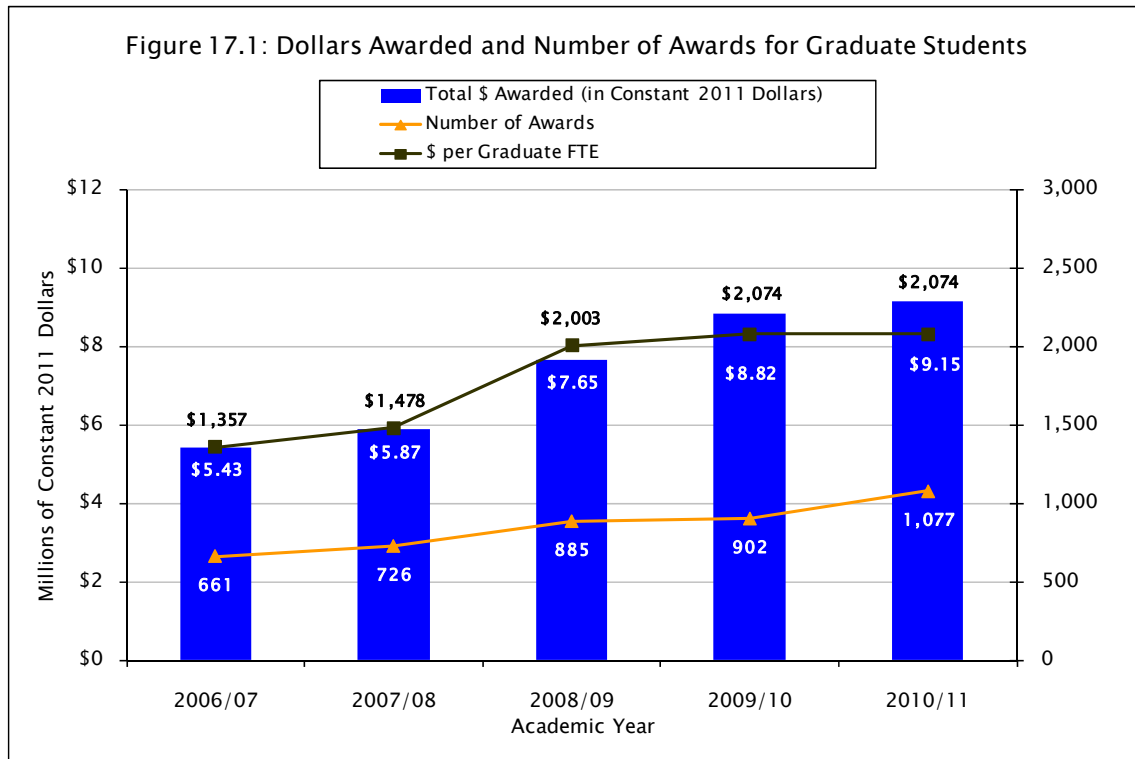
Although progress has been made over the past five years in increasing the number and magnitude of graduate-level scholarships (Figure 17.1), much remains to be done if Concordia is to be competitive with other institutions.

Figure 17.2 shows that Concordia lags behind the benchmark institutions; the fewer number of awards available is considered by many to be a significant handicap in terms of attracting and retaining graduate students.

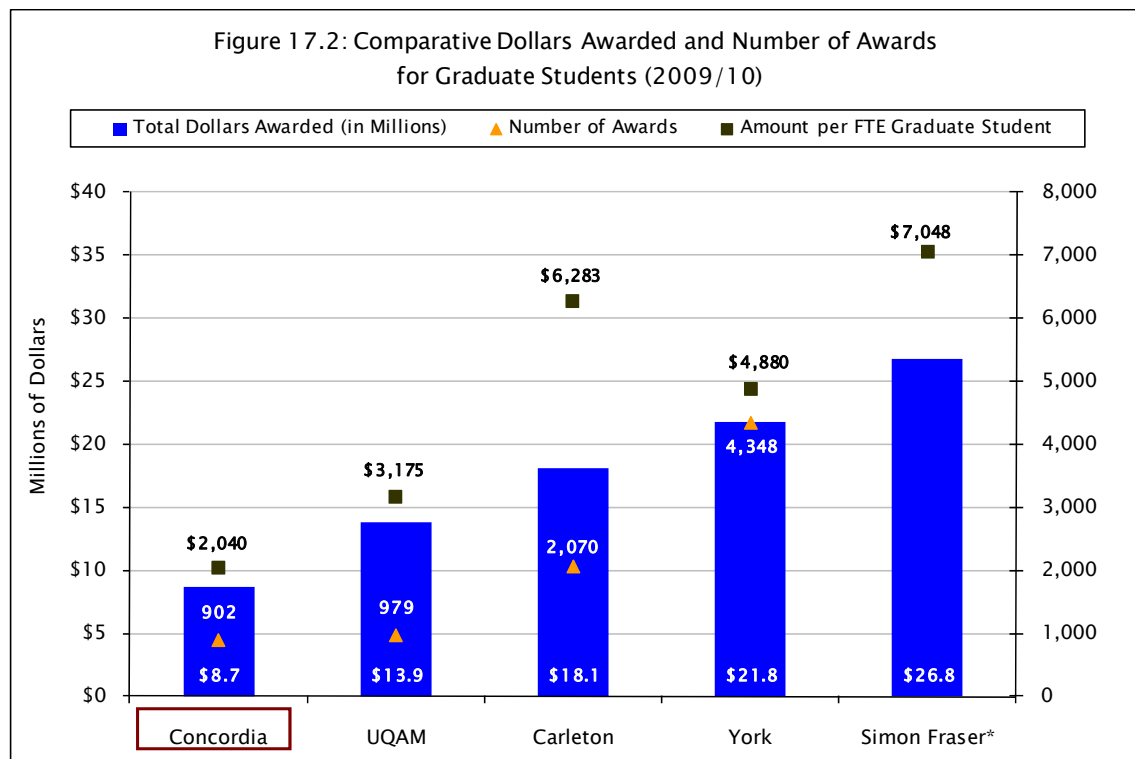
Sources:

Concordia University's Graduate Awards Office; Carleton University Data Book; *Bourses d'Excellence Année universitaire* 2009/10 (UQAM); Simon Fraser University, Institutional Research and Planning Office; York University Factbook 2009/10; FTE data from: CREPUQ (*Données préliminaires*); Council of Ontario Universities (CUDO); British Columbia Higher Education Accountability Dataset

⁷ Constant dollars were calculated using the February 2011 Consumer Price Index (CPI).



Sources: Concordia University's Graduate Awards Office, FTE data from: CREPUQ (Données préliminaires). Note: Constant dollars were calculated using the February 2011 Consumer Price Index (CPI)



Sources: Concordia University's Graduate Awards Office; Carleton University Data Book; *Bourses d'Excellence Année universitaire 2009/10* (UQAM); Simon Fraser University, Institutional Research and Planning Office; York University Factbook 2009/10; FTE data from: CREPUQ (Données préliminaires); Council of Ontario Universities (CUDO); British Columbia Higher Education Accountability Dataset. *Simon Fraser's number of awards was not available.

Measurement 18: E-Learning

Definitions of the Measurement:

E-Learning can be broadly understood as computer-enhanced learning. Measurement 18 tracks the number of courses and the number of enrolments in courses that are 'web-based' (offered via the internet), rather than taught in a classroom.

There are two systems in use at Concordia to deliver electronic content: Moodle and FirstClass. They are used not only in web-based courses but also in many classroom-based courses.

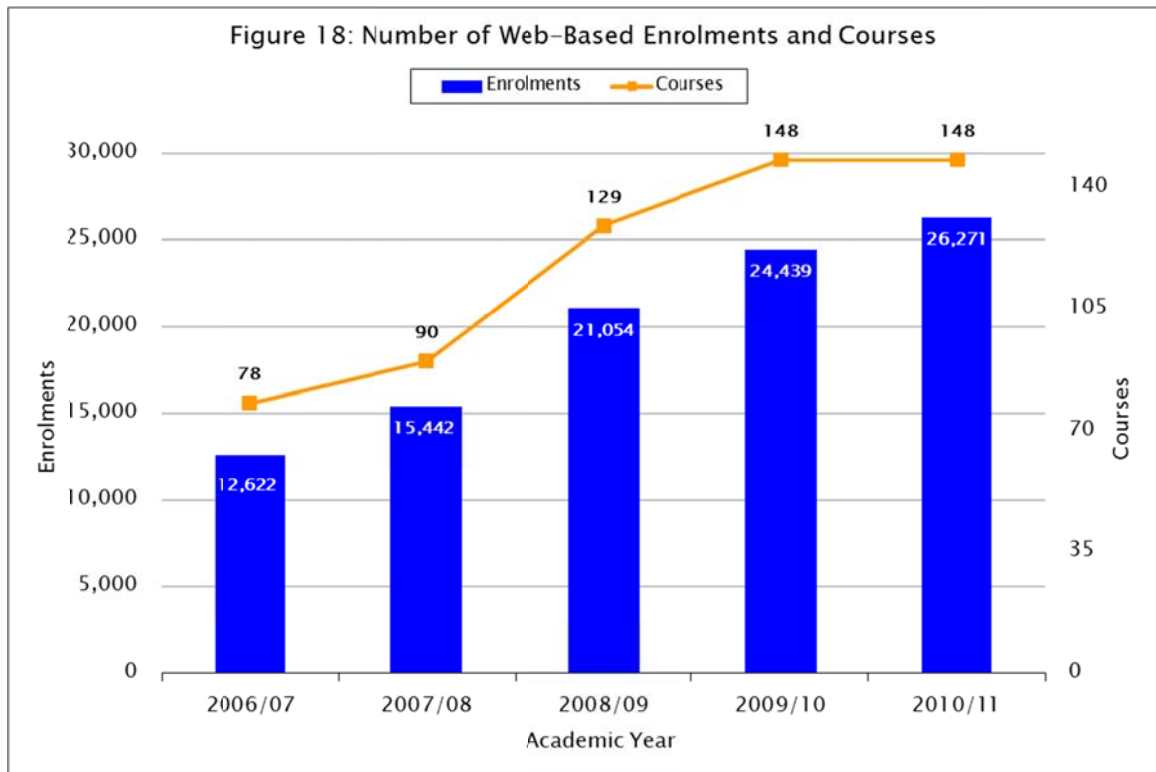
Findings and Conclusions:

Figure 18 shows that the number of web-based courses and enrolments continues to climb, with 148 courses offered in 2010/11. Enrolments have increased almost tenfold compared to 2003.

In parallel with the growth of web-based courses, there has also been pronounced growth in the use of instructional technology in traditional courses. Between the 2005 and 2009 fall terms, use of Moodle increased from 350 course sites to almost 1,450; however, it decreased to 1,115 in fall 2010. JMSB's FirstClass system is used in roughly 80% of classes in that Faculty. These figures include both web-based and traditional classes.

Sources:

Concordia University's Data Warehouse; Instructional and Information Technology Services



Sources: Concordia University's Data Warehouse; Instructional and Information Technology Services

Measurement 19: Average Entering CRC Scores (*Cote de rendement au collégial*)

Note: There are no new data to report this year; data presented are those from the *Measuring Excellence* 2010.

Definition of the Measurement:

This measurement compares the CRC scores (*Cote de rendement au collégial*) of students who registered at Québec's universities from CEGEP (*Collège d'enseignement général et professionnel*). The CRC score provides a statistical interpretation of grades received in Québec's CEGEPs. Essentially, the CRC is a standardized score indicating a student's position in the grade distribution of the classes, as well as the strength of the group in which the grade was received compared with other groups taking equivalent classes. The CRC ranges from 0-50, with 25 being average.

In order to provide more balanced inter-institutional comparisons, CRC scores have been excluded from this analysis for students at any institution entering health-care disciplines and law studies. As well, data for École Polytechnique and HEC are consolidated with those of UdeM. The smallest institution in the *réseau*, TELUQ, has not been included because of the small numbers involved. CREPUQ members have not officially agreed to release their data, and for this reason, names of institutions have been replaced with letters in the figures.

The information is based on students entering from CEGEPs in each of the fall semesters between 2005 and 2009. Of the 84,414 new registrants included in this analysis (excluding health care disciplines and law), Concordia's share totals 11,861. Comparative data for applicants from non-CEGEP sources are not presently available.

Findings and Conclusions:

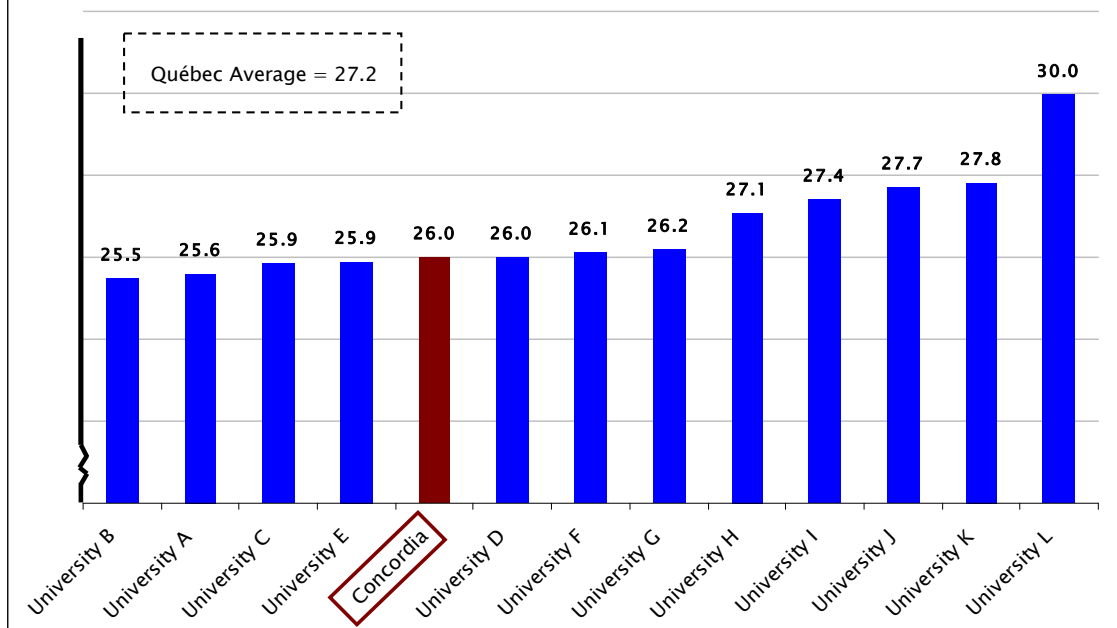
Figure 19.1 shows that students entering Concordia from the CEGEP system had among the lowest average CRC scores (26.0) in the province and certainly the lowest among the larger universities.

Over the past five years, however, Concordia has shown marginal improvement in entering CRC scores (Figure 19.2). Since 2005, Concordia's average CRC has only increased by 0.2 % (only 2 other institutions showed an increase), while other institutions in the province decreased. It follows, therefore, that the average for all institutions in this analysis decreased by 0.6% between 2005 and 2009.

Source:

CREPUQ: *Accès aux statistiques d'admission sur les sortants des collèges*

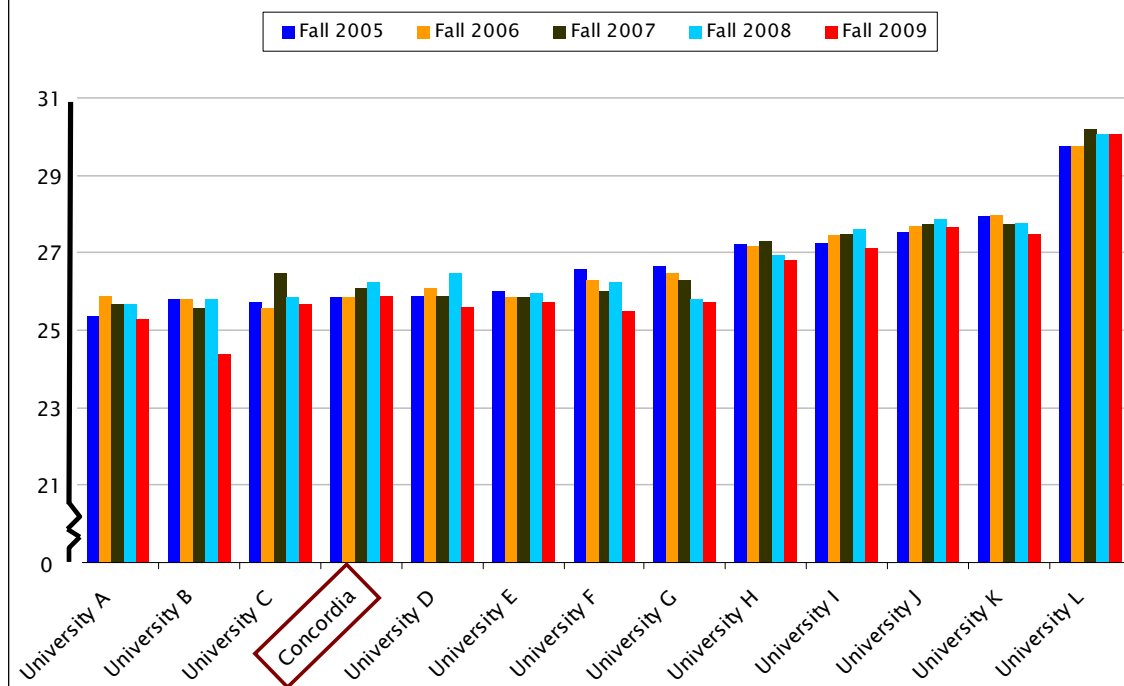
Figure 19.1: CRC Scores (*Cote de rendement au collégial*), Québec Universities, Five-Year Average (Fall 2005 – Fall 2009)



Source: CREPUQ: *Accès aux statistiques d'admission sur les sortants des collèges*

Note: CRC scores exclude students entering health-care disciplines and law studies.

Figure 19.2: CRC Scores (*Cote de rendement au collégial*), Québec Universities



Source: CREPUQ: *Accès aux statistiques d'admission sur les sortants des collèges*

Note: CRC scores by institution exclude students entering health-care disciplines and law studies.

Measurement 20: Non-Credit Enrolments and Courses

Definition of the Measurement:

Measurement 20 tracks enrolments in non-credit courses in the School of Extended Learning. These courses cannot be counted towards a degree. The Centre offers the largest number of such courses, although some non-credit courses are also offered by eConcordia.

Non-credit *students* receive Concordia certification for completing specified programs of study (such as the certificate in financial management) but are not enrolled in a Concordia degree program 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 the fall term) and that of Concordia’s credit stream (begins with the summer term) have been harmonized for this report to allow comparison across the two streams.

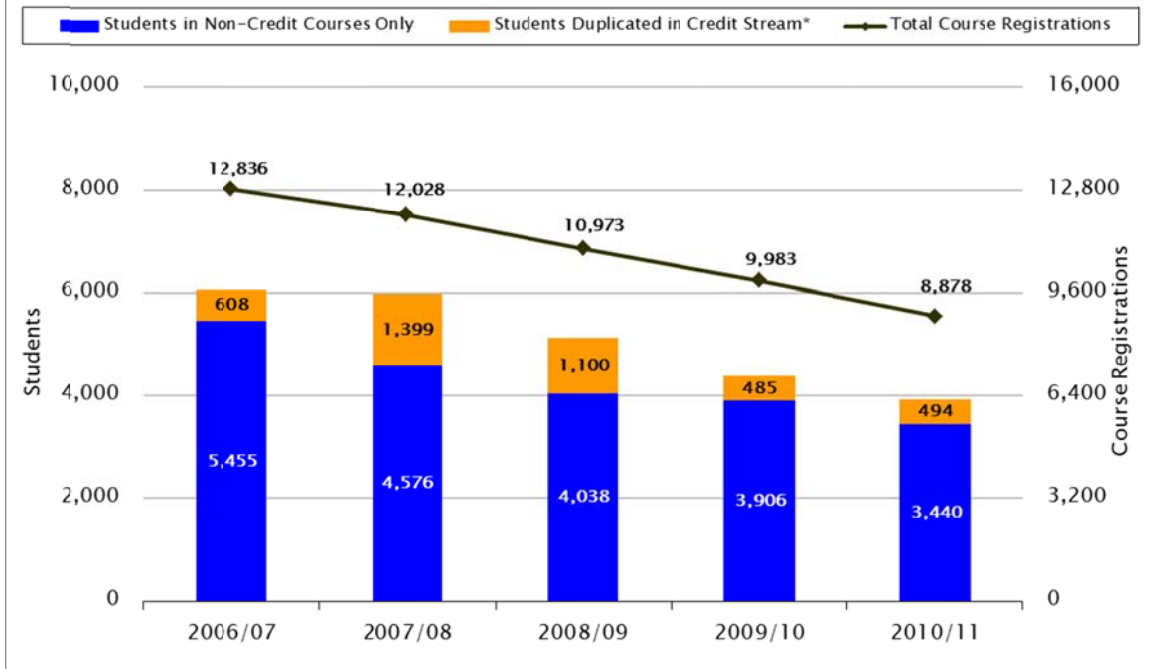
Findings and Conclusions:

Figure 20 shows that enrolments in non-credit courses at Concordia have been declining. In past years, approximately 10% of each year’s non-credit students were duplicated in Concordia’s credit stream, generally representing students in programs aimed at developing their language skills. In 2007/08, there was a surge in such simultaneous enrolments, ostensibly the result of the new Step-Up courses, created specifically for students in the credit stream needing support. Since Step-Up has been replaced by SEL-19x courses, which are part of the credit stream, the simultaneous enrolments have returned roughly to their previous share of the total.

Source:

Concordia University’s Data Warehouse: School of Extended Learning Data Tables

Figure 20: Number of Students in Non-Credit Courses



Source: Concordia University's Data Warehouse: School of Extended Learning Data Tables

*Students registered in a credit program and also taking non-credit courses.

Measurement 21: Internal Expenditures for Student Aid per FTE Student and Comparative Operating Expenditures for Scholarships, Bursaries, and Prizes

Definition of the Measurement:

Measurement 21 tracks the amount of internal expenditures from all sources for Student Aid per full-time equivalent (FTE) student from 2006/07 to 2010/11. Additionally, it compares the most recent data available (2009/10) for the benchmark universities' operating expenditures on scholarships, bursaries, and prizes (dollars per FTE and as a percentage of total operating expenditures). The benchmark universities include UQAM (2008/09 only), Carleton, Simon Fraser, Victoria, and York. Comparative data were obtained from the Canadian Association of University Business Officers (CAUBO).

