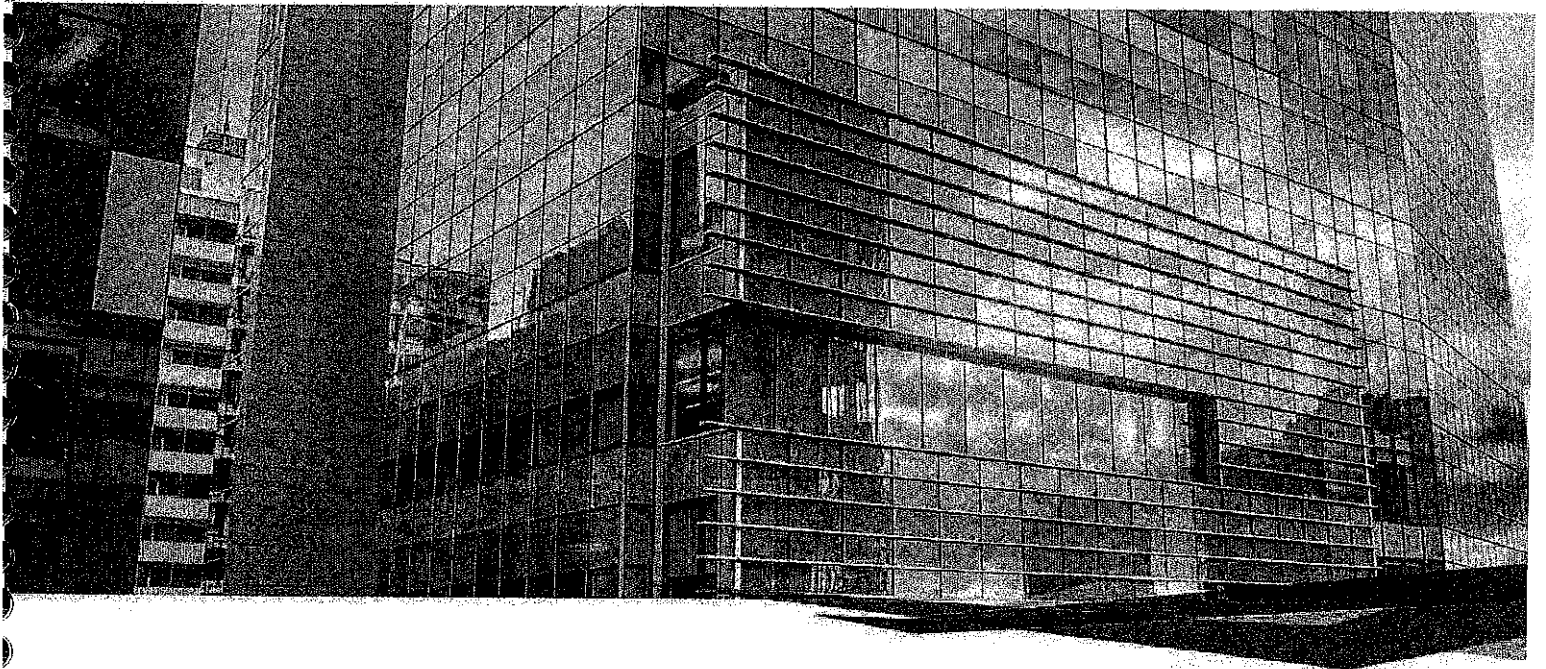
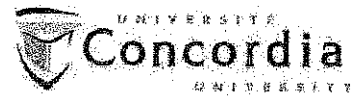


COMMISSION DE LA CULTURE ET DE
L'ÉDUCATION

Déposé le : 28 novembre 2013

No. : CCE-042

Secrétaire : Catherine Grétes



BILAN ET PERSPECTIVES

SEPTEMBRE 2013

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MESSAGE DU RECTEUR ET VICE-CHANCELIER DE L'UNIVERSITÉ CONCORDIA

Concordia se classe depuis longtemps parmi les universités urbaines les plus novatrices, inclusives et engagées. Réputée pour la qualité de son enseignement et de sa recherche de même que pour sa capacité à stimuler les étudiants, elle définit l'université du XXI^e siècle.