Findings and Conclusions:

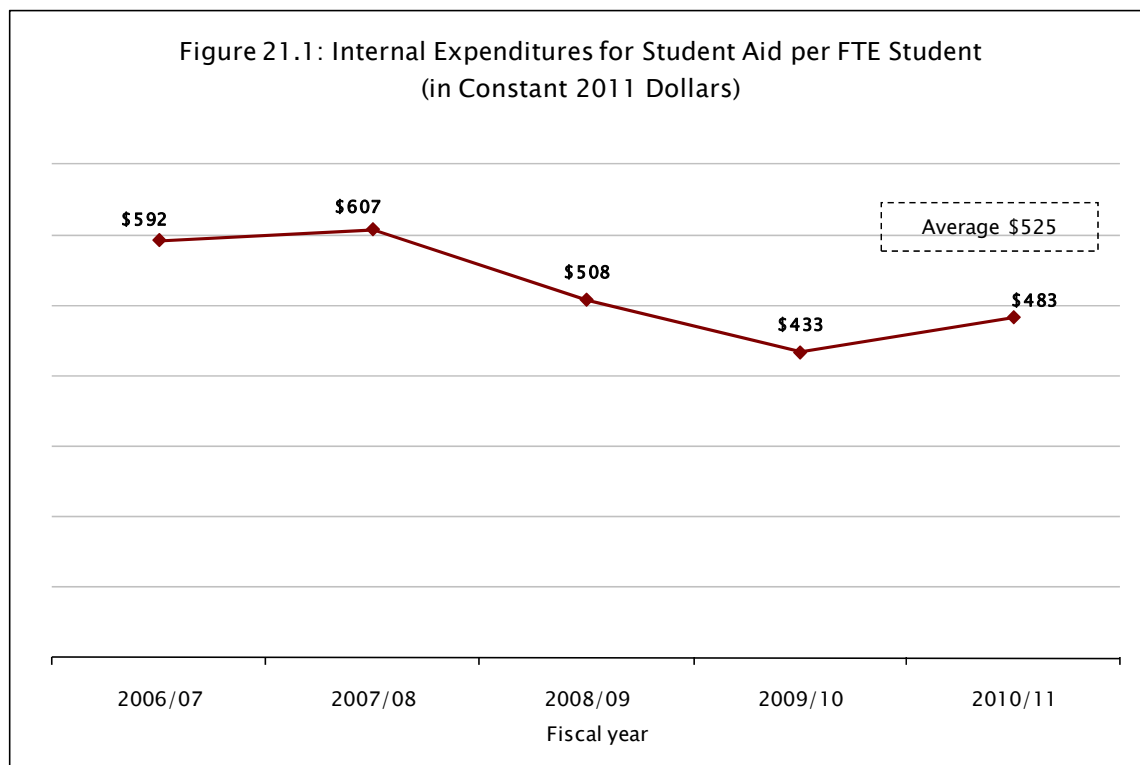
Using constant 2011 dollars⁸, Figure 21.1 (internal data) shows that funding per FTE student (from all internal sources) had been decreasing since its peak of \$607 per FTE in 2007/08, but has rebounded in 2010/11. It should be noted that over the 5-year period, FTE enrolments have increased by 3,476 (14.6%) while expenditures (in constant 2011 dollars) are still about \$0.9M lower than 5 years earlier.

According to CAUBO data, Figure 21.2 shows that Concordia trails the benchmark universities by a wide margin; Concordia spends \$296 per FTE student on scholarships, bursaries, and prizes compared to Carleton's allocation of \$1,193. Moreover, this represents only 2.2% of Concordia's total operating expenses compared to Carleton's 8.3%.

Sources:

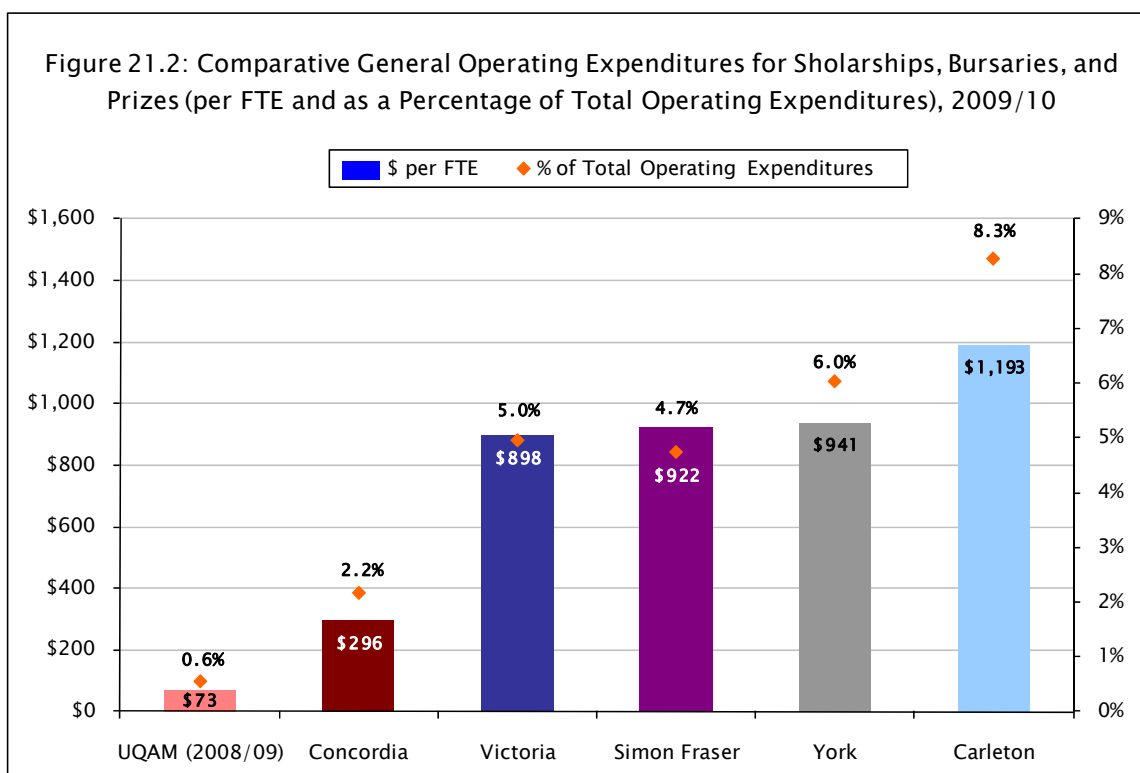
Concordia University Financial Services; CAUBO: Financial Information of Universities and College (2009-10) General Operating Expenditures by Function (Report 3.4). FTE data from: CREPUQ (*Données préliminaires*); Council of Ontario Universities (CUDO); British Columbia Higher Education Accountability Dataset. Bank of Canada (Consumer Price Index)

⁸ Constant dollars were calculated using the April 2011 Consumer Price Index (CPI).



Sources: Concordia University Financial Services; FTE data from CREPUQ (*Données préliminaires*)

Note: Constant dollars were calculated using the April 2011 Consumer Price Index (CPI).



Sources: CAUBO University General Operating Expenditures by Function, 2009/10 (UQAM figures only available for 2008/09); CREPUQ (*Données préliminaires*); Council of Ontario Universities (CUDO); British Columbia Higher Education Accountability Dataset

Measurement 22: Undergraduate Class Size

Definition of the Measurement:

Measurement 22 tracks the distribution of 2010/11 undergraduate class sections in specific class-size ranges for courses at each of the 200, 300 and 400 levels.

The measurement provides the percentage of registrants in each of the following class-size ranges: fewer than 30, 30 to 60, 61-100, 101-250, 251 or greater. Excluded from the analysis are: courses lacking a standard lecture component (online, self-study, practicum, internship, directed studies, co-op work term, honors thesis, independent study) and all courses with fewer than six registrants.

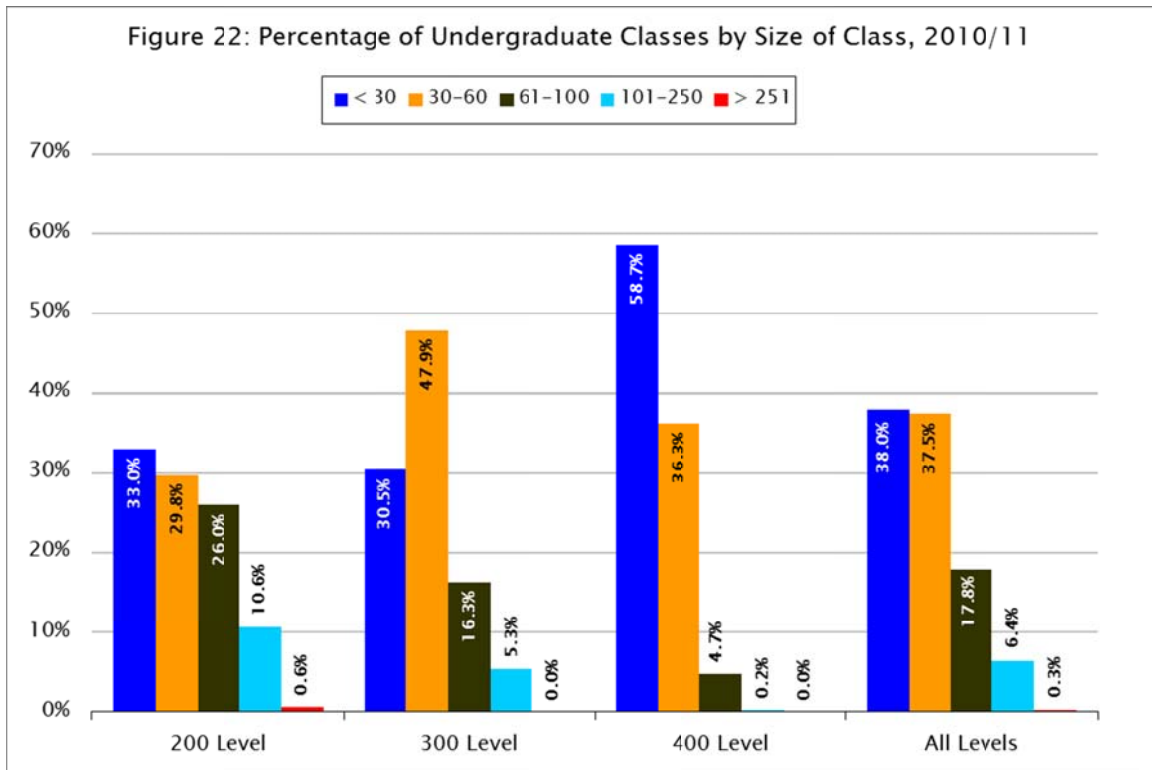
Findings and Conclusions:

Concordia has always fared well in terms of class size. Figure 22 shows that roughly one-third of courses at the 200 and 300 levels have fewer than 30 students. Moreover, the percentage of courses with 101 or more students is below 7% overall.

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. While other variables certainly affect student learning, the class-size measurement provides some insight into the level of resources dedicated to teaching and learning at an institution.

Source:

Concordia University's Data Warehouse



Source: Concordia University's Data Warehouse

Measurement 23: Student Satisfaction

Note: There are no new data to report this year; data presented are those from the *Measuring Excellence* 2010.

Definition of the Measurement:

Measurement 23 examines how satisfied Concordia students are with their university experience.

Information is obtained from two surveys. The first is the Canadian University Report (CUR), a survey of Canadian university degree-seeking undergraduate students. The second is the Canadian Graduate and Professional Student Survey (CGPSS), a survey of graduate students in Master's and Doctoral programs. This survey was originally designed and administered by the Massachusetts Institute of Technology, and has been adapted for Canadian use by Mosaic Research Solutions. The CUR is an annual survey whereas the CGPSS is conducted triennially. The questions from the two surveys cannot be aggregated because of dissimilar questions and scales.

Questions from CUR:

- *Thinking about all of your experiences at your university thus far, how satisfied are you overall with your university?* (5 point scale: Very satisfied to Very dissatisfied)
- *Would you recommend your university to a friend or family member?* (5 point scale: Definitely would to Definitely would not)

Questions from CGPSS:

- *Overall, how would you rate the quality of: Your overall experience at this university?* (5 point scale: Excellent to Poor)
- *Would you recommend this university to someone considering your program?* (5 point scale: Definitely to Definitely not)

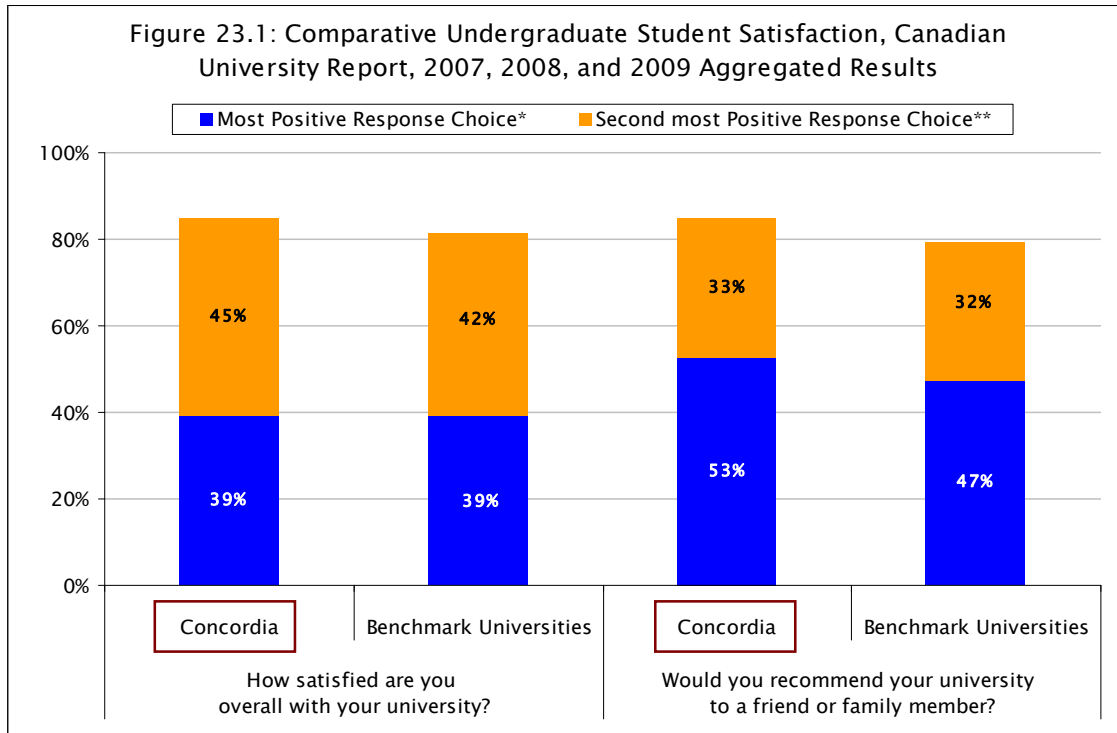
The two most positive response choices (e.g., very satisfied and somewhat satisfied) are reported as percentages. Benchmark data are only available for the CUR and include Carleton, Simon Fraser, Victoria, and York. Results from the CUR are available for 2007, 2008, and 2009; the data were aggregated to avoid year to year variations caused by different samples. Results from CGPSS are presented for 2010 and are compared with an overall Canadian benchmark, which consists of 23 universities including Concordia.

Findings and Conclusions:

Figure 23.1 shows aggregate results for the 2007, 2008, and 2009 CUR surveys in percentage terms for the two most positive response choices. The overall margins of error (95 times out of 100) are $\pm 1.7\%$ for Concordia and $\pm 0.8\%$ for the benchmark universities. Given the overall margins of error, there are likely no practical differences between Concordia and the benchmark universities in the "satisfied...overall with your university" question. In terms of "recommending your university to a friend or family member" question, however, there is likely a practical difference in Concordia's favor for students who "definitely would recommend" their universities. As a result, a practical difference for the overall percentage of students "likely to recommend their university" (two response choices combined) is most plausible.

Using results from the 2010 CGPSS, Figure 23.2 shows that Concordia graduate respondents are slightly less positive on both questions ("quality of the university experience" and "recommending this university") than the Canadian benchmark. The CGPSS was completed by 989 Concordia graduate students representing a 22.2% response rate. The overall margins of error were $\pm 3.1\%$ for Concordia and $\pm 0.5\%$ for the Canadian benchmark, 95 times out of 100. Again, given the overall margins of error, there likely are no practical differences between Concordia and the benchmark group.

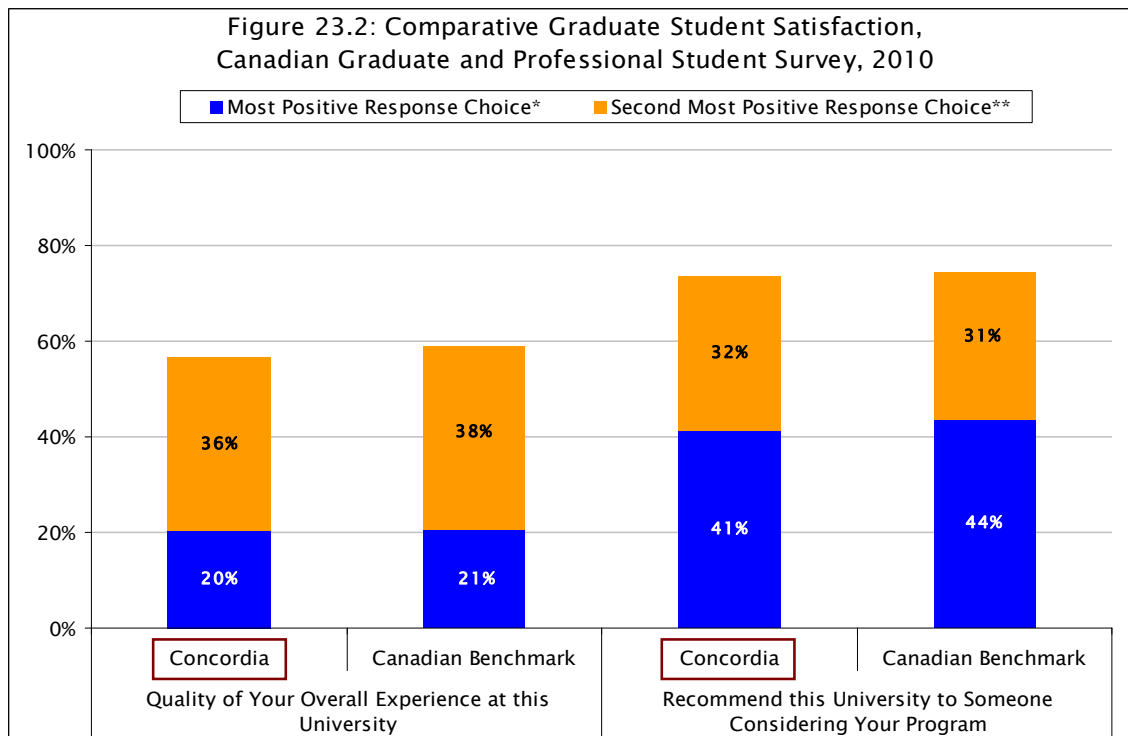
Sources: Canadian University Report conducted by The Strategic Counsel, 2007, 2008, and 2009; Canadian Graduate and Professional Student Survey conducted by Mosaic Research Solutions



Source: Canadian University Report (CUR), 2007, 2008, and 2009

*Very satisfied / Definitely would

**Somewhat satisfied / Probably would



Source: Canadian Graduate and Professional Student Survey (CGPSS), 2010

*Excellent/Definitely; **Very good/Probably

Measurement 24: Teaching Effectiveness

Definition of the Measurement:

There is no universally agreed-upon definition for teaching effectiveness, nor are there universally accepted methods for measuring it. In general, however, the research literature on university teaching effectiveness suggests that while imperfect, psychometrically sound student evaluations of teaching performance tend to be reliable and valid.

Measurement 24 looks at course evaluation data for full and part-time faculty. Seven different “forms” of the evaluation questionnaire are in use at Concordia: one each for the Faculties of E&CS, FA, and JMSB, one for part-time faculty, and one each for the three sectors in A&S: Humanities, Science, and Social Science. In principle, four global questions appear in all forms of the course evaluation. These questions are intended to rate, from the student’s perspective:

- The quality of the course
- The quality of the professor’s teaching
- The quality of the student’s learning
- The professor’s accessibility to students

In practice, however, these questions are presented using different wording and/or evaluation scales in each of the course evaluation forms. For the purpose of the current measurement, the individual wordings of the questions are considered equivalent, and corrections have been made to try to account for the various evaluation scales. Each measure is presented as if scored on a 1 to 5 Likert scale with a higher score representing a more positive student impression. Only courses evaluated by 5 or more students are included in this analysis.

As mentioned above, while each evaluation form contains questions intended to evaluate the same four dimensions, the specific text of each question and the scales used to evaluate them differ from form to form. This inconsistency seriously limits the meaningfulness of these results.

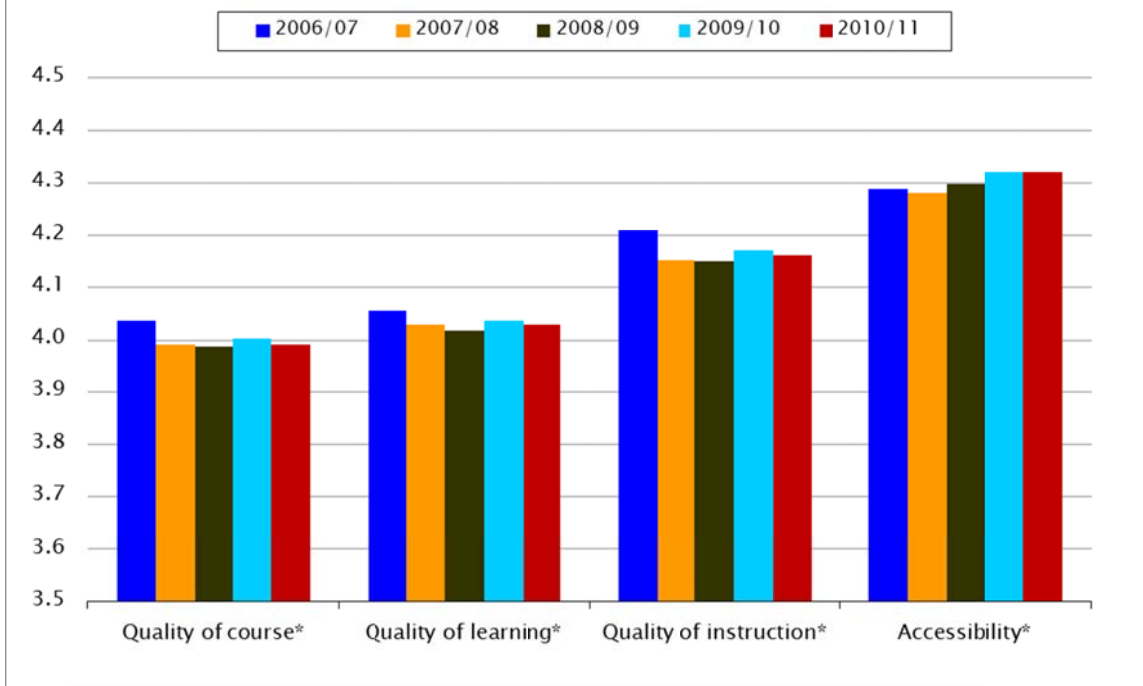
Findings and Conclusions:

Figure 24 shows the mean score for each of the four global questions for full and part-time professor course evaluations collected in the five years since the 2006/07 academic year. Overall, Concordia full-time and part-time faculty receive consistently positive assessments in each of the four areas and mean scores for each of the global questions have changed little since 2006/07. On average, faculty accessibility receives a slightly higher rating than quality of instruction, which in turn, receives a slightly higher rating than either quality of the student’s own learning or overall quality of the course.

Source:

Concordia University’s Data Warehouse: CEVAL tables

Figure 24: Mean Student Rating* of Four Course Evaluation Questions



Source: Concordia University's Data Warehouse: CEVAL tables

*A higher value signifies a better rating.

Measurement 25: Prevalence of “Active and Collaborative Learning”

NOTE: There are no new data to report this year; data presented are those from *Measuring Excellence* 2009.

Definition of the Measurement:

Measurement 25 assesses the prevalence of “Active and Collaborative Learning” (ACL) at Concordia as defined in the National Survey of Student Engagement (NSSE) in 2006 and 2008. In explaining ACL, NSSE states that “students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college [i.e., university].” The NSSE ACL benchmark score (a weighted average ranging from 0 to 100) combines scores on seven questions asked to first-year and final-year undergraduate students. The survey questions that comprise the benchmark included:

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked with other students on projects during class
- Worked with classmates outside of class to prepare class assignments
- Tutored or taught other students (paid or voluntary)
- Participated in a community-based project (e.g., service learning) as part of a regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

The Concordia ACL benchmark score is compared to NSSE “Comprehensive Peers” (Carleton, Guelph, UQAM, Victoria, Waterloo, Windsor, and York). In addition to the ACL benchmark score, comparisons between Concordia and the Comprehensive Peers of the weighted percentage of “favorable” responses (“Very often” and “Often” combined) for the seven individual questions are presented. Note that Concordia’s data are not included with the comparison group’s data.

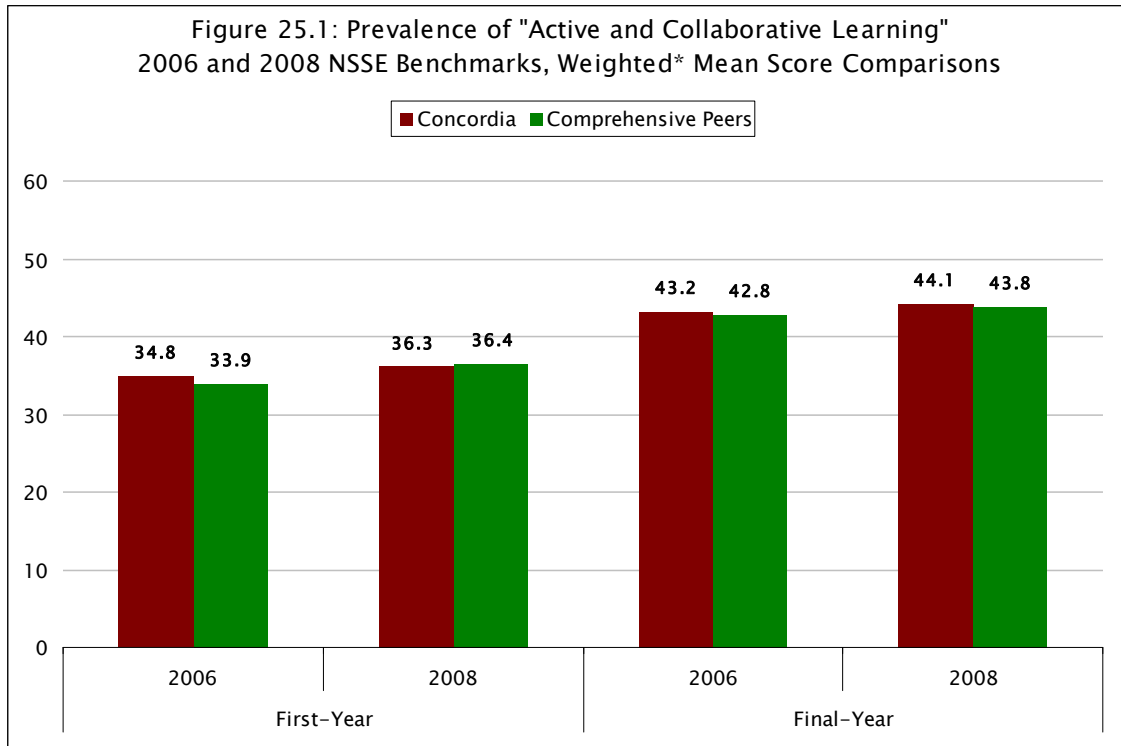
Findings and Conclusions:

The overall response rate to the NSSE survey for Concordia in 2008 was 27% (26% first-year students and 28% final-year; a total of 1,320 respondents) compared to 52% in 2006 (49% first-year students and 54% final-year; a total of 2,457 respondents).

Figure 25.1 shows a comparison of the weighted means for Concordia and the Comprehensive Peers for the two years Concordia has participated in NSSE. In 2008, Concordia’s ACL standard error of the mean for first and final-year students is ± 0.70 compared to ± 0.50 in 2006. With confidence intervals of the true population mean overlapping (at a 95% confidence level), there likely are no practical differences in the mean comparison over time for each group of students. Using the effect sizes to compare the mean between institutions, there are no practical differences for both years and student groups when comparing with the Comprehensive Peers.

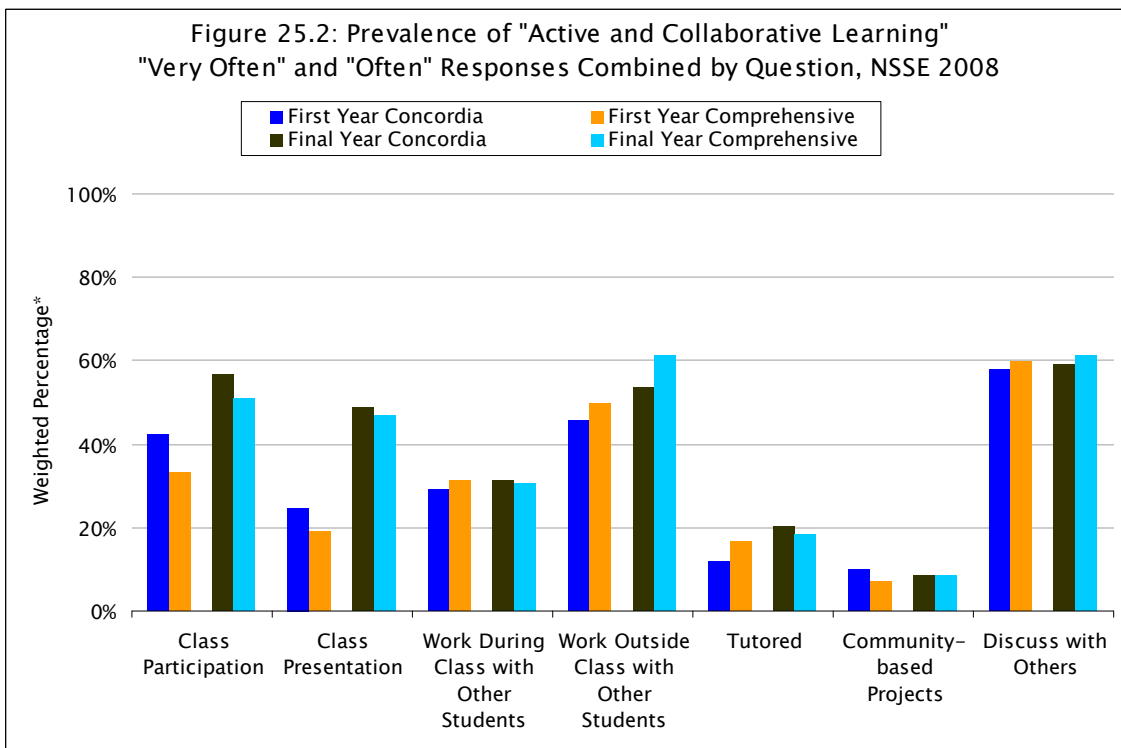
Figure 25.2 shows 2008 results for Concordia and the Comprehensive Peers at the level of specific questions. In comparison with the Comprehensive Peers, Concordia’s results are mixed. Specifically, Concordia respondents felt that they had more opportunities for participation in class and making class presentations. Conversely, there were fewer opportunities for working outside of class with other students and fewer discussions with others about their studies outside of class. It is important to note, however, that the percentage differences (positive or negative) are generally too small to be of any significance.

Sources: National Survey of Student Engagement (NSSE), 2006 and 2008



Sources: National Survey of Student Engagement (NSSE), 2006 and 2008

*Weighted by gender, enrolment status, and institutional size



Source: National Survey of Student Engagement (NSSE), 2008

*Weighted by gender, enrolment status, and institutional size

Measurement 26: Retention Rates of Full-Time Bachelor's Degree-Seeking Students

Definition of the Measurement:

Measurement 26 provides rates of retention to second year and to third year for *first-time (no prior university studies) full-time Bachelor's degree-seeking students* admitted in the fall term for academic years 2003 through 2007.

Comparative data for this measurement were obtained from the Consortium for Student Retention Data Exchange (CSRDE). The U.S.-based CSRDE consists of 466 North American post-secondary institutions. For the 2010 exercise, 27 Canadian universities participated. Comparative data from 21 of these were available, including five from the "comprehensive" category, universities reasonably similar to Concordia in terms of size and types of programs. The terms of participation in the CSRDE do not permit identification of institutions by name.

There are many reasons why students are not retained; in many cases the circumstances are not at all related to academic programming or the quality of services. For this reason, 100% retention and 100% graduation is neither realistic nor attainable in most institutions.

It should be noted that when making comparisons, many of Concordia's full-time undergraduate students enter directly from CEGEP (with an additional year of experience) into a three-year program, while students in other Canadian universities enter directly from high school, into a four-year program.

The exclusion of Concordia's sizable part-time undergraduate population is an inherent limitation of this measurement.

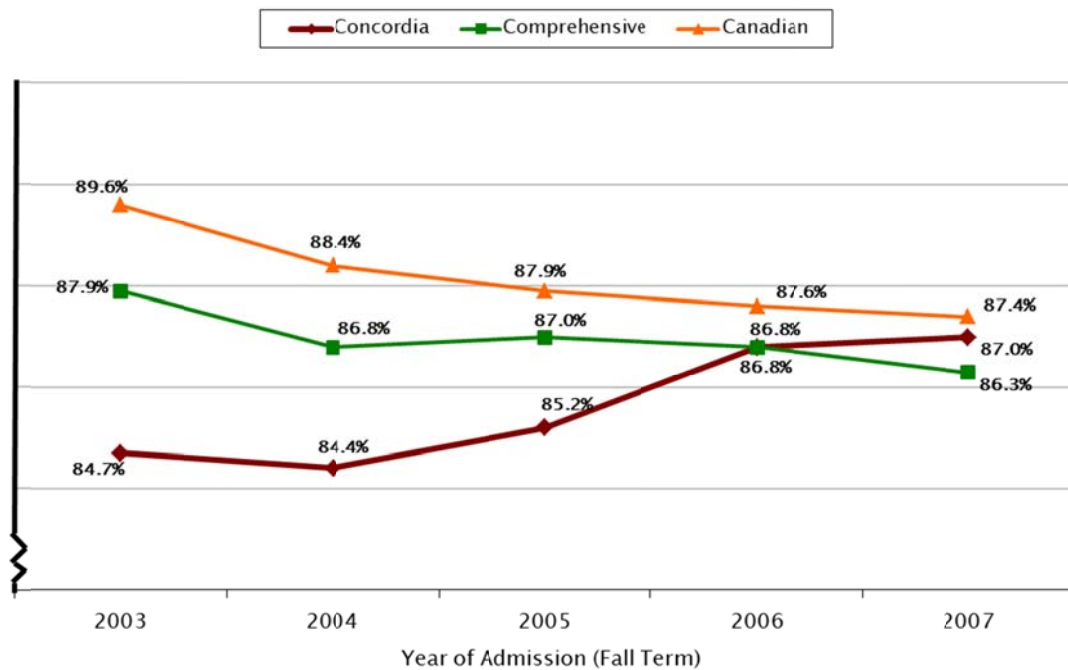
Findings and Conclusions:

After slipping for a few years in comparison to other Canadian CSRDE participants, Concordia's retention has improved.

Source:

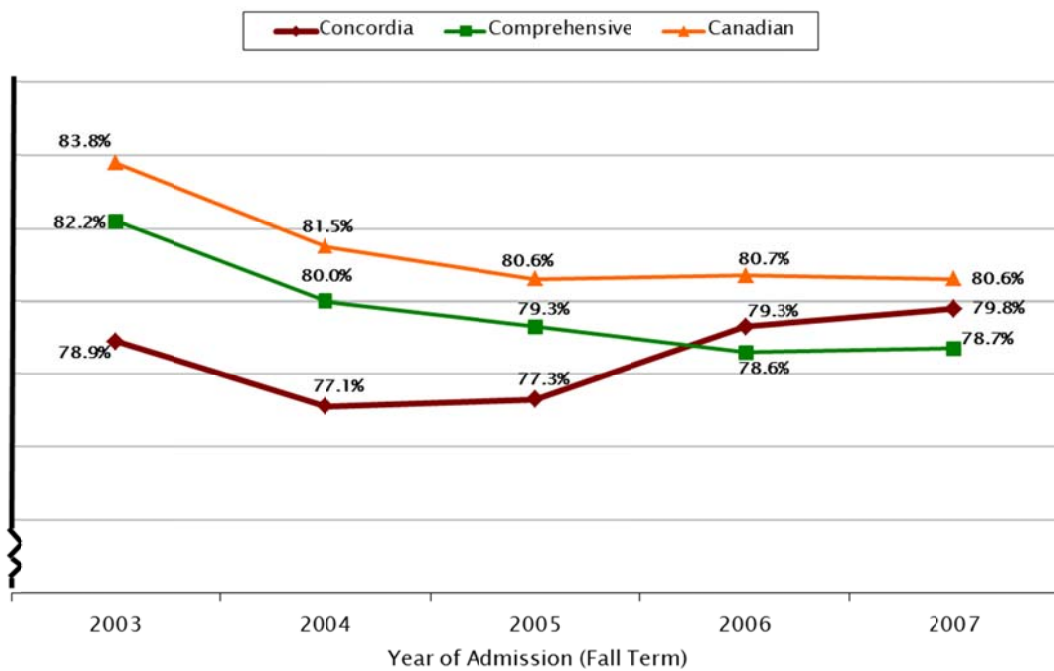
Consortium for Student Retention Data Exchange, March 2010 submission

Figure 26.1: Comparative Retention to Second Year of Full-Time Bachelor's Degree-Seeking Students



Source: Consortium for Student Retention Data Exchange, March 2010 submission

Figure 26.2: Comparative Retention to Third Year of Full-Time Bachelor's Degree-Seeking Students



Source: Consortium for Student Retention Data Exchange, March 2010 submission

Measurement 27: Undergraduate Students with Failed Status

Definition of the Measurement:

The measurement provides the percentage of undergraduate students assessed to have failed status at the end of each academic year. A distinction is made between first-time failure and subsequent failures.

Undergraduate students are assessed as failed as follows: 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. If the student has attempted fewer than 12 credits, these credits will be included in the assessment for the following academic year. If the 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.

The academic progress of graduate students is monitored on a periodic basis. To be permitted to continue in the program, students in master's and doctoral 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 for the subsequent review period. Students whose GPA falls below 3.00 for two consecutive review periods are withdrawn from the program.

Findings and Conclusions:

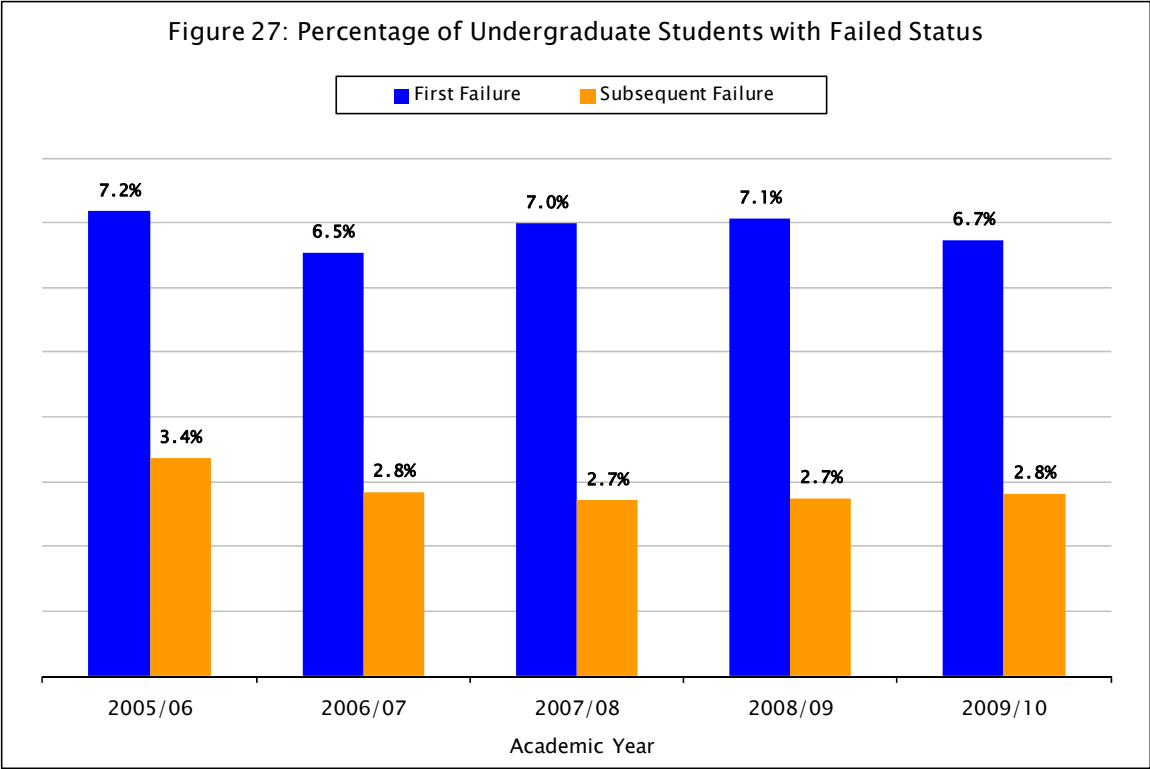
Figure 27 shows that the rate of undergraduate first-time failure is around 7% annually, although there was a slight decrease in 2009/10; the proportion of subsequent failures has been fairly stable (averaging 2.8%), having decreased from a high of 3.4% in 2005/06.

At the graduate level, the proportion of failed students is much lower (less than 1% overall for cycle 2), and in most cases the numbers are too small to analyze. There are very few failures at cycle three.

Although the majority of Concordia's students are academically successful, a small minority does not develop the appropriate skills to succeed, despite the availability of academic support services; these include a wide-variety of advising and counseling options. Not all failed students, however, should be considered marginal or at risk. There are many reasons why students fail, in many cases due to extenuating circumstances.

Source:

Concordia University's Data Warehouse



Source: Concordia University's Data Warehouse

Measurement 28: Graduation Rates of Full-Time Bachelor's Degree-Seeking Students

Definition of the Measurement:

Measurement 28 provides five- and six-year graduation rates for *first-time (no prior university studies) full-time, Bachelor's degree-seeking students* who began their studies in the 2000, 2001, 2002, 2003, and 2004 fall terms. The "graduation rate" is the cumulative percentage of such students who graduated within each of those two designated periods of time.

Comparative data for this measurement were obtained from the Consortium for Student Retention Data Exchange (CSRDE). The U.S.-based CSRDE consists of 466 North American post-secondary institutions. For the 2010 exercise, 27 Canadian universities participated. Comparative data from 21 of these were available, including five from the "comprehensive" category, universities reasonably similar to Concordia in terms of size and types of programs. The terms of participation in the CSRDE do not permit identification of institutions by name.

With respect to graduation rates, it is important to note that many of Concordia's Bachelor's-level programs are three years in length (post CEGEP), whereas in the rest of Canada and U.S., most degrees are four years in length.

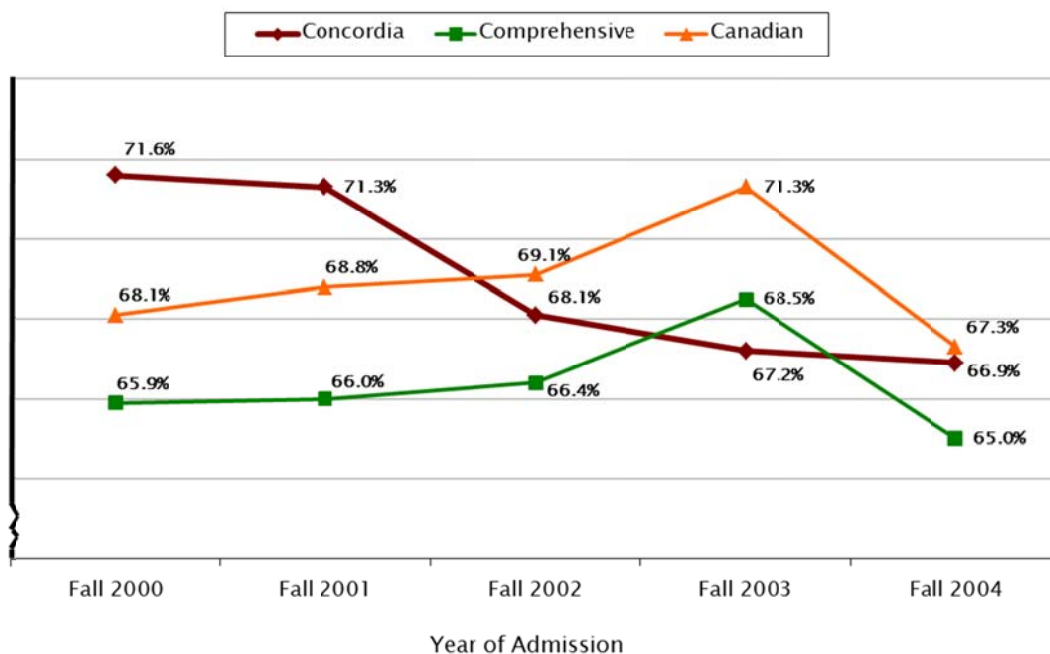
Findings and Conclusions:

Figures 28.1 and 28.2 show that on average 69% of full-time Concordia Bachelor's degree-seeking students complete their studies within five years and 73% complete their studies within six years. Historically, Concordia's graduation rates have been higher than those of the comparison groups. There has unfortunately been a consistent decline in Concordia's standing since 2000.

Source:

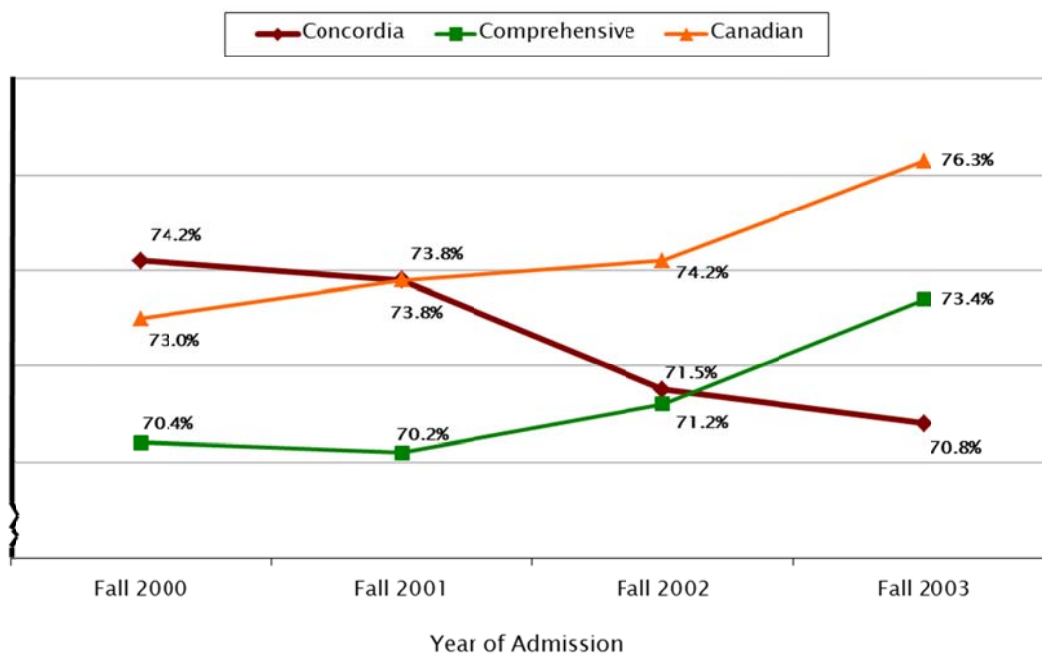
Consortium for Student Retention Data Exchange, March 2010 submission

Figure 28.1 Comparative Graduation Rates after Five years of Full-Time Bachelor's Degree-Seeking Students



Source: Consortium for Student Retention Data Exchange, March 2010 submission

Figure 28.2 Comparative Graduation Rates after Six years of Full-Time Bachelor's Degree-Seeking Students



Source: Consortium for Student Retention Data Exchange, March 2010 submission

Measurement 29: Duration of Studies and Graduation/Withdrawal/Continuation Rates of Full-Time Master's and Doctoral Students

Definition of the Measurement:

Measurement 29 examines the time taken by full-time Master's and Doctoral students to complete their program of study and consists of the percentage who have graduated for each of the following time intervals: (1) two years and less, (2) three, four, five, and six years, and (3) more than six years.