Notre université incarne les forces vives de Montréal et du Québec. Depuis mon arrivée, j'ai été à même d'observer le foisonnement de talents à l'Université et la qualité des étudiants que nous préparons à jouer un rôle actif dans le monde. Nos réussites se multiplient. Nous avons clairement établi nos priorités : attirer et retenir les meilleurs chercheurs et professeurs; permettre à nos étudiants de se dépasser et d'apporter leur contribution au mieux-être de la société; mettre au service de la communauté universitaire une équipe de professionnels et un personnel de soutien attentionné.

Je me sens privilégié de faire partie d'un milieu universitaire aussi dynamique. Pour tout dire, ma première année au rectorat de Concordia s'est révélée une fascinante expérience d'apprentissage.

A handwritten signature in black ink, appearing to read "Alan Shepard". The signature is fluid and cursive, with the first name "Alan" and the last name "Shepard" clearly distinguishable.

Alan Shepard

UNE POPULATION ÉTUDIANTE UNIQUE EN SON GENRE

Concordia est une université ouverte et engagée qui encourage ses quelque 46 000 étudiants à développer leur sens critique et à devenir des citoyens du monde responsables et actifs. La diversité de notre communauté constitue l'un de nos plus grands atouts, et nous jouons un rôle prépondérant dans l'intégration sociale de nos étudiants

Table 1

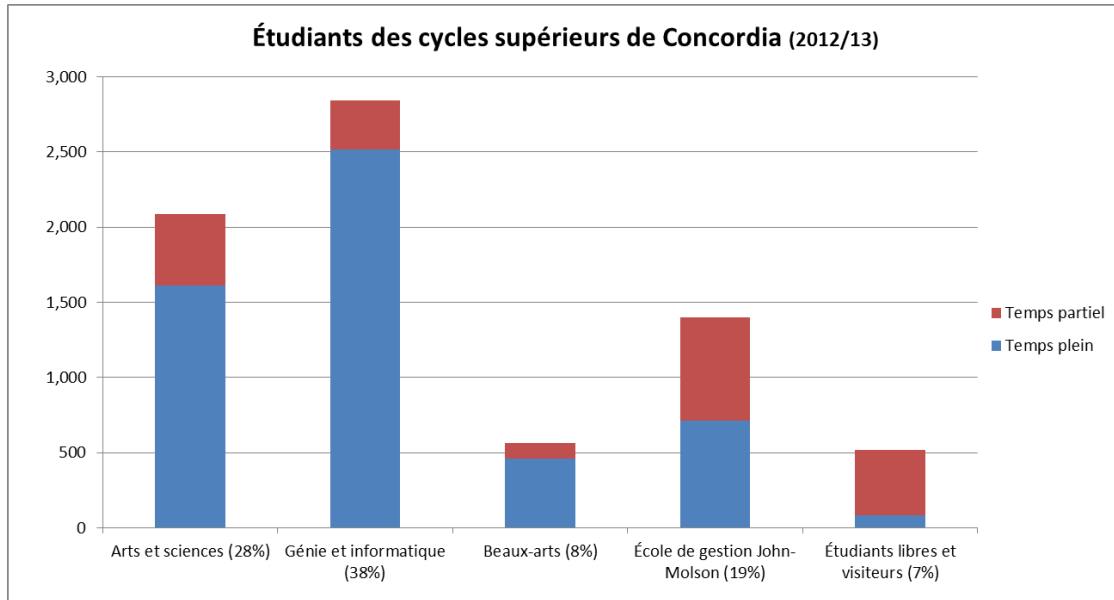
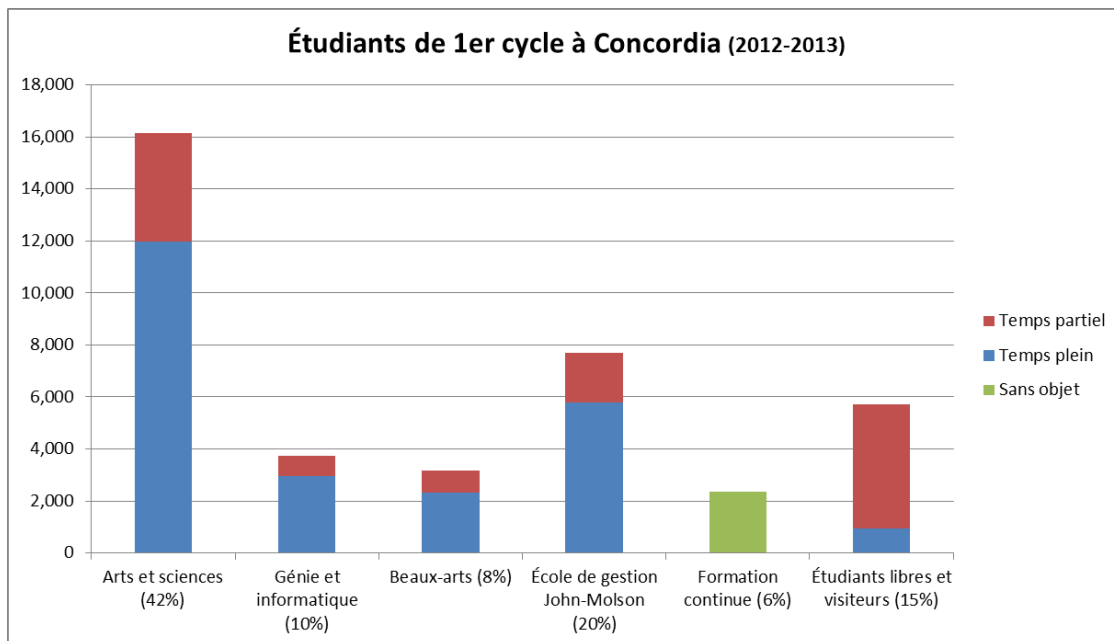