At the Master's and Doctoral level, there are University-defined time limits for completion of studies; at the Master's level (45 credits), the time limit for full-time study is four years for the majority of programs. At the Doctoral level (120 credits), the limit is six years post entry. Additionally, there are government-defined limits for funding of graduate students; specifically, Master's and PhD students do not generate any government funding for the University two and four years respectively after entry.

In addition to duration of studies for those who graduate, this measurement also provides information on the success rates of full-time Master's and PhD students (2001, 2002, and 2003 cohorts) and includes the following:

- Proportion that graduate
- Proportion that withdraw prior to completion
- Proportion still registered five years after entry (for Master's students) and seven years after entry (for Doctoral students)

Findings and Conclusions:

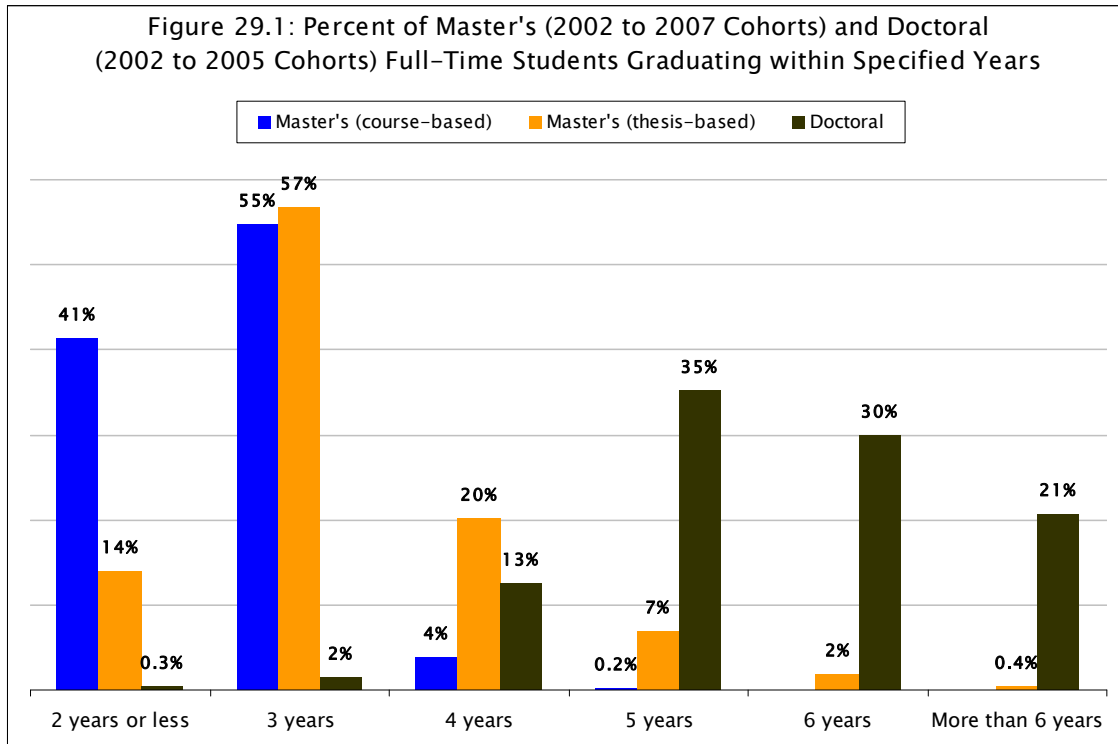
Figure 29.1 shows that the vast majority of students who graduated did so within the time limits established for their program. Specifically, 99.8% of Master's course-based graduates and 91% of Master's thesis graduates completed within four years, and just under 80% of Doctoral graduates completed within six years. Despite completing within the program time limits set by the University, many students do not complete within the funding time limits prescribed by the government; this means that the University does not receive any funding for these students for a period of time despite providing services and facilities for them. In order to remedy this situation, there needs to be a closer match between program and funding time limits; if this were implemented and enforced, however, there would very likely be a sharp increase in attrition rates and decrease in graduation rates.

Figure 29.2 shows rates of graduation, withdrawal, and continuation of all full-time Master's and Doctoral students (after five and seven years, respectively) admitted in fall 2001, 2002, and 2003. The data show that on average, 29% of Doctoral students withdraw prior to completing their studies compared to about 10% at the Master's level. Moreover, graduation rates are much lower for Doctoral students (averaging 47%) compared to 85% of Master's students.

Figure 29.2 also shows that on average, 24% of full-time Doctoral students are still registered seven years after entry; this is cause for concern since the University no longer receives funding for these students from the Ministry. Undoubtedly, these students obtained permission from the School of Graduate Studies to extend their studies beyond the six-year limit. This is evidence that many Doctoral students experience difficulty in completing their studies in an expedient manner. It would be prudent to examine this issue in more detail with a view to finding ways to encourage timelier program completion at the doctoral level. At the same time, further investigation should be undertaken into the reasons that about one in four Doctoral students withdraw prior to completion.

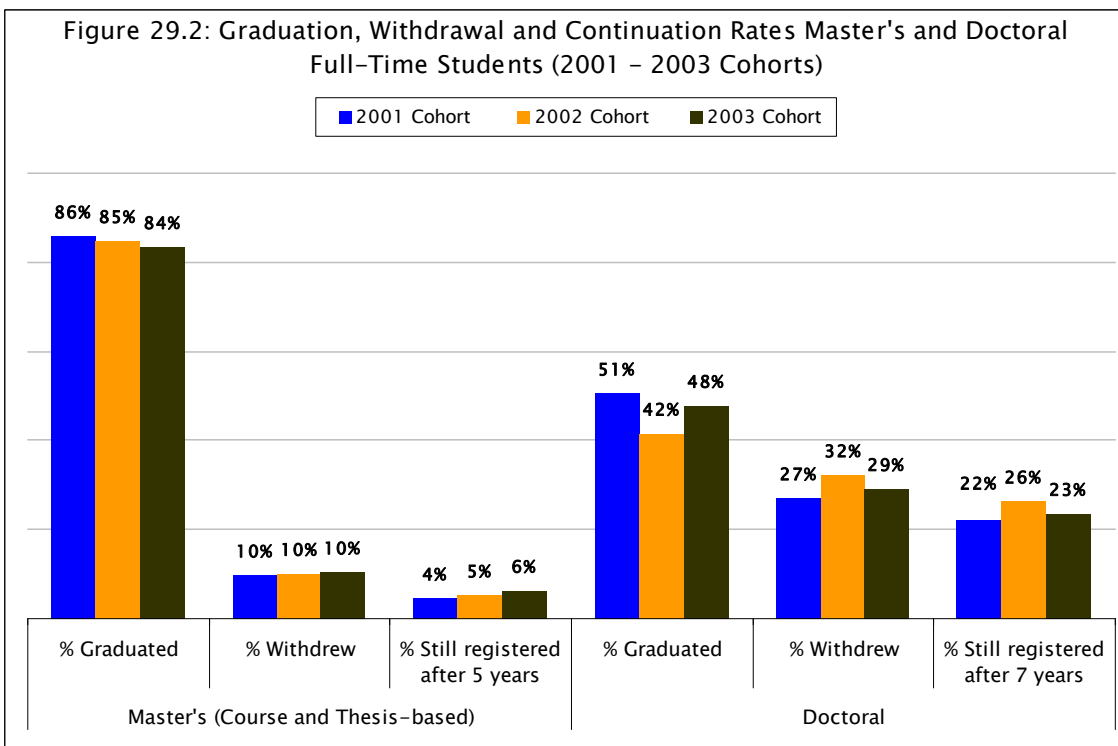
Source:

Concordia University's Data Warehouse



Source: Concordia University's Data Warehouse

Specified years in this figure range from one to six years or more. "Years" are defined as "from time of entry to time of completion of studies."



Source: Concordia University's Data Warehouse

"Years" are defined as "from time of entry to time of completion of studies."

Measurement 30: Expenditures for Academic Support Services per FTE students

Definition of the Measurement:

This measurement examines Concordia's expenditures for academic support services from 2005/06 to 2009/10, and compares the most recent data available (2009/10) with those at the benchmark universities (UQAM – 2008/09 only; Carleton, Simon Fraser, Victoria, and York). In this case, academic support services include expenditures for libraries, computing and communications, and student services.

Comparative information for this measurement was drawn from data compiled by the Canadian Association of University Business Officers (CAUBO); the most recent information available pertains to the 2009/10 fiscal year.

In order to provide a measure of comparability with the benchmark universities, the expenditures for academic support services are divided by the number of full-time equivalent (FTE) students at each institution.

Findings and Conclusions:

Using constant 2010 dollars⁹, Figure 30.1 shows that Concordia's expenditures for academic support services per FTE student had been on the increase, but has been dropping the past 3 years. It is notable that total spending (in constant 2010 dollars) between 2005/06 and 2009/10 increased from \$38.4 M to \$47.8 M (24.4%), while at the same time, FTE enrolments increased from 23,674 to 25,886 (9.3%).

Despite the increased expenditures, Concordia still needs to provide much more in order to attain levels comparable to those offered elsewhere in Canada. Figure 30.2 shows that Concordia spent less than the average of the benchmark universities in 2009/10 (\$1,195 less per FTE student) but more than UQAM¹⁰ (\$219 more per FTE student). In order to reach a level of expenditure on academic support comparable to that offered by Simon Fraser, however, Concordia would have needed to commit an additional \$69.5 M in fiscal 2009/10.

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

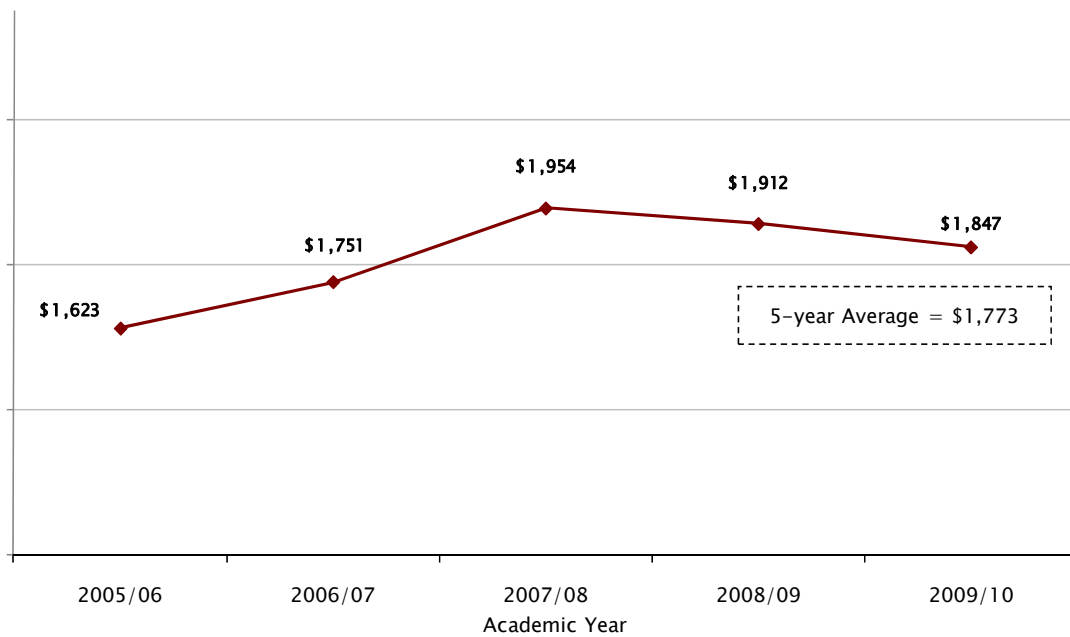
Sources:

CAUBO Financial Information of Colleges and Universities (Report 2.4C); CREPUQ (*Données préliminaires*); Council of Ontario Universities (CUDO); British Columbia Higher Education Accountability Dataset; Bank of Canada (Consumer Price Index)

⁹ Constant dollars were calculated using the May 2010 Consumer Price Index (CPI).

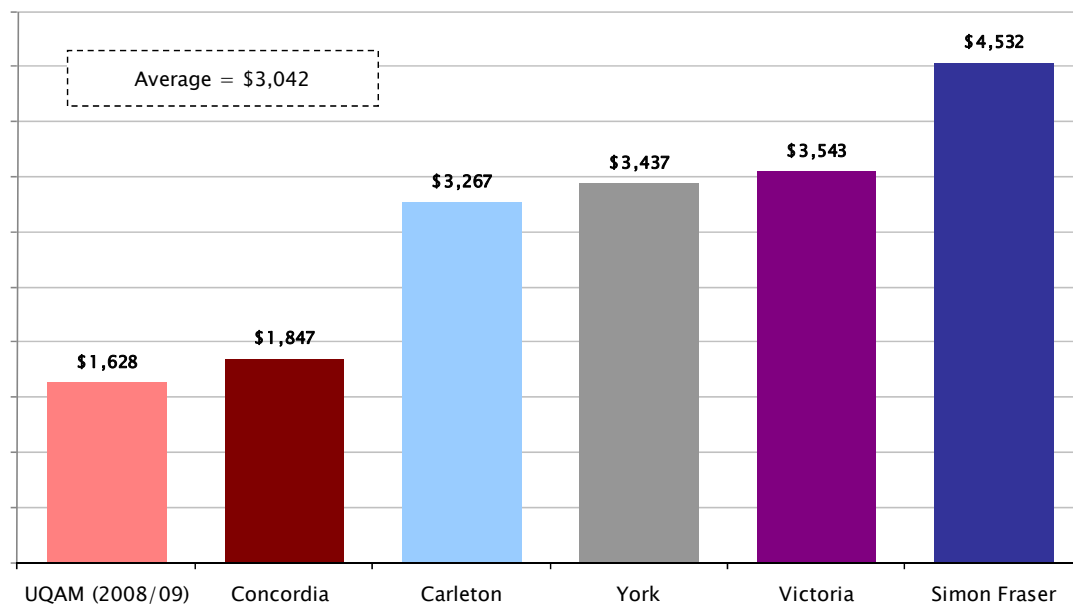
¹⁰ Data for UQAM pertain to the 2008/09 fiscal year; more recent data will be available after July 2011

Figure 30.1: Expenditures for Academic Support per FTE Student
(in Constant 2010 Dollars)



Sources: CAUBO Financial Information of Colleges and Universities (2005/06 to 2009/10); FTE data from CREPUQ (Données préliminaires). Note: Constant dollars were calculated using the May 2010 Consumer Price Index (CPI).

Figure 30.2: Comparative Expenditures for Academic Support per FTE Student, 2009/10



Sources: CAUBO Financial Information of Colleges and Universities 2009/10; FTE data from CREPUQ (Données préliminaires); Council of Ontario Universities (CUDO); British Columbia Higher Education Accountability Dataset

Measurement 31: Average Grades at Completion

**THIS MEASUREMENT HAS BEEN DELETED FROM
THE MEASURING EXCELLENCE REPORT**

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Measurement 32: Employment of Graduates Six Months and Two Years after Graduation

Definition of Measurement:

Measurement 32 tracks the success of undergraduate students in the job market six months and two years after graduation and seeks to determine the extent to which the skills acquired and developed at Concordia have helped in their search for employment after graduation. Undergraduate students who graduated in all degree programs during the 2007 academic year were surveyed. For benchmarking, Concordia is compared with Ontario students who graduated during the 2006 school year. The key questions, which focus in turn on status six months and two years after graduation, read:

- *Were you employed six months/two years after you graduated?*
- *If you were employed six months/two years after you graduated, how closely was your work related to the skills you acquired through the program of study you completed in 2007?*
- *If you were employed six months/two years after you graduated, what was your personal annual salary (including tips and commissions) before taxes and other deductions (in Canadian dollars)?*
- *Were you attending school six months/two years after you graduated?*

Findings and Conclusions:

Three hundred and sixty-eight graduates responded to the 2011 Graduate Employment Survey, giving a response rate of more than 10% and an estimated margin of error of $\pm 4.5\%$, 95 times out of 100.

Six months after graduation, 92% of respondents were employed or pursuing studies (versus 96% in Ontario¹¹); two years after graduation, this number increased to 96% (versus 94% in Ontario). In general, respondents found work related to their field of study. As Figure 32.1 illustrates, six months after graduation 73% of full-time employed respondents were working in a job related to their field of study (79% in Ontario). Two years after graduation, this number increases to 84% (85% in Ontario). As Figure 32.2 illustrates, graduates employed full-time six months after graduation received an average annual income of \$37,604 (\$39,712 in Ontario¹²); two years after graduation, employed graduates earned close to \$44,782 (\$47,347 in Ontario¹). In early February 2011, 77% of employed respondents were satisfied with their employment while 14% were dissatisfied.

Six months after graduation, 26% of respondents were taking courses. Of these, 51% were pursuing graduate studies, 20% college or undergraduate level courses, 6% professional degrees, and 24% non-credit courses. Two years after graduation, over 29% of all respondents were pursuing further studies. Of these, 57% were pursuing graduate studies, 15% college or undergraduate level courses, 8% professional degrees, and 20% non-credit courses.

Sixty-six percent of respondents work in Québec. Of these, 51% work in a bilingual environment, 11% in a predominantly French environment, and 35% in a predominantly English environment.

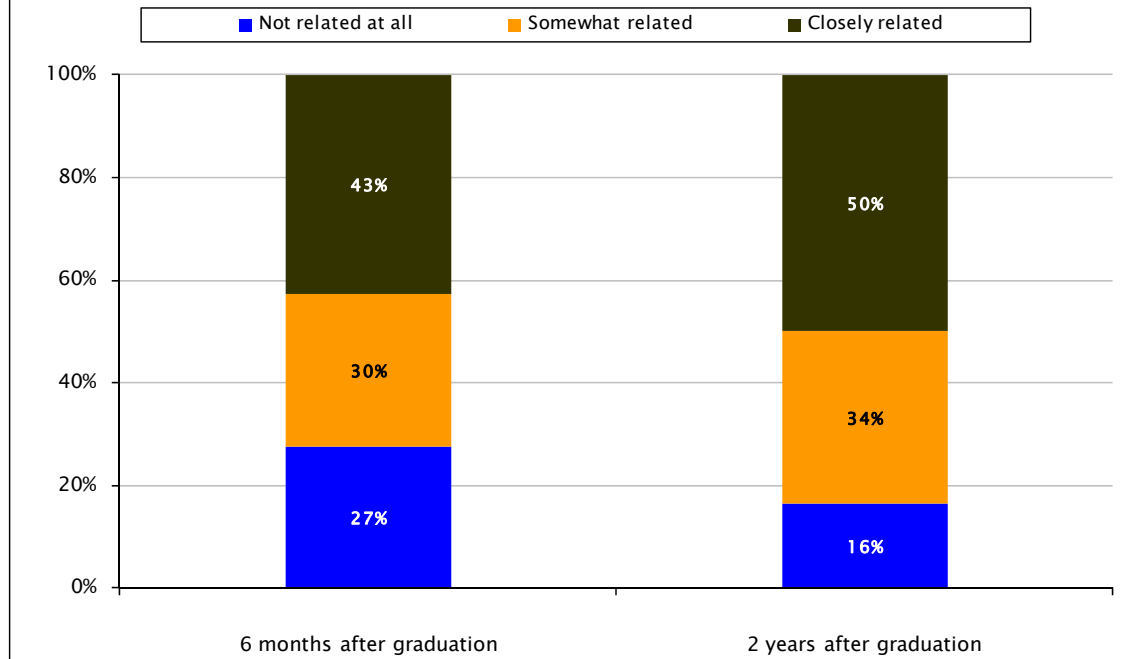
Sources:

2011 Concordia Graduate Employment Survey, based, with permission, on the Ontario Graduate Student Survey conducted annually by the Council of Ontario Universities (COU); Highlights of the Survey of Graduates of Ontario University Undergraduate Programs (2006 graduates) (2009, COU)

¹¹ Last year's Ontario Graduate Student Survey (OGSS), administered in winter 2008, are used for comparisons.

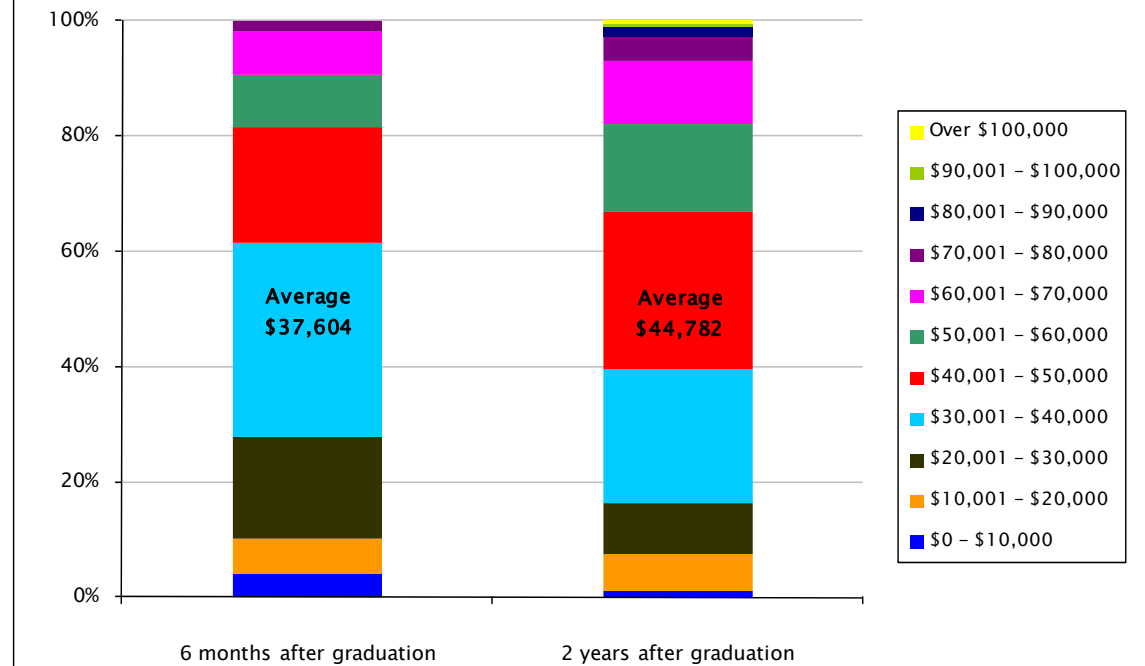
¹² Reported average salaries are estimated for non-professional jobs based on the results of the 2008 OGSS.