Table 2



NOS PROGRAMMES

Concordia propose près de 300 programmes de 1er cycle et plus de 200 programmes de cycles supérieurs.

Liste des nouveaux programmes d'études

Université Concordia : liste des nouveaux programmes en date du 12 août 2013 (au titre des audiences de la loi 95 – 2012-2013)			
Nom	Unité d'enseignement	Remarques	Date prévue de mise en œuvre*
*Les dates de mise en œuvre peuvent varier selon les délais d'approbation.			
<i>Diploma in Clinical Psychology</i> (diplôme de deuxième cycle en psychologie clinique)	Département de psychologie	Nouveau diplôme de deuxième cycle (auparavant un certificat)	mai 2012
<i>BSc Specialization in Exercise Science/Athletic Therapy</i> (B. Sc., spécialisation en sciences de l'exercice : thérapie du sport)	Département des sciences de l'exercice	Changement de la durée du programme, de trois ans à quatre ans	sept. 2012
<i>Minor in First Peoples Studies</i> (mineure en études des peuples autochtones)	École des affaires publiques et communautaires	Nouvelle mineure	sept. 2012
<i>Doctor of/Doctorate in Philosophy in Information and Systems Engineering</i> (doctorat en ingénierie de l'information et des systèmes)	Institut d'ingénierie des systèmes d'information de l'Université Concordia	Nouveau programme de doctorat	sept. 2012
<i>Complementary University Credit Certificate in Entrepreneurship</i> (certificat complémentaire crédité en entrepreneuriat)	École de formation continue	Nouveau certificat complémentaire crédité	sept. 2012
<i>BA Major in Canadian Irish Studies</i> (B.A., majeure en études canado-irlandaises)	École des études canado-irlandaises	Nouvelle majeure	janv. 2013
<i>Bachelor of/Baccalaureate in Computer Science</i> (baccalauréat en informatique)	Département d'informatique et de génie logiciel	Nouvelle option du programme général	mai 2013
<i>BSc Honours in Physics</i> (B. Sc., Honours en physique)	Département de physique	Rétablissement du programme de <i>Honours</i>	sept. 2013
<i>BEng in Software Engineering</i> (B. Ing., génie logiciel)	Département d'informatique et de génie logiciel	Nouvelle option du programme général	sept. 2013

NOS FACULTÉS

FACULTÉ DES ARTS ET DES SCIENCES

Les Arts et sciences constituent la plus grande faculté de Concordia, avec :

- près de 18 000 étudiants;
- huit départements, deux collèges et une école spécialisés en sciences humaines;
- sept départements, une école et un institut en sciences sociales; et
- six départements et un collège en sciences.

FACULTÉ DES BEAUX-ARTS

La Faculté des beaux-arts de l'Université Concordia n'a pas sa pareille au Canada. En témoigne de sa gamme inégalée de programmes d'études qui déclinent l'art dans sa pluralité : cinématographique, numérique, scénique, graphique et visuel. En fait, ses 58 programmes d'études répondent aux aspirations de quelque 3 750 étudiants et étudiantes des premier, deuxième et troisième cycles, qui évoluent par ailleurs dans un contexte d'ouverture et de diversité à l'image de la culture contemporaine. Quant à son corps professoral, il se compose de créateurs et d'érudits qui manifestent leur engagement tant sur la scène nationale et internationale que dans leur communauté. Dans leur enseignement, ils orchestrent avec maestria nouvelles technologies, modes d'expression traditionnels et pratiques artistiques ancrées dans l'histoire.

FACULTÉ DE GÉNIE ET D'INFORMATIQUE

Par son importance et son dynamisme, la Faculté de génie et d'informatique de l'Université Concordia figure en excellente position au palmarès des établissements canadiens du genre. Impulsant la recherche de pointe, elle s'emploie à fournir à ses étudiants et étudiantes des trois cycles une formation exhaustive, de grande qualité. Ainsi, elle les dote de solides compétences professionnelles qui leur permettront d'une part de résoudre des problèmes concrets et d'autre part de prétendre à une brillante carrière. Du reste, elle valorise les professions d'ingénieur et d'informaticien dans une perspective d'éthique et de responsabilité sociale.

ÉCOLE DE GESTION JOHN-MOLSON

Grâce à ses réputés programmes d'études des premier, deuxième et troisième cycles, l'École de gestion John-Molson (EGJM) de l'Université Concordia s'inscrit au nombre des meilleures écoles commerciales du pays. À preuve, l'hebdomadaire *The Economist* confère le 78^e rang mondial à son MBA et le 47^e à son MBA exécutif. Qui plus est, la revue *Corporate Knights* classe le MBA de l'EGJM premier au Québec en matière d'intégration de la notion de durabilité dans l'approche curriculaire.

Au demeurant, dans le palmarès QS Global 200 Business Schools Report 2012-2013, l'École occupe la 51^e position planétaire des établissements comparables les plus prisés par les recruteurs de titulaires de MBA.

ÉCOLE DE FORMATION CONTINUE

L'École de formation continue poursuit sa mission en offrant une vaste gamme de programmes et de services destinés à accroître l'engagement communautaire et l'accès à l'université, conformément au plan stratégique de Concordia.

Elle propose ainsi des cours crédités ou non, un apprentissage à distance ou en ligne, des cours préuniversitaires et des cours d'entrée ciblés ainsi qu'une formation et un perfectionnement professionnel sur mesure.

RECHERCHE ET ÉTUDES SUPÉRIEURES

RECHERCHE

Concordia continue d'enregistrer d'impressionnants progrès dans divers secteurs, notamment la capacité de recherche, les partenariats externes, la mobilité des professeurs et des étudiants, le rayonnement international et le soutien aux étudiants des cycles supérieurs et aux boursiers postdoctoraux. L'Université a obtenu sept nouvelles chaires de recherche du Canada et, pour la première fois, un prix de recherche de la Fondation Trudeau. Elle a par ailleurs créé davantage de partenariats avec l'industrie que tout autre établissement universitaire québécois.