Figure 32.1: Relation Between Skills Acquired and Employment
Six Months and Two Years After Graduation



Source: 2011 Concordia Graduate Employment Survey

Figure 32.2: Annual Income of Full-Time Employed Graduates
Six Months and Two Years After Graduation



Source: 2011 Concordia Graduate Employment Survey

Measurement 33: Scholarly Productivity Index

Definition of the Measurement:

Measurement 33 tracks the scholarly productivity of Concordia's professors and graduate students using one aspect of scholarly productivity, i.e., peer reviewed article publication in journals indexed by major citation indices. There are various other types of scholarly productivity including, but not limited to, exhibitions, performances, book authoring, chapter authoring, curating, etc. Participating authorship of indexed journal articles was chosen because of the availability of comparative data. Article publications in journals are indexed by three major citation indices in the Canadian Bibliometric Database (CBD): the Arts and Humanities Citation Index, the Science Citation Index, and the Social Science Citation Index. The CBD, produced by the *Observatoire des sciences et des technologies* (OST), uses information from the Thomson Institute for Scientific Information (ISI) Database.

For benchmarking purposes, Concordia will be compared with UQAM, Carleton, Simon Fraser, Victoria, and York, excluding publications from affiliated institutions. Since larger institutions would be expected to publish more articles than smaller institutions, data are standardized using full-time equivalent (FTE) graduate students and professors. Comparative professor numbers are provided by Statistics Canada and include full-time professors, associate professors, and assistant professors. Excluded from the analysis are those appointed as deans and administrators, professors not paid according to regular salary scales, those on leave of absence, and visiting professors. The most recent data available from Statistics Canada pertain to 2005/06, 2006/07, 2007/08, and 2008/09; therefore, only four years are used for benchmarking.

The basis for calculating FTE students has been harmonized using Statistics Canada methodology and fall-semester headcount data obtained from independent sources. Statistics Canada calculates full-time equivalence as follows: 1 full-time student equals 1 FTE and 3.5 part-time students equal 1 FTE. This methodology is more favourable for inter-institutional comparison owing to differences in definitions and calculation of full-time equivalency in other institutions and provinces.

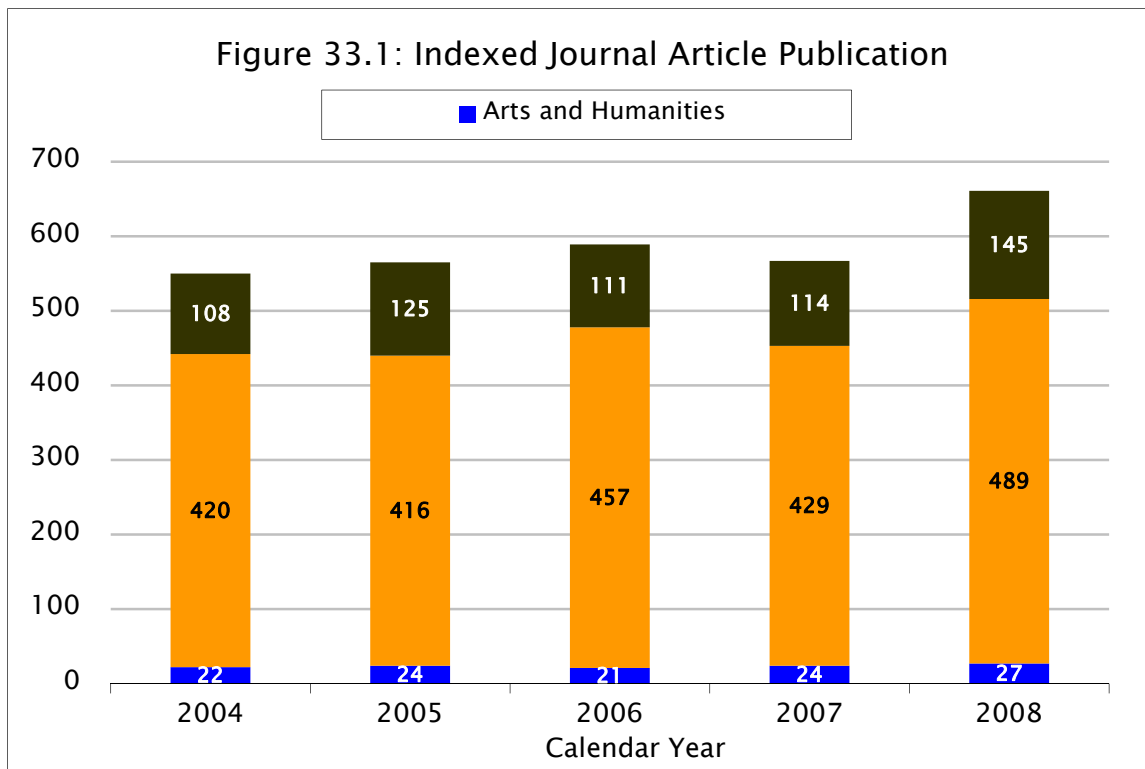
Findings and Conclusions:

The analysis shows that the number of Concordia's articles in journals indexed in the CBD increased steadily from 2004 to 2006, decreased slightly in 2007, then increased again in 2008; there was an increase of 111 publications or 20% from 2004 to 2008. Figure 33.1 indicates that most of Concordia's increase is attributable to publications in social science (34% growth) compared with arts and humanities (23%) and science (16%). Science, however, continues to be the sector with the largest proportion of publications, representing on average 75% of all of Concordia's articles.

Figure 33.2 shows how Concordia compares in the number of publications when controlling for the size effect of the population that is most likely to publish articles. Concordia's professors and graduate students' rate of publication (per 100 professors and FTE graduate students) is higher than UQAM, but lags behind the other four benchmark universities with Victoria leading the group.

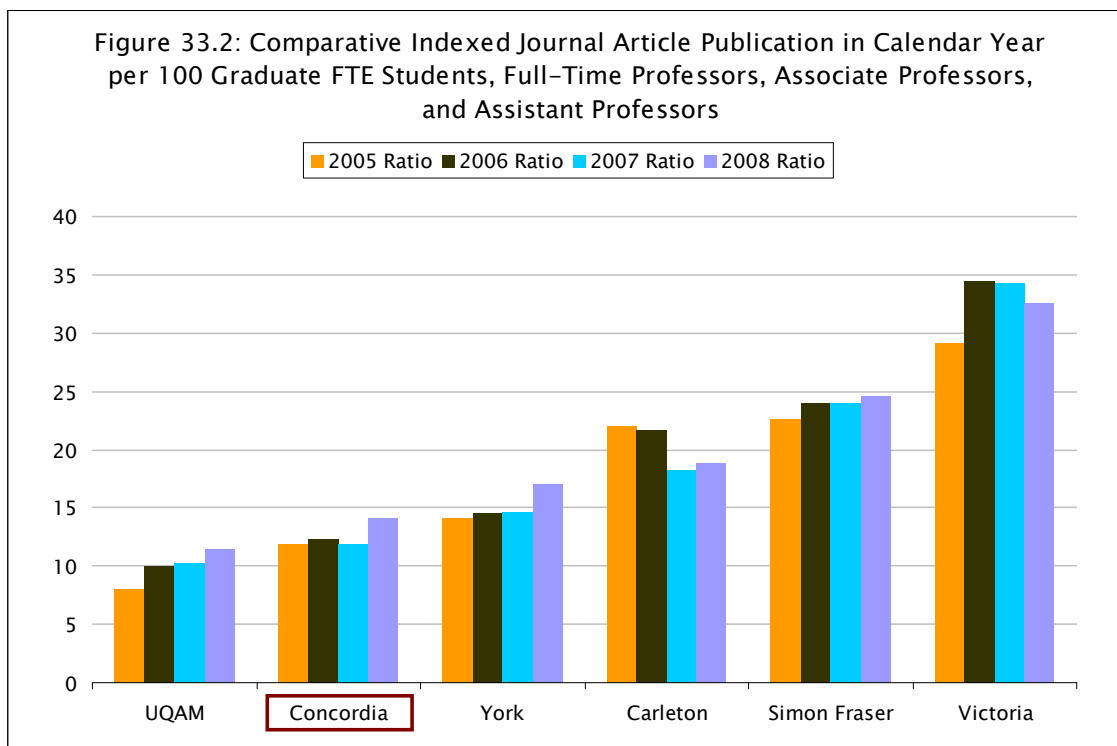
Sources:

Observatoire des sciences et des technologies (OST); The Canadian Bibliometric Database (CBD); Statistics Canada: Salaries and Salary Scales of Full-time Teaching Staff at Canadian Universities, 2008/2009: Final Report; CREPUQ: *Données préliminaires*; Common University Data Ontario (CUDO); British Columbia Higher Education Accountability Dataset



Source: *Observatoire des sciences et des technologies* (OST): The Canadian Bibliometric Database (CBD)

Note: Institutional data exclude all affiliated institutions.



Sources: *Observatoire des sciences et des technologies* (OST): The Canadian Bibliometric Database (CBD); Statistics Canada; CREPUQ: *Données préliminaires*; Common University Data Ontario (CUDO); British Columbia Higher Education Accountability Dataset

Note: Institutional data exclude all affiliated institutions.

Measurement 34: Patent Output

Definition of the Measurement:

Measurement 34 tracks comparative patent output, a measure of one aspect of scholarly productivity that generally applies to certain disciplines (e.g., sciences, engineering, etc.) Because disciplinary specificity is not unique to Concordia, we are able to examine Concordia's production in this area compared with the benchmark universities (UQAM, Carleton, Simon Fraser, Victoria, and York). All universities encourage patent production because of its importance in driving scientific and economic progress.

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

A patent document can be either a granted patent (patent issued) or a patent filed; filing a patent application entails the submission of a formal application to the Commissioner of Patents. It should be noted that some inventors may not report their affiliated institution and/or some patents may have more than one assignee, therefore the data may be incomplete for any given institution. Finally, a patent is effective only in the country of application.

Findings and Conclusions:

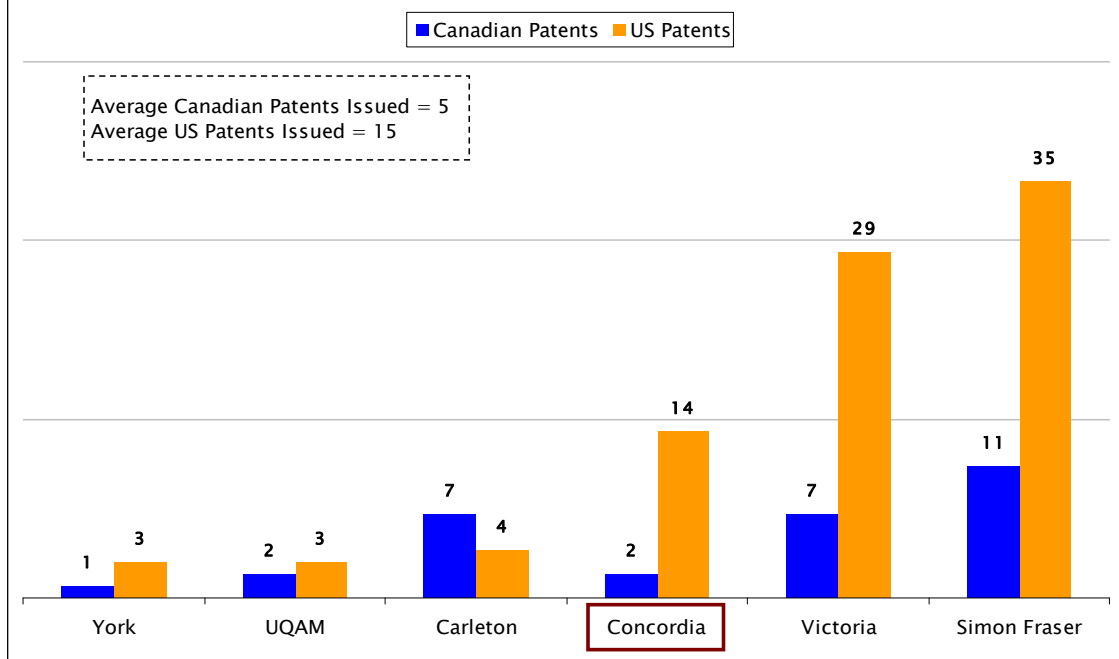
Currently¹³, Concordia has 12 patents issued (all U.S.), 23 patents pending (six Canadian, nine U.S., three European, and five international), and 12 provisional patents (all U.S.). As Figure 34 shows, none of the benchmark universities is a prolific patent recipient. Over the past 10 years, the highest number of Canadian patents was awarded to Simon Fraser (11) with all other benchmark universities having seven or fewer. In the United States, Simon Fraser also leads in patents awarded for the past 10 years (35), followed by Victoria (29) and Concordia (14).

Sources:

Concordia University's Office of Research; Canadian Intellectual Property Office (CIPO): Canadian Patents Database, including applications filed under the Patent Cooperation Treaty; United States Patent and Trademark Office (USPTO): Issued Patents Database

¹³ Data are as of April 1st, 2011

Figure 34: Comparative Number of Patents* Issued from 2001 to 2010



Sources: Concordia University's Office of Research; Canadian Intellectual Property Office: Canadian Patents Database, United States Patent and Trademark Office: Issued Patents Database

*Including patents shared with other universities, ministries, or industries

Measurement 35: Research Funding per Tenured and Tenure-Track Professor

Definition of the Measurement:

Measurement 35 tracks total research funding awarded directly to professors (grants and contracts) as well as monies received by the University as a whole (Canadian Foundation for Innovation grants) and divides this figure by the number of tenured and tenure-track professors.

This measurement uses Concordia data on total research funding which includes funding from: the National Sciences and Engineering Research Council (NSERC), Social Sciences and Humanities Research Council (SSHRC), Canada Institutes of Health Research (CIHR), Canada Foundation for Innovation (CFI) funding, provincial granting agencies, and all other sources. The total amount of research funding is based on the fiscal year June 1st to May 31st.

Findings and Conclusions:

In 2009/10, Concordia received \$34.2 million of external research funding. Using constant 2010 dollars¹⁴, Figure 35 shows that funding per tenured and tenure-track professor increased slightly over 2008/09, but is still less than levels seen 5 years earlier. This is due to a combination of relatively flat levels of funding combined with increasing numbers of tenure/tenure-track professors hired over the past few years.

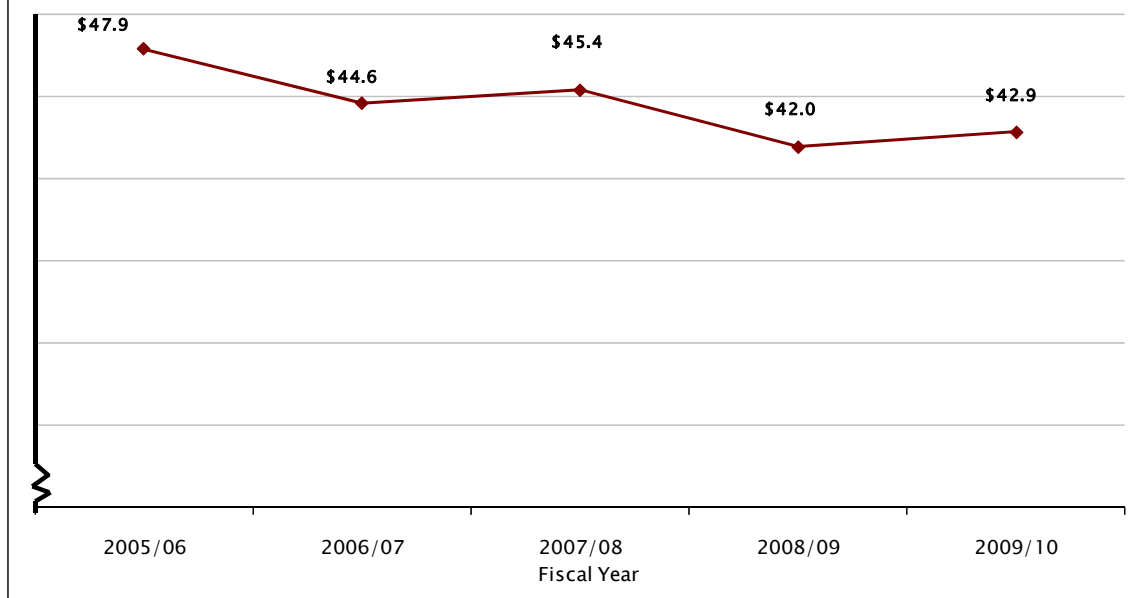
Sources:

Concordia University's Financial Services; IPO's working file¹⁵ for CREPUQ: *Enquête sur le personnel enseignant* (as of October 1st); Bank of Canada (Consumer Price Index)

¹⁴ Constant dollars were calculated using the May 2010 Consumer Price Index (CPI).

¹⁵ Working file is used because it indicates the tenure status of the professor. This field is not transmitted to the CREPUQ.

Figure 35: Research Funding per Tenured and Tenured-Track Professor
(in Thousands of Constant 2010 Dollars)



Sources: Concordia University's Financial Services; IPO's working file for CREPUQ: *Enquête sur le personnel enseignant* (as of October 1st). Note: Constant dollars were calculated using May 2010 Consumer Price Index (CPI)

Measurement 36: Federal Research Funding (Tri-Council)

Definition of the Measurement:

Measurement 36 tracks Concordia's funding awarded by the Federal government's independent funding bodies (including research grants to professors and fellowships/scholarships to graduate students) from 2005/06 to 2009/10. Additionally, it compares the most recent data available with the benchmark universities (UQAM, Carleton, Simon Fraser, Victoria, and York).

Funds reported in the Figures are those disbursed by the granting agency whose fiscal year is April 1st to March 31st. The Tri-Council granting agencies are:

- Canadian Institutes of Health Research (CIHR)
- Natural Sciences and Engineering Research Council of Canada (NSERC)
- Social Sciences and Humanities Research Council of Canada (SSHRC)

Please note that NSERC-sourced Canada Research Chairs amounts are included in both Figures for all universities. Numbers may vary between this measurement and self-reported data by institution because of funds transferred in and funds transferred out by professors during the year.

Findings and Conclusions:

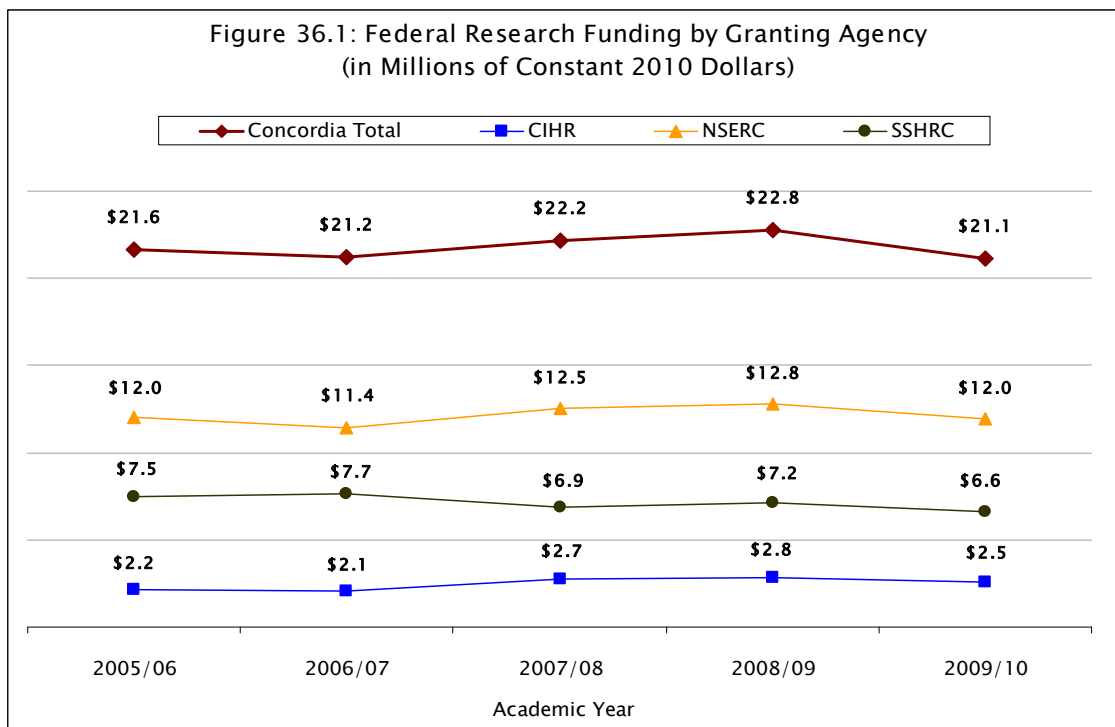
Using constant 2010¹⁶ dollars, Figure 36.1 shows Federal research funding awarded to Concordia by granting agencies for the past five years. During this period, Concordia's funding decreased slightly by 2.4%, from \$21.6M to \$21.1M. The highest percentage growth among the Tri-Council agencies was CIHR (16.9%), while NSERC decreased by 0.4% and SSHRC decreased by 11.3%. Among the benchmark universities, from 2005/06 to 2009/10, Carleton experienced the highest overall growth (in percentage terms) from the Tri-Council agencies (20.0%), followed by York (15.9%) and Victoria (12.4%), while Simon Fraser decreased by 2.5% and UQAM decreased by 7.3%.

Figure 36.2 shows 2009/10 Federal research funding awarded to the benchmark universities. Simon Fraser received 22.2% of the total received by the six universities, followed by Victoria (19.7%), York (18.0%), Carleton (14.2%), UQAM (14.0%), and Concordia (12.0%).

Sources:

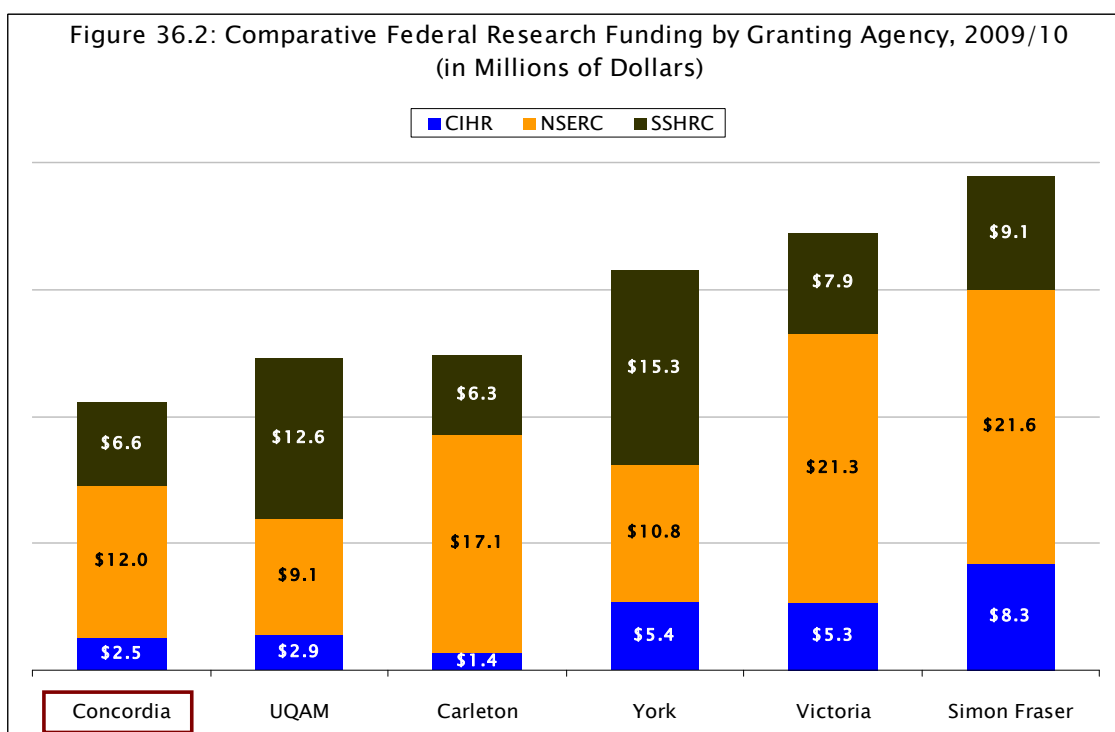
Observatoire des sciences et des technologies (OST): Tri-Council Funding Cube; Bank of Canada (Consumer Price Index)

¹⁶ Constant dollars were calculated using the March 2010 Consumer Price Index (CPI) obtained from the *Bank of Canada*.



Source: *Observatoire des sciences et des technologies* (OST): Tri-Council Funding Cube

Note: Constant dollars were calculated using the March 2010 Consumer Price Index (CPI)



Source: *Observatoire des sciences et des technologies* (OST): Tri-Council Funding Cube

Measurement 37: Provincial Research Funding (FQRNT, FQRSC)

Definition of the Measurement:

Measurement 37 tracks Concordia's research funding awarded by the Québec government's independent funding agencies from 2005/06 to 2009/10, and compares the most recent data available with other Québec universities. The agencies are:

- *Fonds québécois de la recherche sur la nature et les technologies* (FQRNT)
- *Fonds québécois de la recherche sur la société et la culture* (FQRSC)

The Québec government has a third funding agency, the *Fonds de recherche en santé du Québec* (FRSQ), for which direct access to their funding data is not yet available.

For benchmarking purposes, Concordia will be compared with other Québec universities having at least \$500,000 in total research funding from FQRNT and FQRSC. As well, data for École Polytechnique and HEC are consolidated with those of UdeM.

Amounts reported in the graphs are those disbursed by the granting agency whose fiscal year is April 1st to March 31st. The data were obtained directly from the funding agencies' websites. The figures may vary between this measurement and self-reported data by institution because of funds transferred in and out by professors during the year (due to co-investigators located at other institutions).

Findings and Conclusions:

Using constant 2010 dollars¹⁷, Figure 37.1 shows Concordia's funding from FQRNT and FQRSC for the past five years. Overall, Concordia's funding remained stable averaging \$2.7 million. The relative share by funding agency remained fairly stable with FQRSC representing most of Concordia's provincial agency funding, ranging from 76% in 2005/06 to 73% in 2009/10. Since 2005/06, Concordia's share of FQRSC funding awarded to all Québec universities increased from 8.0% to 9.2%, while funding from FQRNT increased from 2.5% to 2.9%.

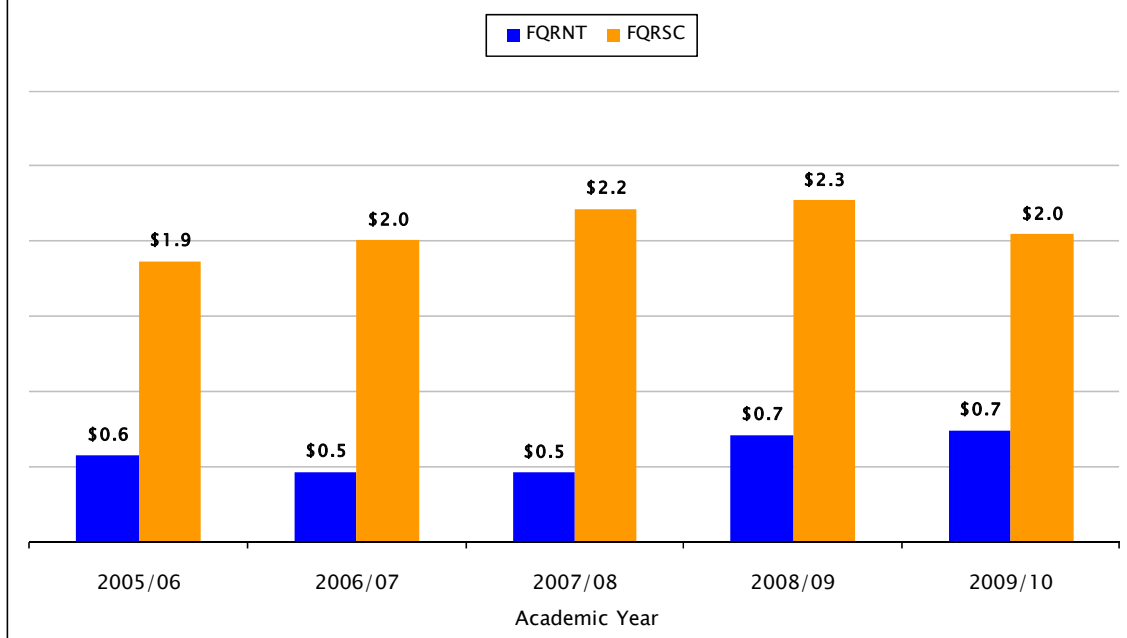
Figure 37.2 shows Concordia provincial research funding for 2009/10 among Québec universities receiving more than \$500,000. Overall, Concordia has slipped to sixth position (from fifth in 2008/09), behind the other large-size Québec universities.

Sources:

Répertoire de la recherche subventionnée, FQRNT-FQRSC; Bank of Canada (Consumer Price Index)

¹⁷ Constant dollars were calculated using the March 2010 Consumer Price Index (CPI).

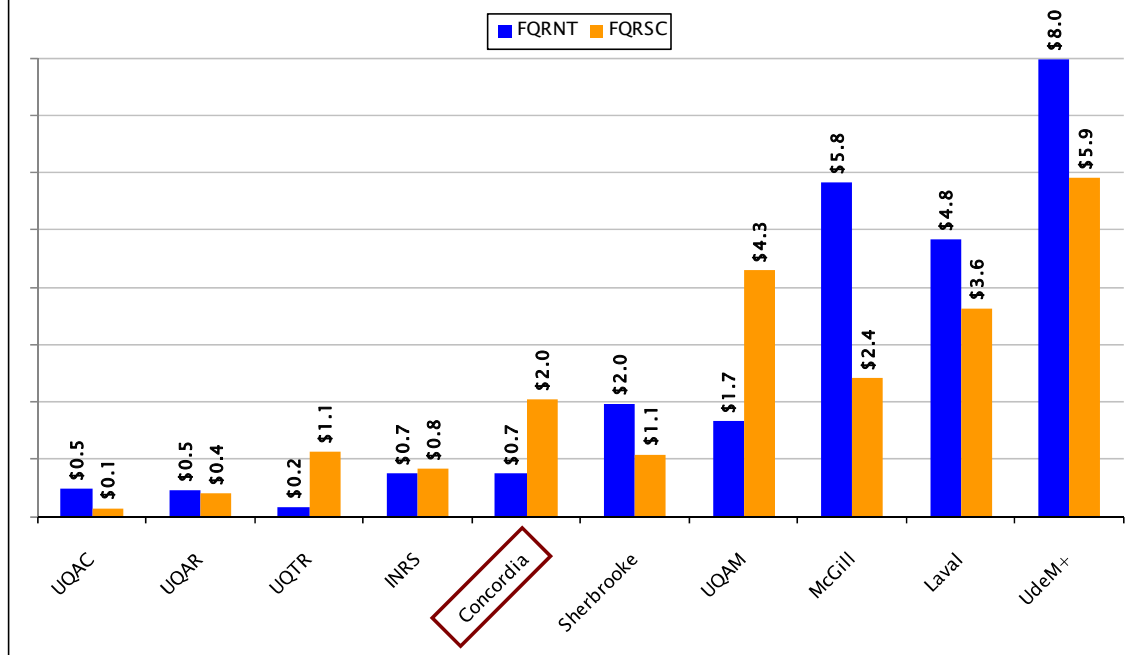
Figure 37.1: Provincial Research Funding (FQRNT and FQRSC)
(in Millions of Constant 2010 Dollars)



Source: *Répertoire de la recherche subventionnée*, FQRNT-FQRSC

Note: Constant dollars were calculated using the March 2010 Consumer Price Index (CPI).

Figure 37.2: Comparative Provincial Research Funding (FQRNT and FQRSC), 2009/10
(in Millions of Dollars)



Source: *Répertoire de la recherche subventionnée*, FQRNT-FQRSC

Measurement 38: Number of Research Chair Holders

Definition of the Measurement:

Concordia houses three kinds of Research Chairs: Canada Research Chairs, Concordia University Research Chairs, and Other Research Chairs and Distinguished Professorships.

- Canada Research Chairs are funded by the federal government, which funds not only the professor's salary, 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 University Research Chairs are funded internally by the University to provide an attractive alternative for our established and highly valued researchers to remain with the University and to continue to be productive in their areas of study.
- Other Research Chairs and Distinguished Professorships are funded in whole or in part by private and/or corporate donors to support researchers focusing on specific topics of interest.

Comparatively, only Canada Research Chairs are tracked because inter-institutional data on other types of chairs are not readily available. For the purpose of this measurement, Concordia will be compared with the benchmark universities (UQAM, Carleton, Simon Fraser, Victoria, and York).

The three federal funding agencies are:

- Canadian Institutes of Health Research (CIHR)
- National Sciences and Engineering Council (NSERC)
- Social Sciences and Humanities Research Council of Canada (SSHRC)

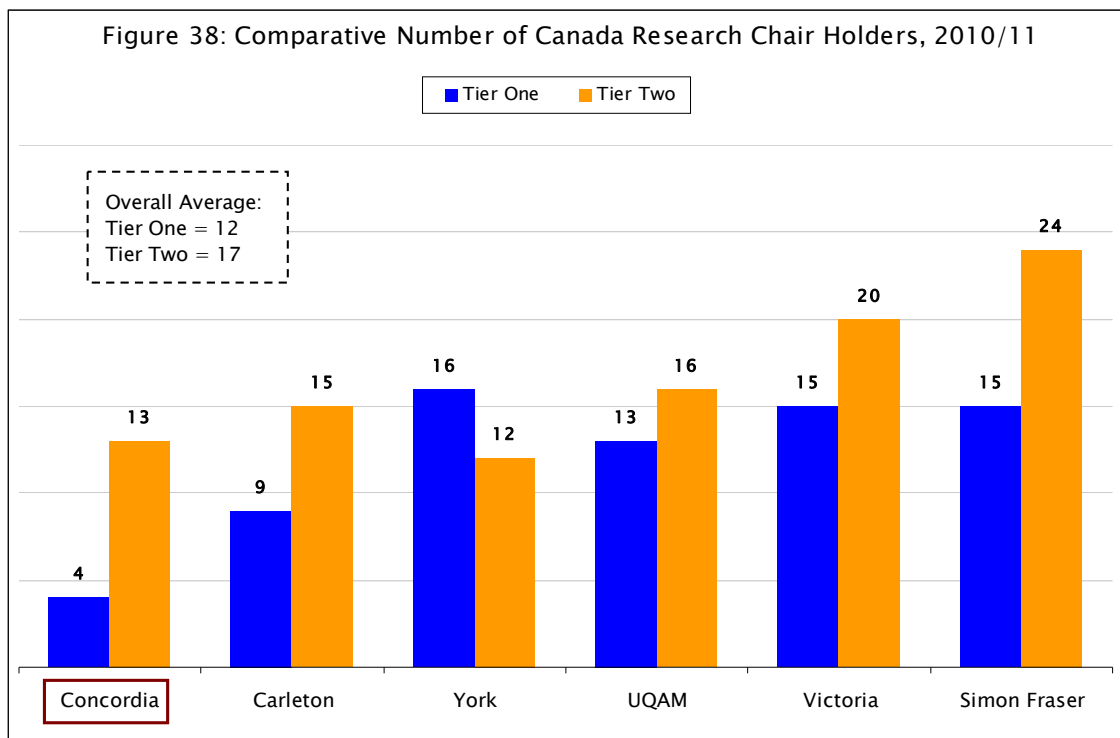
Findings and Conclusions:

According to the Canada Research Chairs "Chair Holder Profiles" as of November 2010, Concordia had 17 filled Canada Research Chairs. Four chairs were Tier-One and 13 were Tier-Two, the same as the previous year. There are eight NSERC-affiliated Chairs, eight SSHRC, and one CIHR. Among the benchmark universities (Figure 38), Concordia has the lowest number of filled Canada Research Chairs.

Concordia currently has an assigned allotment of 13 Tier-One and 14 Tier-Two Canada Research Chairs. Allotments of chairs to each institution are based on a rolling average of tri-council funding (NSERC, SSHRC, and CIHR) received over the previous three years. Concordia also has 46 Concordia University Research Chairs and 19 other Research Chairs and Distinguished Professorships (all numbers are as of March 2011).

Sources:

Canada Research Chairs: *Chair Holder Profiles* (November 2010); Concordia University's Office of Research



Sources: Canada Research Chairs, Chair Holder Profiles (November 2010); Concordia University's Office of Research

Measurement 39: Percentage of Tri-Council Scholarships per Full-Time Graduate Students

Definition of the Measurement:

Measurement 39 is a ratio of the three-year (2007/08, 2008/09, and 2009/10) average number of scholarships from the Tri-Council granting agencies to the number of full-time graduate students.

The Tri-Council granting agencies are:

- Canadian Institutes of Health Research(CIHR)
- Natural Sciences and Engineering Research Council of Canada (NSERC)
- Social Sciences and Humanities Research Council of Canada (SSHRC)

For this measurement, Concordia will be compared with the benchmark universities (UQAM, Carleton, Simon Fraser, Victoria, and York).

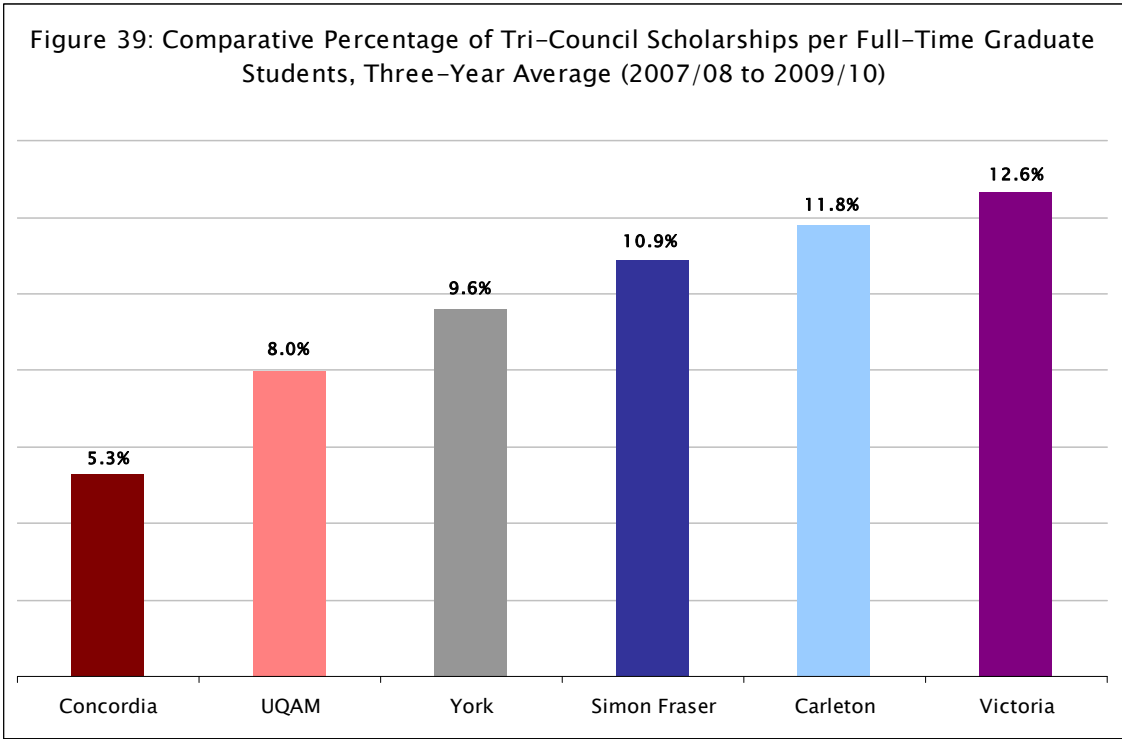
Findings and Conclusions:

From 2005/06 to 2009/10, Concordia's number of Tri-council scholarships increased from 166 to 219, or 32%. In percentage terms, this represents the third best performance among the benchmark universities, whose increases ranged from 17% to 43%. Despite this performance, Figure 39 shows that Concordia trails all other benchmark universities in terms of the three-year average per full-time graduate student.

Increasing awareness of scholarships and offering greater support in the application process could lead to better results for graduate students who choose to study at Concordia.

Sources:

Observatoire des sciences et des technologies (OST): Tri-Council Funding Cube; CREPUQ: Statistiques sur les clientèles universitaires du Québec, Données préliminaires; Common University Data Ontario (CUDO); British Columbia Higher Education Accountability Dataset.



Sources: *Observatoire des sciences et des technologies* (OST): Tri-Council Funding Cube; CREPUQ: *Statistiques sur les clientèles universitaires du Québec, Données préliminaires*; Common University Data Ontario (CUDO); British Columbia Higher Education Accountability Dataset.

Measurement 40: International Visa Students

Definitions of Measurement

This measurement tracks, by cycle, the percentage of all degree-seeking students who are identified as international visa students.

An international student is a student from a foreign country who is studying at Concordia on a visa. Such students take advantage of a wide variety of programs and fee structures.

This measurement does not track exchange (or visiting) students. Visiting students are only at Concordia for a short period of time and, likewise, are also not pursuing a Concordia degree. As well, this measurement does not track Concordia's large population of permanent residents (non-Canadians who have been granted permission to live and work in Canada without any time limit and who therefore do not require a visa).

There is no double counting in these figures. Full-time status is favored over part-time status where the student was classified both ways during the academic year. Graduate status is favored over undergraduate status where the student was registered in both levels of study in the same year. Where students studied in multiple Faculties during the year, choice of Faculty is determined by the previous two criteria. Minor differences between this year's and previous year's data result from ongoing updates to student data in the Data Warehouse as well as the approach used this year to extract data.

Findings and Conclusions:

Figures 40.1 and 40.2 summarize the number of international students enrolled at Concordia University between the 2006/07 and 2010/11 academic years in the form of head counts and percentage of degree-seeking students holding student visas.

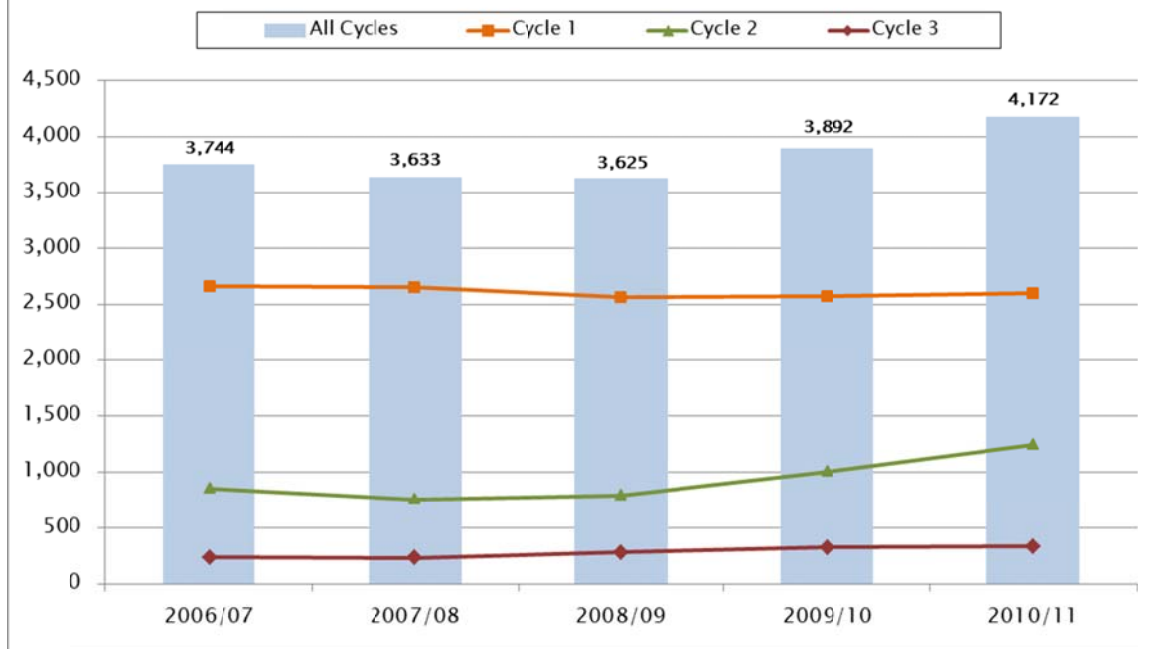
We observe from the figures that the number of cycle 1 and cycle 3 international students has remained relatively stable between 2006/07 and 2010/11. However, the number of cycle 2 international students has been constantly increasing since 2008/09.

Although international visa students as a percentage total students for all cycles has been fairly stable around 11%, there are differences between cycles. Cycle 1 international visa students represent about 9% of the total; however, the proportion of international cycle 2 students has been increasing since 2007/08, from 15.4% to 23.3% in 2010/2011. For cycle 3, the proportion of international students also began increasing in 2007/08 but has leveled off the past 2 years.

Source:

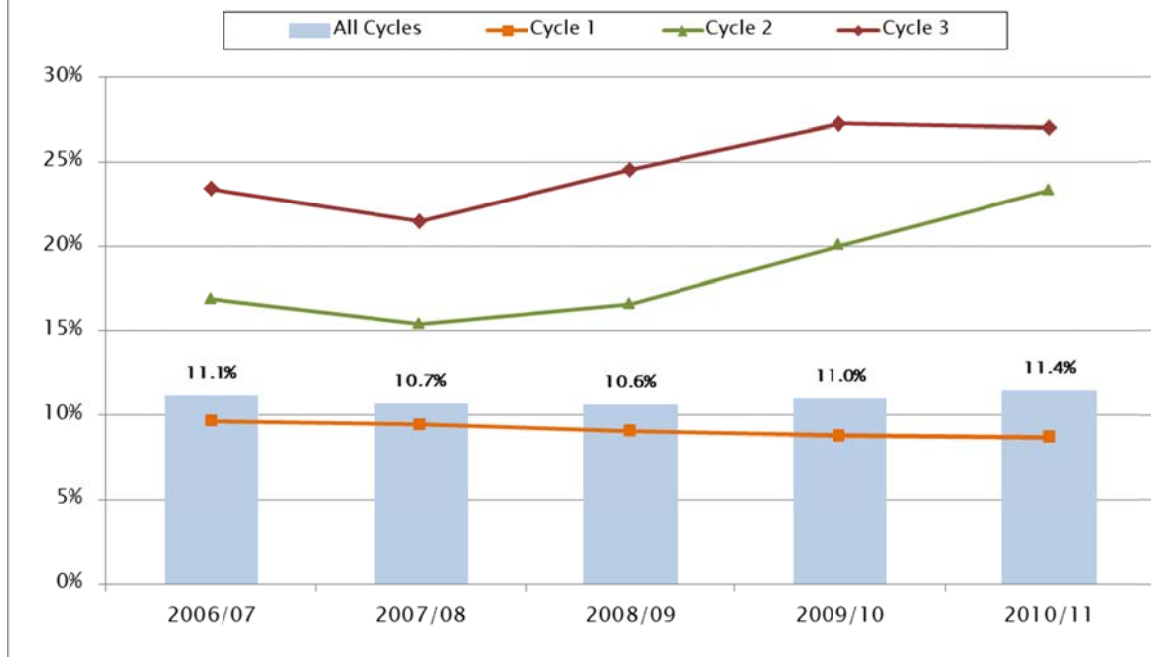
Concordia University's Data Warehouse

Figure 40.1: Count of Degree-Seeking International Visa Students, by Cycle



Source: Concordia University's Data Warehouse

Figure 40.2: Degree-Seeking International Visa Students as a Percentage of All Degree-Seeking Students, by Cycle



Source: Concordia University's Data Warehouse

Measurement 41: Student Exchanges

Definition of the Measurement:

Measurement 41 looks at student exchanges at Concordia from 2006/07 to 2010/11, and compares the most recent benchmark data available (2009/10) with other Québec universities.