ÉTUDES SUPÉRIEURES

Avec ses quelque 6 000 étudiants des cycles supérieurs et chercheurs postdoctoraux originaires de plus de 150 pays, l'Université Concordia incarne le dynamisme et le cosmopolitisme de Montréal, ville réputée comme pôle de recherche, de formation et d'innovation. Parallèlement à la hausse des admissions et du financement aux cycles supérieurs, elle a accru le soutien et les possibilités de partenariat à l'intention des étudiants de 2e et 3e cycles.

Du reste, elle offre désormais le programme GradProSkills (Graduate and Professional Skills), qui permet à ses étudiants des cycles supérieurs et à ses chercheurs postdoctoraux de suivre des ateliers sur le développement des compétences et d'accéder à des ressources en ligne ainsi qu'à des options d'apprentissage adaptées, conçues pour enrichir l'expérience universitaire et faciliter la transition vers une carrière.

Le rayonnement international de Concordia est en quelque sorte le prolongement interactif de ses activités de formation, de recherche et de développement. Grâce à l'engagement continu de ses étudiants, professeurs et diplômés, l'Université contribue sans réserve à bâtir un monde sûr, équitable et prospère.

Dans ce contexte, ses collaborations internationales jouent un rôle essentiel dans la promotion de Montréal aux quatre coins du monde. Quantité d'exemples dans de nombreux pays et secteurs illustrent l'apport de Concordia au développement international.

QUELQUES INITIATIVES DE L'UNIVERSITÉ CONCORDIA À L'INTERNATIONAL

En 2012-2013, Concordia a pris part aux activités et initiatives suivantes afin de continuer à accroître son profil international et de promouvoir l'Université, Montréal et le Québec comme centres d'enseignement, de recherche, d'innovation et de collaboration d'ordre mondial.

Nouveaux programmes internationaux 2012-2013 :

- Brésil : Science sans frontières – Concordia a accueilli 67 étudiants brésiliens de 1er cycle en 2012-2013, soit plus que toute autre université québécoise. Science sans frontières est un vaste programme de bourses, principalement financé par le gouvernement fédéral du Brésil. Ce programme vise à consolider et à développer l'enseignement brésilien dans les secteurs de la science, de la technologie, de l'innovation et de la concurrence, en offrant des possibilités d'études internationales aux étudiants de 1er cycle et des cycles supérieurs ainsi qu'aux chercheurs. Il est le fruit d'une collaboration entre le ministère de l'Éducation et le ministère de la Science et de la Technologie du Brésil, grâce à leur agence subventionnaire respective : CAPES et CNP. Son objectif ultime est d'envoyer 100 000 étudiants et chercheurs brésiliens dans les meilleures universités du monde entier jusqu'en 2014.
- États-Unis : The Washington Centre – Vingt-trois étudiants de 1er cycle et des cycles supérieurs de l'Université ont officiellement suivi des cours crédités au Washington Centre for Academic Seminars and Internships pendant leur programme d'études. Grâce aux services offerts par le centre, Concordia a fourni à ces étudiants, issus de disciplines diverses, un soutien financier et pédagogique. Ils ont ainsi pu participer à des activités de formation professionnelle et à des stages dans une gamme variée d'organismes sans but lucratif, d'entreprises et d'agences gouvernementales américaines et internationales dans la grande région de Washington.
- International : stages de l'Institut de conception et d'innovation aérospatiales de Concordia – En 2012-2013, quatre étudiants de 1er cycle en génies mécanique et industriel ont effectué des stages liés au génie aérospatial en Belgique, en France, en Allemagne et en Israël. Concordia, en collaboration avec les organismes d'accueil à l'étranger, a pu fournir aux étudiants un soutien pédagogique et financier afin qu'ils participent à ces programmes.
- International : Bourse de mobilité pour étudiants des cycles supérieurs – Concordia souhaitait encourager et développer les compétences en recherche de ses étudiants des cycles supérieurs. C'est pourquoi elle a commencé à offrir des services de soutien ainsi qu'une bourse de mobilité unique pour les étudiants des cycles supérieurs, destinée à les aider dans leurs projets internationaux en lien direct avec les exigences de leur diplôme. Au cours de la première année du programme, 18 étudiants des cycles supérieurs, provenant des quatre facultés de l'Université, ont pris part à des projets dans dix pays. Jusqu'à présent, les demandes pour les trimestres d'été et d'automne 2013 ont dépassé le nombre de participants de la première année.
- Allemagne : école de terrain du Collège Loyola pour la diversité et la durabilité – À la Fulda University, sept étudiants de l'Université ont participé à un programme d'études théoriques et pratiques à l'étranger, encadré par Rosemarie Schade, professeure à Concordia. Pendant le premier mois en Allemagne, les étudiants ont suivi des cours donnés par la Pre Schade au sujet des pratiques commerciales durables de ce pays. Le mois suivant, ils ont réalisé un stage dans des entreprises de la région de Fulda.

Mission internationale

- Brésil : délégation des universités canadiennes AUCC/BCEI – En mai 2013, Concordia a participé à une délégation de quatorze universités canadiennes, qui s'est rendue au Brésil afin de rencontrer des agences de recherche subventionnaires dans les états de São Paulo et de Pernambuco. Elle a également assisté au colloque de la FAUBAI, l'organisme principal du Brésil pour la promotion de l'enseignement international. La délégation avait pour objectif de promouvoir le Canada comme étant un pays de premier choix pour la collaboration internationale en recherche et pour les étudiants du programme Science sans frontières.

Délégations et visites à Concordia

- Amérique latine : délégation des futurs dirigeants des Amériques – En novembre 2012, Concordia a accueilli les représentants d'environ vingt universités d'Amérique latine. L'objectif premier de leur visite consistait à déterminer des secteurs d'intérêt communs pour des collaborations universitaires et de recherche.
- Brésil : gouvernement du Brésil – En mai 2013, Concordia a reçu une petite délégation de décideurs du gouvernement brésilien, responsables du programme Science sans frontières. Cette visite se voulait un suivi des Brésiliens, qu'ils soient étudiants ou en stage au Québec, dans le cadre de la première année du programme. Elle leur a permis de rencontrer des représentants des autres universités montréalaises, des représentants du Bureau canadien de l'éducation internationale ainsi que des étudiants brésiliens au Québec.
- Chine : visite du ministère de l'Éducation de Liaoning – En août 2013, une délégation d'environ quinze vice-recteurs d'établissements d'enseignement supérieur de la province de Liaoning, en Chine, ont visité Concordia. Les délégués et les membres de l'Université ont partagé leurs forces pédagogiques et de recherche et ont discuté d'une possible collaboration dans des secteurs d'intérêt communs.

Projets de collaboration et d'innovation entre professeurs

- Kenya : Shanzu Teaching College – Concordia et son Département des sciences de l'éducation ont officiellement lancé un protocole d'entente de collaboration institutionnelle avec le Shanzu Technical College. Le protocole porte sur le partage de technologies élaborées à Concordia et sur la méthodologie nécessaire à la formation des futurs enseignants au Kenya.
- Namibie : University of Namibia – Concordia et son Département des sciences de l'éducation ont signé une entente de collaboration de deux ans avec l'University of Namibia pour développer la mobilité de recherche des professeurs et des étudiants des cycles supérieurs, plus particulièrement au sujet de l'enseignement de la littérature en Afrique subsaharienne.
- Irak : ministère de l'Enseignement supérieur – Pendant quatre semaines en octobre et novembre 2012, Concordia a accueilli dix professeurs provenant de huit universités irakiennes dans le cadre d'un séminaire de formation sur les pratiques et la méthodologie de recherche, et la gouvernance universitaire.

Nouvelles ententes de collaboration interinstitutionnelle

En 2012-2013, Concordia a signé de nouvelles ententes de collaboration avec des universités dans les pays suivants, portant ainsi son nombre total d'ententes de collaboration bilatérales et de la CREPUQ à 150 dans 35 pays. Ces ententes poursuivent deux objectifs principaux : mobilité et collaboration des professeurs, et échanges étudiants.