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 50% of the difference between the incoming and outgoing students. It is desirable that this number be reduced to zero which necessitates equalization between incoming and outgoing exchange students.

Findings and Conclusions:

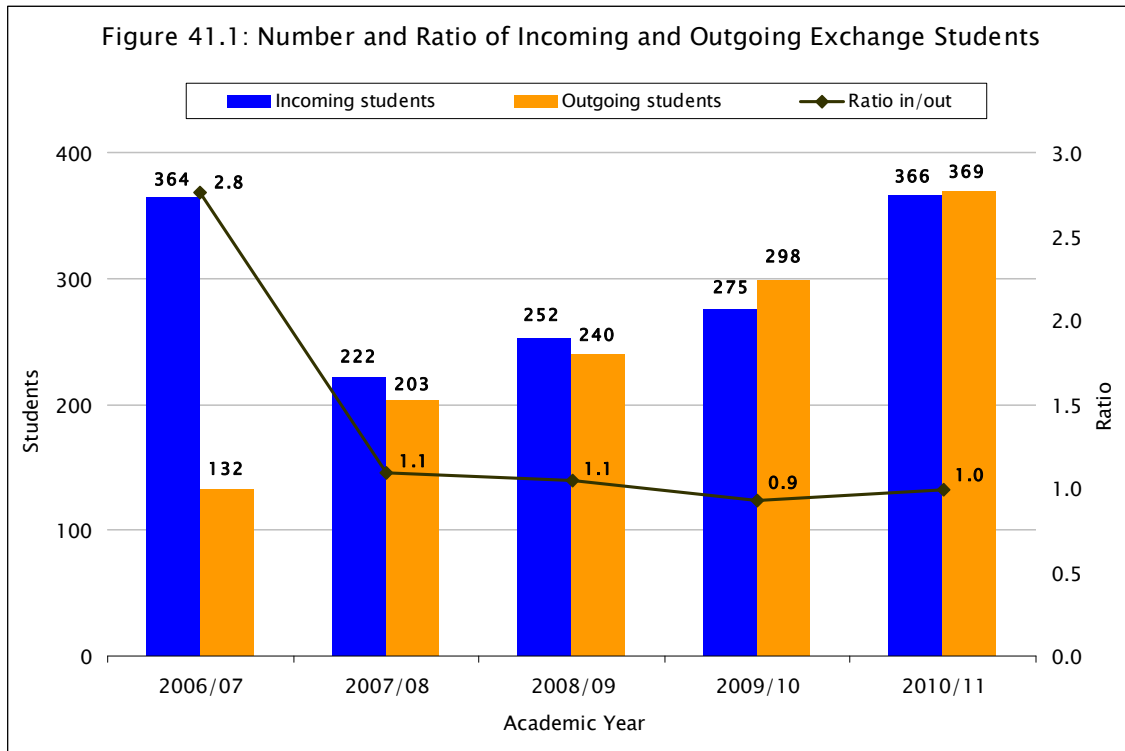
Prior to 2007/08, Concordia received far more students than it sent out on exchange; in fact, on average, there were three times as many incoming exchange students as outgoing Concordia exchange students. Since exchange students pay tuition at their home institutions, and because of the way the Government of Québec funds these students, it is preferable for Concordia to balance its incoming and outgoing exchange students. For example, in 2006/07 Concordia would have needed to send out 232 more of its students in order to reach equilibrium.

Given the financial implications of the imbalance, beginning in 2007/08, a policy of limiting the number of incoming exchange students was implemented, while at the same time more Concordia students were encouraged to participate. As illustrated by Figure 41.1, this strategy continues to be successful in that the ratio between incoming and outgoing exchanges is quite balanced (e.g., 366 incoming *versus* 369 outgoing Concordia exchange students). Moreover, the number of outgoing Concordia students has been rising steadily, with an increase of 180% since 2006/07.

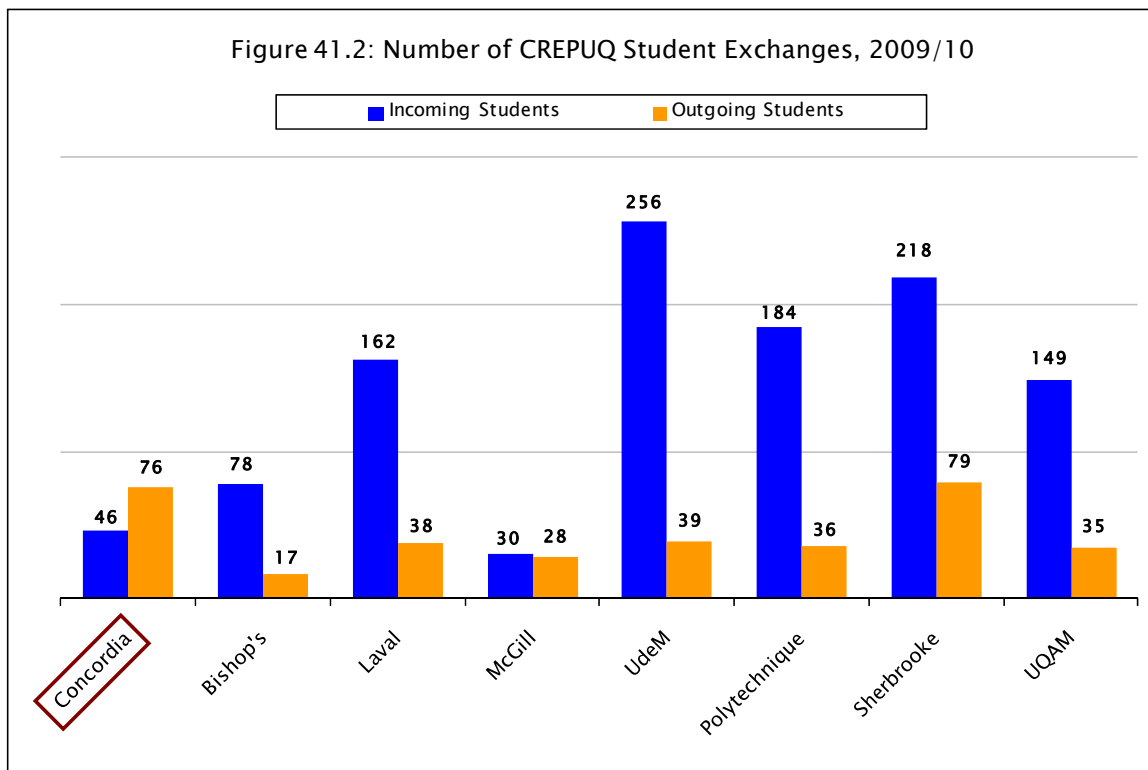
In terms of CREPUQ-based exchanges, the number of incoming and outgoing exchanges at all of Québec's universities has generally been decreasing over the past few years. Nevertheless, figure 41.2 shows that Concordia may be more prudently managing these exchanges, given that its ratio of incoming/outgoing exchange students is the most favourable among all Québec institutions.

Sources:

Concordia International; *Statistiques de participation aux programmes d'échanges d'étudiants de la Conférence des recteurs et des principaux des universités du Québec* (CREPUQ)



Source: Concordia International



Source: CREPUQ

Measurement 42: Facilities Condition Index

NOTE: There are no new data to report this year; data presented are those from *Measuring Excellence* 2008.

Definition of the Measurement:

This measurement provides a snapshot of the overall condition of Concordia's buildings and facilities. It is essential that the University's facilities remain in good condition, which will help its researchers, professors, and students develop their full potential. The "overall condition" of buildings and facilities is derived using a formula called the Facilities Condition Index. The Facilities Condition Index (FCI) is expressed as a percentage and consists of the dollar value of deferred maintenance over the estimated replacement cost multiplied by 100. The index for 2006/07 was calculated as follows:

$$((\$89,514,000 \div \$810,028,000) \times 100) = 11.1\%$$

FCI data for Québec universities were obtained through a comprehensive province-wide study covering the 2006/07 fiscal year and published in January 2008 by the *Conférence des recteurs et des principaux des universités du Québec (CREPUQ)*. The report was prepared by the *Groupe de travail sur l'entretien différé accumulé du Sous-comité sur les ressources matérielles*. It is expected that this will become an annual exercise. Data for École Polytechnique and HEC are consolidated with those of UdeM.

The ideal FCI score would be 0 (zero deferred maintenance). Generally, a lower FCI score implies that an institution has less financial risk or exposure to maintenance issues. According to the CREPUQ report, an FCI between 2 and 5% is reflective of satisfactory overall condition; between 5 and 10% indicates potential difficulty in meeting maintenance needs over the short to medium term, while 10% is considered the threshold beyond which there will be substantial difficulty in managing and financing facilities maintenance needs.

This study is the first of its kind in Québec and is based on government-based definitions and criteria. These types of studies have been undertaken previously in other Canadian provinces, most notably in Ontario. FCI data for the major Ontario universities are presented; it should be noted, however, that there are differences in definitions, methodology, and mechanisms for funding of capital projects such that inter-provincial FCI comparisons should be made with caution.

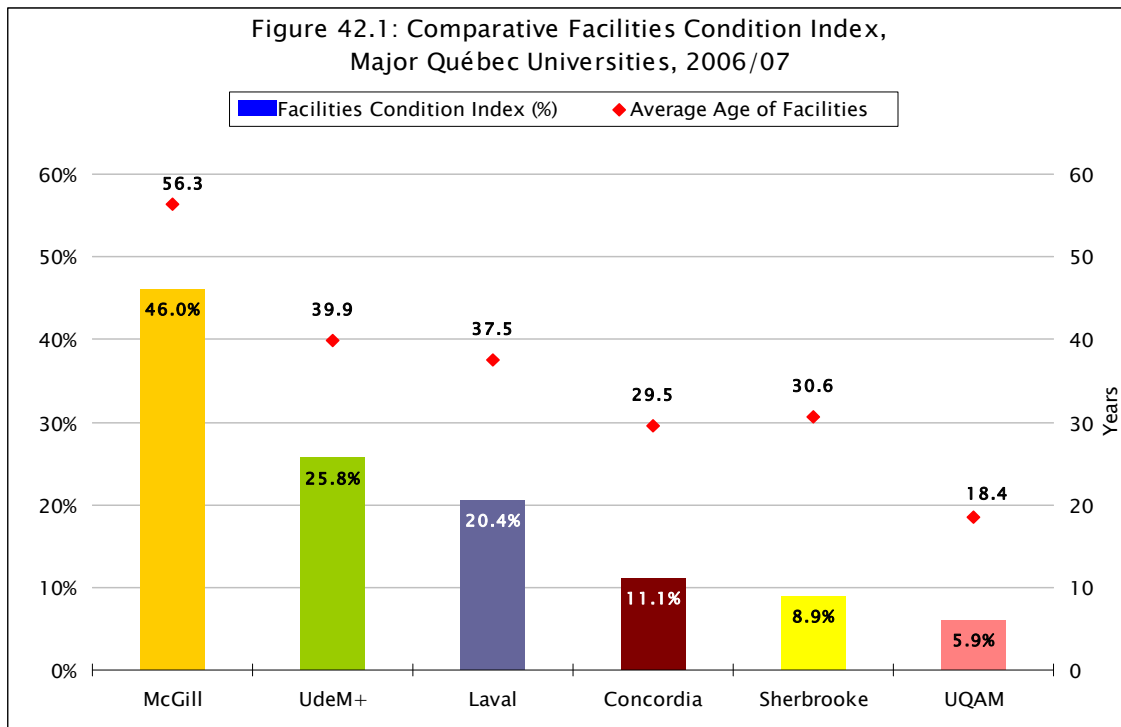
Findings and Conclusions:

Figure 42.1 shows that Concordia is in somewhat better standing than the other major institutions in the province; nevertheless, it should be noted that long-established universities such as McGill, UdeM, and Laval would be expected to have a higher index owing to the age, size, and number of buildings.

It is notable that all but one of the Université du Québec institutions have indices less than 10% (UQAM = 5.9%), no doubt owing to the fact that many of these institutions are relatively young, having only been created over the past 35 years. Concordia's index is somewhat higher because of the age of the facilities (average 29.5 years) inherited from its founding institutions. The province-wide index is 21.0% with an average age of 29.4 years.

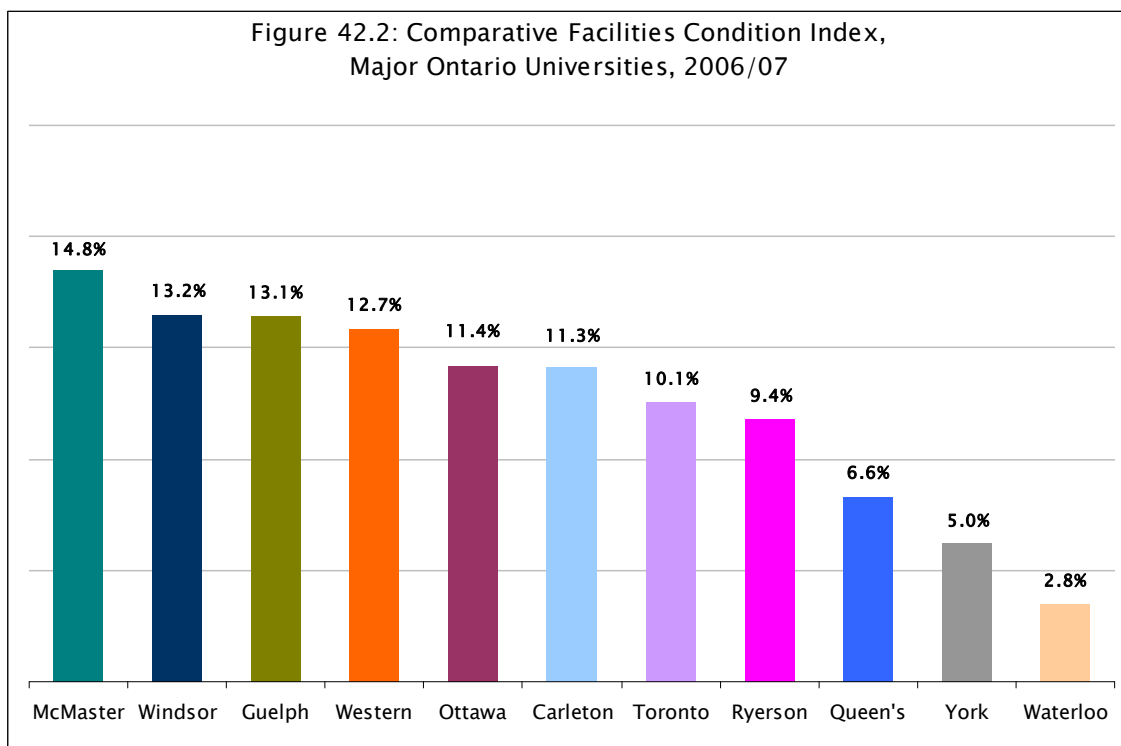
Figure 42.2 shows a sample from the 2007 FCI report published by the Council of Ontario Universities.

Sources: CREPUQ: *Évaluation de l'entretien différé accumulé dans les universités québécoises - Rapport produit par le Groupe de travail sur l'entretien différé accumulé du Sous-comité sur les ressources matérielles* - 28 janvier 2008; Ontario Universities Facilities Condition Assessment Program as of March 2007 (published July 2007)



Source: *Conférence des recteurs et des principaux des universités du Québec* (CREPUQ)

Note: The Facilities Condition Index (FCI) is calculated using the following formula: $(DM \div RC) \times 100$, where DM = Deferred Maintenance and RC = Replacement Cost. A lower FCI score implies superior performance.



Source: Ontario Universities Facilities Condition Assessment Program as of March 2007 – published July 2007

Note: The Facilities Condition Index (FCI) is calculated using the following formula: $(DM \div RC) \times 100$, where DM = Deferred Maintenance and RC = Replacement Cost. A lower FCI score implies superior performance.

Measurement 43: Space Allocation

Note: Data presented here are those from Measuring Excellence 2008 since occupied and future space has changed very little and updated data for normed space is still pending.

Definition of the Measurement:

This measurement considers currently occupied and future space for teaching, research, and administrative facilities. The occupied and projected space values are then compared with the Québec Government's space norms.

"Government Norm" is the number of net square meters that are financed by the Government. Allocation of financial resources for all Québec universities' space needs is based on Full-Time Equivalent (FTE) students and FTE personnel. The number of course-credits is used to calculate FTE students and the average salary by category of personnel is used to calculate FTE personnel. These FTE students and personnel are then weighted according to type of space (the principal ones being teaching space, laboratories, offices, and library space), and category of personnel (teaching, administrative, technical). Calculations are done with data from two years prior to allow for data processing and verification. The Government calculations for space are made globally for the University and not by Department or Faculty.

"Occupied Space" is the current number of net square meters devoted to each Faculty. The figure for JMSB includes space used by privatized programs.

"Future Space" represents the future estimated occupied space of each Faculty according to current planning up until approximately 2011.

Findings and Conclusions:

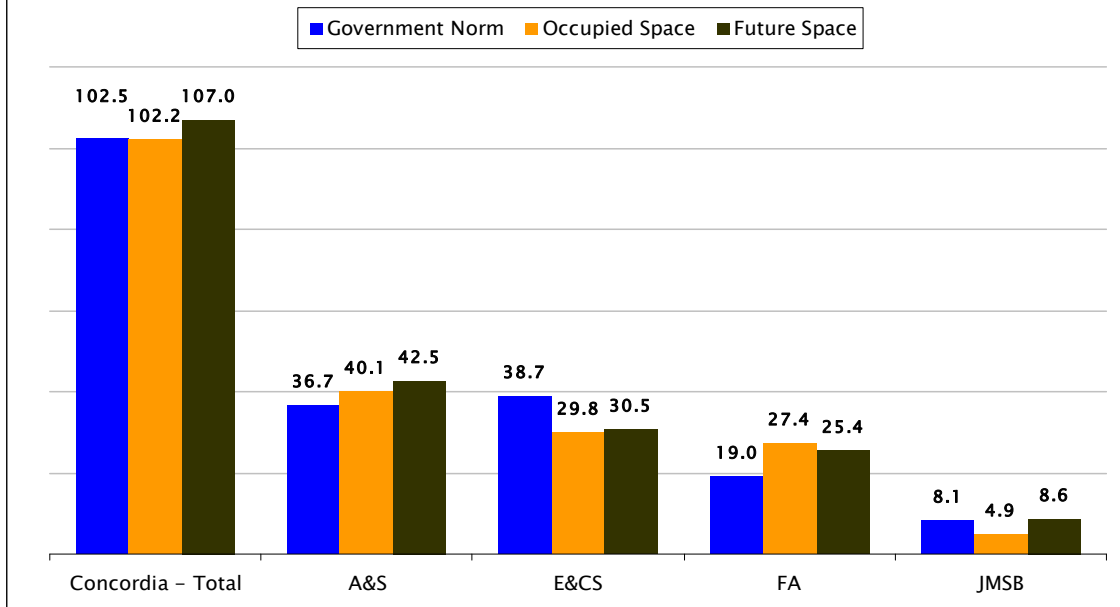
While Figure 43.1 shows some noticeable differences between normed (government funded) space and occupied space, aggregating the numbers for all Faculties gives much smaller differences: 102.5 normed, 102.2 occupied, 107.0 future (in thousands of square meters). As previously noted, Government funding for space is done globally for the University and not at the Department or Faculty level.

Figure 43.2 consists of the data from 43.1 with centrally-managed classrooms and auditoriums added.

Sources:

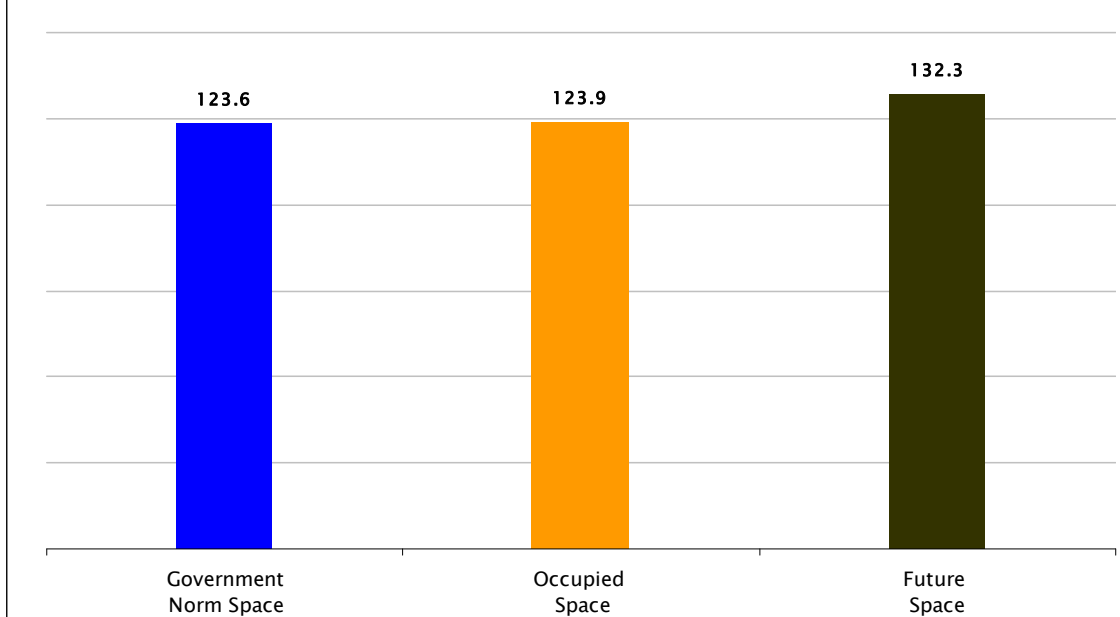
Institutional Planning Office: Government Norms; Facilities Management: Occupied and Future Spaces; Concordia University's Portal Reports; Financial Services

Figure 43.1: Comparative Space Allocation by Faculty
Excluding Auditoriums and Centrally Managed Classrooms
 (in Thousands of Square Meters)



Sources: Institutional Planning Office: Government Norms; Facilities Management: Occupied and Future Spaces; Concordia University's Portal Reports; Financial Services

Figure 43.2: Total Space Allocation for Academic Units
Including Auditoriums and Centrally Managed Space
 (in Thousands of Square Meters)



Sources: Institutional Planning Office: Government Norms; Facilities Management: Occupied and Future Spaces; Concordia University's Portal Reports; Financial Services

Acronyms used in this Report

A&S:

Concordia's Faculty of Arts and Science

AUCC:

Association of Universities and Colleges of Canada. The AUCC represents 95 Canadian public and private not-for-profit universities and university-degree level colleges. Additionally, the AUCC coordinates other data-sharing initiatives.

CAUBO:

Canadian Association of University Business Officers. Their quarterly publication, *University Manager*, and annual report, *Financial Information of Universities and Colleges*, contain a wide variety of 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.

CEGEP:

Collège d'enseignement général et professionnel, or in English "College of General and Professional Education."

CIHR:

Canadian Institutes of Health Research

CIPO:

Canadian Intellectual Property Office

COU:

Council of Ontario Universities

CRC:

Cote de Rendement au Collégial, known also as the "R-score" provides a statistical correction to grades received in Québec CEGEPs. 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 a 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.

CSRDE:

The Consortium for Student Retention Student Exchange is a consortium of colleges and universities dedicated to the cooperative exchange of student retention and graduation data for the purpose of benchmarking. It is US-based and consists of approximately 450 public and private four-year and two-year institutions across North America including Canada, U.S., Guam, Puerto Rico, and the Virgin Islands. The data submitted consist of the retention and graduation rates of *first-time**, *full-time** baccalaureate degree-seeking freshman cohorts* aggregated by all disciplines (*students applying to an institution for the first time, for full-time studies into a Bachelor's-degree program; ** a student is considered "overall full-time" if he or she never dropped to part-time status at any point in his or her program).

CUDO:

Common University Data Ontario

CUSC:

The Canadian Undergraduate Survey Consortium undertakes a survey which covers a variety of topics regarding the undergraduate student experience, including student satisfaction. There are 25 Canadian member universities. Since 1996, the survey has run in a three-year cycle, with different student populations targeted each year: all undergraduates, first-year undergraduate students, and graduating students. Concordia University has been a member of this consortium from its inception.

E&CS:

Concordia's Faculty of Engineering and Computer Science

ETA:

Extended-Term Appointment

ETS:

École de Technologie Supérieure

FA:

Concordia's Faculty of Fine Arts

FCI:

Facilities Condition Index

FTE:

Full-Time Equivalent (student)

FQRNT :

Fonds québécois de la recherche sur la nature et les technologies

FQRSC:

Fonds québécois de la recherche sur la société et la culture

GPA :

Grade Point Average

HEC:

Hautes Études Commerciales de Montréal

INRS:

Institut National de la Recherche Scientifique

JMSB:

Concordia's John Molson School of Business

MAESTRO:

Modélisation, Analyse et Évaluation Stratégique des Organisations

MELS:

Ministère de l'Éducation, du Loisir et du Sport du Québec

MOODLE:

Modular Object-Oriented Dynamic Learning Environment

NSERC:

Natural Sciences and Engineering Research Council of Canada

NSSE:

The National Survey of Student Engagement (NSSE) is designed to obtain information from scores of colleges and universities nationwide about student participation in programs and activities that institutions provide for their learning and personal development. The results will provide an estimate of how undergraduates spend their time and what they gain from attending college. Survey items on *The National Survey of Student Engagement* represent empirically confirmed "good practices" in undergraduate education. That is, they reflect behaviors by students and institutions that are associated with desired outcomes of college.

OST:

L'Observatoire des sciences et des technologies (OST) is an organization devoted to the measurement of science, technology and innovation (STI). The Canadian Bibliometric Database (CBD)TM. Constructed by the OST using the Science Citation Index, Social Sciences Citation Index and the Arts and Humanities Citation Index databases of the Institute for Scientific Information ISI®, the CBD lists publications by Canadian researchers according to discipline, institution, collaborative partners, etc. This database also supplies indicators on Canadian publications like volume of publications, international or sectoral collaboration, impact factor, and specialization index.

SSHRC:

Social Sciences and Humanities Research Council of Canada

UA:

University of Alberta

UBC:

University of British Columbia

UdeM:

Université de Montréal

UdeM+:

Université de Montréal, including École Polytechnique, and HEC

UofT:

University of Toronto

UQAC:

Université du Québec à Chicoutimi

UQAM:

Université du Québec à Montréal

UQAO:

Université du Québec en Outaouais

UQAR :

Université du Québec à Rimouski

UQTR :

Université du Québec à Trois-Rivières

U.S.:

United States of America

USPTO:

United States Patent and Trademark Office

UWO:

University of Western Ontario

WGPA :

Weighted Grade Point Average

Glossary of Terms used in this Report

Academic Year:

The University's academic year is June 1st to May 31st.

Acceptance Rate:

The number of acceptances divided by the number of applications (see also *Registration Rate*).

Benchmark University:

Benchmark university data are presented to compare Concordia with other universities. For this report, the benchmark universities are: UQAM, Carleton, Simon Fraser, Victoria, and York. When it is not possible to present these five universities, aggregate data and/or other universities are presented.

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.

Canadian Association of University Business Officers (CAUBO):

CAUBO publishes a variety of information that is used in Measuring Excellence; specifically: the annual report "Financial Information of Universities and Colleges" and the quarterly publication "University Manager." Both publications contain summary and detailed financial data. CAUBO-based data are considered reliable, but subject to the following caveat: there are differences in budgetary/accounting procedures, institutional size, program, and organizational structures that may impact comparability.

Citation Index:

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

Cohort:

A cohort is a group of people who share a common characteristic or experience within a defined time period (i.e., are born, leave school, lose their job, are exposed to a drug or a vaccine, etc.). Thus, a group of students who begin their studies at Concordia in the same year (e.g., 2004) form a student cohort. The comparison group for this cohort might be all high school graduates in 2004, or all students entering a Canadian university in 2004. Alternatively, subgroups within the cohort may be compared with each other.

Comprehensive University:

A comprehensive university is a large-size university having a significant amount of research activity and a wide range of programs at the undergraduate and graduate levels, [often] including professional degrees but excluding medical programs. Twelve Canadian universities are classified as comprehensive: Carleton University, Concordia University, University of Guelph, Memorial University, University of New Brunswick, Simon Fraser University, Université du Québec à Montréal, University of Regina, University of Victoria, University of Waterloo, University of Windsor, and York University.

Constant Dollars:

Constant dollars are a metric used for comparing costs or income over time, taking into consideration inflation or deflation. Specifically, the term refers to dollars whose value is linked to a given year. Constant dollars are calculated with Consumer Price Index (CPI) of June 2002=100.0. Measurements 4, 5, 6, 17, 21, 30, 35, 36, and 37 use constant dollars.

Correlation:

A correlation is a statistical measure, ranging in value from 1 to -1 that describes the degree of relationship or association between two measures. A positive value describes a relationship in which an increase in one variable corresponds with an *increase* in the other; a negative value describes a relationship in which an increase in one variable corresponds with a *decrease* in the other. A correlation of zero implies that there is no relationship between the variables. A non-zero correlation does not imply causation, that is to say that one measure causes the other to change.

Cycle One:

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

Cycle Two:

“Cycle Two” refers to all graduate level studies prior to the doctoral level. This includes independent, visiting, qualifying, graduate certificate, diploma, and master’s 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 location 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
- 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-Learning:

E-Learning can be broadly understood as computer-enhanced learning.

Effect size:

When sample sizes are large, it is likely that a small difference will be *statistically* significant. In these cases, the effect size statistics are often thought of as a measure of *practical* significance because they indicate the relative magnitude of the difference.

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.

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 years, renewable at five.

Facilities Condition Index (FCI):

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 ($5.87 = (58,700 \div 1,000,000) \times 100$).

Financial Sector:

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

Fiscal Year:

Beginning in 2010/11, the University's fiscal year was changed to a May 1st to April 30th cycle from a June 1st to May 31st year.

FirstClass:

"FirstClass" is an e-learning system in JMSB at Concordia that enables instructors to create and manage a course web site for: posting documents (for example, reading lists, PowerPoint slides, and images); managing online discussions, and running quizzes, polls, and surveys.

Full-time Equivalent Personnel:

Full-time equivalent personnel numbers are used in the calculation of space norms. They are based on the ratio of each employee's salary to the average salary for his/her category.

Full-time Equivalent Student:

An FTE is a unit of measure used to describe enrolments. It is used by governments to determine the level of funding provided to universities. For Québec institutions, the total number of FTEs at the University is given by summing all registered credits in a given year, and dividing by 30. For all first cycle programs and course-based second cycle programs, FTE is based on the number of credits taken; for second- and third-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. Once these credits are exhausted, the student may still be in residence at Concordia, but ceases to generate FTEs. For example, a full-time undergraduate student generates one FTE during an academic year, while a part-time undergraduate who registers for 15 credits during the year generates 0.5 FTE. This methodology is used to report FTEs in Measurement 13 (FTE Student Enrolment by Faculty)

Since the method of calculating FTEs varies by province and institution, we have adopted the Statistics Canada method of FTE calculation for measurements involving inter-institutional comparisons. Statistics Canada calculates FTE students as follows: it recognizes any full-time student as one FTE and three and one-half part-time students as one FTE. Moreover, we have based the calculation on fall-semester enrolment figures obtained from the following independent sources: CREPUQ: *Données préliminaires* (Concordia and UQAM); Common University Data Ontario – CUDO (Carleton and York); British Columbia Higher Education Accountability Dataset (Simon Fraser and Victoria).

Full-time, Continuing 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, continuing professor. 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. Extended-Term professors are those holding three-to five-year renewable contracts. A professor is included as a full-time, continuing professor if he or she held an academic appointment at one of the specified appointment positions as of the government reporting date of October 1st. Numbers vary from one year to another because of hiring, retirements, deaths, and departures. Other full-time professors, such as those holding visiting, research, or limited-term appointments (9.5 to 36 months), are excluded.

Full-Time Permanent Administrative and Support Staff:

Full-time permanent administrative and support staff include all personnel in payroll groups that are permanent or on contracts that are deemed permanent by virtue of having contracts of 12 months or greater. They include all personnel in the following payroll groups: ACUMAE, CULEU, CUPEU, CUSSU, NUMACE, CUUSS-TS, RESEARCH, SCOMM, SCOMM-MT, and SSG.

Full-Time Student (Overall):

A student is considered "overall full-time" if he or she never dropped to part-time status at any point in his or her program, except the last term before graduation. A student is full-time for the term if they take 12 credits a term (undergraduate) or eight credits a term (graduate). Also, for a student to

be full-time for the academic year they must be registered for more than one term and take 24 or 16 credits or more, respectively. Graduate students registered in thesis-based programs on a full-time basis remain full-time status for the duration of their studies, while those entering part-time remain part-time.

Future Space:

The future estimated space needs for each faculty.

G13:

The “G13” universities, which call themselves “Canada’s thirteen most research-intensive universities,” formed their own data-sharing consortium in 1999 that currently excludes Concordia.

Government Norm (Space):

The government norm is the number of net square meters financed by the Government of Québec based on (a) FTE students by cycle of studies and (b) FTE personnel professors by average salary of personnel category. Norms are established by category of space and then applied to FTE values, both students and professors.

Graduate Level:

The graduate level includes many categories of students studying in cycle two and cycle three: doctoral, master’s, diploma, graduate certificate, qualifying year, independent, and visiting students.

Graduation Rate:

A graduation rate is the percentage of students admitted in a given academic year and session who graduate within a specified period of time. For example, the five-year graduation rate for full-time undergraduate students admitted in fall 2001 is the percentage completing their studies before the fall of 2006. Those who have not graduated either have discontinued their studies (perhaps temporarily) or are still working toward a degree, due to interruptions or program changes. Such an analysis will typically be limited to students classified as overall full-time (as is the case for the Consortium for Student Retention Student Exchange (CSRDE)), since inclusion of part-time students will result in a lower graduation rate.

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 index. It is calculated by taking the number of times articles published in the previous two years was 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 Student:

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

Likert Scale:

A typical question using a Likert Scale will make a statement and ask the reader to rate the extent he/she agrees or disagrees with the statement. The respondent is offered a number of options in the form of a labeled range of values, for example: 1=strongly disagree, 2=disagree, 3=not sure, 4=agree, and 5=strongly agree.

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) respond to specific teaching, and where appropriate, service, research, scholarly, or creative need. Academic year appointments are for 9.5 months, with renewals at 12 months up to a maximum of 36 months.

Margin of Error:

The margin of error measures the random sampling error in a survey’s result. It relates to the accuracy of an estimate of a population parameter such as the percentage. The larger the margin of error, the less confidence one should have that the survey’s results are close to the figures for the whole population. For example, a sample mean of 49 with a margin of error of ± 1.20 allows confidence that 95 times out of 100, the population mean will lie in the range 47.8 (49 - 1.2) and

50.2 (49 + 1.2). The margin of error is related to standard error (see definition). Essentially, the margin of error for a level of confidence of 95% is ± 1.96 times the standard error.

Missing Values:

A missing value indicates that no data are available for a variable for the observation in question.

Modular Object-Oriented Dynamic Learning Environment (MOODLE):

MOODLE is an e-learning system at Concordia that enables instructors to create and manage a course web site for: posting documents (for example, reading lists, PowerPoint slides, and images); managing online discussions, and running quizzes, polls, and surveys.

Moving Average:

Mean value, as calculated over a rolling previous period of fixed length. This is used in order to discern trends by flattening out large fluctuations.

Non-Credit Courses:

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

Occupied Space:

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

Online Course:

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

Overall Full-Time Student:

Please see *Full-Time Student (Overall)*.

Oversampling:

A sampling procedure designed to give a demographic or geographic population a larger proportion of representation in the sample than the population's proportion of representation in the overall population. Oversamples are often used to study the attitudes or behavior of groups that make up a small proportion of the total population. For example, it might be desirable to oversample Francophone students in a study on student satisfaction, or people aged 65 and over for a study about retiree studying at the university.

Permanent Resident:

A Permanent Resident is not a Canadian citizen but has been granted permission to live and work in Canada without any time limit on his or her stay. In this report, students who are permanent residents are excluded from analyses pertaining to international students.

Privatized Program:

A privatized program is one where the university receives no enrolment-based funding from the Québec government. Tuition fees thus reflect program operating costs. These programs exist only in the second cycle of JMSB.

Pro Tanto:

Pro tanto credits are credits for courses taken at another institution (or in another Concordia program) that may be transferred towards a Concordia degree.

Registration Rate:

The number of registrations divided by the number of acceptances (see also *Acceptance Rate*).

Retention Rate:

The percentage of students in a particular group who re-enroll in subsequent terms. For example, the first year retention rate of full-time undergraduate students admitted to fall 2001 is the percentage who re-enrolled (for second year) in fall 2002. The third and subsequent year retention rates are based on the same fall 2001 cohort.

Standard Error

The standard error measures the accuracy of an estimate of a population parameter such as the mean. The standard error is the estimated standard deviation of a statistic. For example, the standard error of a sample mean is the sample standard deviation divided by the square root of the sample size. If

we have a sample mean of 49 with a standard error of 1.2, we are confident that approximately 66 times out of 100, the population mean will lie in the range 47.8 ($49 - 1.2$) and 50.2 ($49 + 1.2$). The standard error is related to margin of error (see definition).

Student Exchanges:

Concordia has bilateral exchange agreements with over 96 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.

Tenured, Tenure-Track Professor:

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.

Tri-Council:

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.

Top-two or Top-three Results:

For survey data, most often the percentage of the top two or top three scale points combined are presented (for example, "Strongly agree" and "Agree" percentages are combined/added to produce the "top two" result, and "Completely", "Moderately" and "Somewhat" are combined to indicate the "top three"). Top two results are often used as a standard way of presenting and tracking survey results.

Undergraduate Level:

The undergraduate level includes many categories of students studying in cycle one: bachelor, undergraduate certificate, independent, and visiting students.

Unweighted Full-Time Equivalent Student:

Please see *Full-Time Equivalent Student*.

Valid Percentage:

A valid percentage is calculated using only those respondents who actually answered the question. Missing values are not included. For example, if 50 students are asked if they had learned anything and 42 said yes, 5 said no, and 3 did not answer, the valid percentage would be based on the 42 students who said "yes" and the 47 students who actually responded i.e. $(42 \div 47) \times 100$ or 89.2%.

Visa Student:

Please see *International Student*.

Weighted Full-Time Equivalent Student:

A weighted FTE is based on each student FTE which is multiplied 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 is presented below.

<u>Financial Sector</u>	<u>Cycle One</u>	<u>Cycle Two</u>	<u>Cycle Three</u>
Médecine dentaire	7.96	6.59	10.69
Médecine vétérinaire	9.73	9.41	10.69
Optométrie	5.37	6.59	10.69
Spécialités non médicales en santé	2.32	6.59	10.69
Sciences infirmières	1.77	2.29	10.69
Pharmacie	1.41	2.29	10.69
Sciences pures	2.11	6.59	10.69
Mathématiques	1.41	4.42	9.42
Architecture et design de l'environnement	1.87	4.42	6.40
Génie	2.11	4.42	9.42
Informatique	1.41	2.29	6.40
Agriculture, foresterie et géodésie	5.05	9.41	9.42
Sciences humaines et sociales	1.07	4.42	6.40
Géographie	2.11	6.59	10.69
Éducation	1.61	2.29	6.40
Éducation physique	2.11	4.42	10.69
Administration	1.07	2.29	6.40
Beaux-arts	2.93	4.42	6.40
Cinéma et photographie	1.87	4.42	6.40
Musique	3.30	4.42	6.40
Lettres	1.00	4.42	6.40
Droit	1.41	4.42	6.40
Médecine humaine	4.07	6.59	10.69

Weighting

Weighting is a procedure used to correct the distribution of sample data to approximate that of the population from which the sample is drawn. This is often used as a means of correction for non-response or lack of coverage. Weighting provides data that has a distribution similar to the population being studied rather than the sample that was actually collected.

Appendix A: Detailed Description of Report Sections

Section 1: *Definition of the Measurement*

Describes the measure(s) in general and explains how the measurement (and benchmark measure, if applies) were calculated or derived. Any qualifications are also described.

Section 2: *Findings and Conclusions*

Overall Concordia level results are presented first, followed by findings related to benchmark data at this level. If appropriate, breakdowns at lower levels (e.g., Faculty) are presented.

In most cases, only five years are shown for trend data with the possibility of one earlier data point prior to the five years. Exceptions are made in view of very slowly developing trends such as the areas of: budget, faculty retention, and patents, or when data are not available.

For survey data, valid percentages will be shown (i.e., percentages calculated using only those respondents who actually answered the question); missing values (i.e., no data are available for a variable for the observation in question) are not included. Unless otherwise specified, “neutral” scale points are included in the statistical analyses, and “don’t know” and/or “not applicable” responses are excluded.

Regarding benchmark data: (1) whenever possible, the following five universities are used as benchmarks: UQAM, Carleton, Simon Fraser, Victoria , and York (universities designated by Concordia’s Executive group as the most relevant comparisons for Concordia); (2) benchmark data provided by a consortium will normally be presented as aggregate data; and (3) when two or more of the five designated benchmark universities are not available or when aggregate benchmarks are not provided, other universities may be selected for comparison, such as universities identified as “comprehensive” (i.e., large-sized Canadian universities having a significant amount of research activity and a wide range of programs at the undergraduate and graduate levels, [often] including professional degrees but excluding medical programs). Except where indicated, aggregate benchmarks include Concordia’s data in the calculation.

Further statistical analyses will be conducted after the report is completed to provide supplemental results for action-planning purposes.

Section 3: *Source*

Lists the internal and/or external data source(s) that apply to the measurement.

Appendix B: Professors by Disciplinary Sector and Institution, Québec Universities, October 1, 2008

	Méd.	Péri.	Para.	Sc. pures	Sc. appl.	Génie	Sc. hum.	Éduc.	Admin.	Arts	Lettres	Droit	Total
Number of Professors													
Bishop's				19	5		32	7	21	12	18		114
Concordia				117	40	120	273	49	120	125	87		931
Laval	149	49	59	249	206	74	276	78	75	39	67	46	1,367
McGill	433	17	71	314	93	132	282	83	84	72	107	45	1,733
Total Montréal+	257	183	118	238	104	191	390	84	179	38	86	56	1,924
Montréal	257	183	118	219	87		371	84		38	86	56	1,499
HEC					17	1	19		179				216
POLY				19		190							209
Sherbrooke	378		35	138	23	90	120	115	77	6		31	1,013
Total U du Québec+			72	387	154	190	637	275	397	87	138	29	2,366
UQAC				40	36		52	35	39		25		227
UQAM				129	65		329	90	163	68	59	27	930
TÉLUQ			1	4	5	1	12	15	14		4		56
UQAR			18	33	6	10	28	38	35	1	17		186
UQAT			9		27		30	26	12				104
UQO			11		15	5	62	25	41	10	8	2	179
UQTR			33	65		30	85	46	52	8	25		344
ENAP									41				41
ÉTS						144							144
INRS				116			39						155
Total	1,217	249	355	1,462	625	797	2,010	691	953	379	503	207	9,448
Percentage of Professors													
Bishop's				16.7%	4.4%		28.1%	6.1%	18.4%	10.5%	15.8%		100
Concordia				12.6%	4.3%	12.9%	29.3%	5.3%	12.9%	13.4%	9.3%		100
Laval	10.9%	3.6%	4.3%	18.2%	15.1%	5.4%	20.2%	5.7%	5.5%	2.9%	4.9%	3.4%	100
McGill	25.0%	1.0%	4.1%	18.1%	5.4%	7.6%	16.3%	4.8%	4.8%	4.2%	6.2%	2.6%	100
Total Montréal+	13.4%	9.5%	6.1%	12.4%	5.4%	9.9%	20.3%	4.4%	9.3%	2.0%	4.5%	2.9%	100
Montréal	17.1%	12.2%	7.9%	14.6%	5.8%		24.7%	5.6%		2.5%	5.7%	3.7%	100
HEC					7.9%	0.5%	8.8%		82.9%				100
POLY				9.1%		90.9%							100
Sherbrooke	37.3%		3.5%	13.6%	2.3%	8.9%	11.8%	11.4%	7.6%	0.6%		3.1%	100
Total U du Québec+			3.0%	16.4%	6.5%	8.0%	26.9%	11.6%	16.8%	3.7%	5.8%	1.2%	100
UQAC				17.6%	15.9%		22.9%	15.4%	17.2%		11.0%		100
UQAM				13.9%	7.0%		35.4%	9.7%	17.5%	7.3%	6.3%	2.9%	100
TÉLUQ			1.8%	7.1%	8.9%	1.8%	21.4%	26.8%	25.0%		7.1%		100
UQAR			9.7%	17.7%	3.2%	5.4%	15.1%	20.4	18.8%	0.5%	9.1%		100
UQAT			8.7%		26.0%		28.8%	25.0%	11.5%				100
UQO			6.1%		8.4%	2.8%	34.6%	14.0%	22.9%	5.6%	4.5%	1.1%	100
UQTR			9.6%	18.9%		8.7%	24.7%	13.4%	15.1%	2.3%	7.3%		100
ENAP									100.0%				100
ÉTS						100.0%							100
INRS				74.8%			25.2%						100
Total	12.9%	2.6%	3.8%	15.5%	6.6%	8.4%	21.3%	7.3%	10.1%	4.0%	5.3%	2.2%	100

Source: Conférence des Recteurs et des Principaux des Universités du Québec (CREPUQ). Les professeures et les professeurs des établissements universitaires québécois : principales caractéristiques de l'année 2008-2009 table 5, p.14