- Argentine : Universidad Nacional de Cordoba
- Brésil : Grupo IBMEC Educacional, Instituto Tecnológico de Aeronáutica et Universidade Federal de Santa Maria
- Danemark : Copenhagen School of Business
- Grande-Bretagne : Metropolitan University of Leeds
- États-Unis : University of New Mexico

PLANIFICATION STRATÉGIQUE

Le cadre stratégique de l'Université Concordia – Viser toujours plus haut, toujours plus loin (« Reaching Up, Reaching Out ») –, adopté par le conseil d'administration en juin 2009, comporte plus de 30 propositions ayant pour but d'apporter des changements concrets. Il comprend également des plans de réalisation des objectifs pédagogiques et financiers, ainsi que des objectifs en matière de ressources humaines et d'infrastructures.

De plus, le document décline trois grands objectifs stratégiques :

- l'excellence de l'enseignement et de la recherche;
- une expérience étudiante hors pair; et
- l'engagement communautaire et la responsabilité sociale.

À cela s'ajoutent deux objectifs complémentaires :

- appliquer les meilleures pratiques en administration; et
- communiquer notre succès.

Au cours des deux dernières années, Concordia a déployé des efforts considérables pour que toute activité qui s'y déroule reflète les principes directeurs de son cadre stratégique. Elle a par conséquent pris le temps de bien informer la communauté interne sur son plan, initiative qui a grandement porté ses fruits. L'Université a enregistré une multitude de résultats tangibles et profitables tant pour sa communauté que pour ses partenaires.

PREMIER ENGAGEMENT STRATÉGIQUE

L'EXCELLENCE DE L'ENSEIGNEMENT ET DE LA RECHERCHE

RECHERCHE ET CRÉATION

La création et la diffusion des connaissances sont au cœur même de toute université : sans un vaste éventail de recherches originales, d'activités de création et d'échanges culturels et intellectuels, il n'y aurait pas beaucoup de nouveautés à enseigner.

Priorités stratégiques :

- promouvoir la recherche originale de la plus haute qualité; et
- encourager, s'il y a lieu, le travail qui est relié aux besoins de la société et aux aspirations de nos étudiants.

Réalisations en 2012-2013

Nomination de six nouvelles chaires de recherche de l'Université Concordia (CURC) et renouvellement de cinq autres; reconduction de trois chaires dotées. Sélection des six nouvelles CURC parmi les 69 lettres de motivation soumises aux facultés l'an dernier, à la suite d'un appel de propositions.

Trois des 23 prestigieuses bourses de recherche postdoctorales Banting (de 70 000 \$/année, renouvelable) décernées par le Conseil de recherches en sciences humaines du Canada ont été remises à des chercheurs recrutés par Concordia à la Faculté des arts et des sciences, aux Beaux-arts et à l'École de gestion John-Molson (ÉGJM).

Le réseau de recherche sur les bâtiments solaires, dirigé par Andreas Athienitis, professeur en génie du bâtiment, civil et environnemental, est l'un des huit lauréats du Prix partenariat de l'Association pour le développement de la recherche et de l'innovation du Québec. Le partenariat entre M. Athienitis, Hydro-Québec, Ressources naturelles Canada, Régulvar Inc., Murs EcoTerra et le CRSNG a fait l'objet d'éloges et a été cité comme modèle de recherche collaborative entre le monde universitaire et le secteur industriel.

Des chercheurs de la Faculté des arts et des sciences, des Beaux-arts et de l'ÉGJM de Concordia se classent au 2e rang des universités canadiennes en ce qui concerne les subventions du Conseil de recherches en sciences humaines du Canada.

L'Association des diplômés de l'Université Concordia a lancé une campagne publicitaire dans les médias de langue française pour promouvoir la recherche et l'innovation à Concordia.

La famille Birks et la Fondation de la famille Birks ont donné généreusement pour soutenir le libre accès aux bibliothèques de l'Université Concordia.

Concordia s'est abonnée à Scopus, une grande base de données de résumés et citations de publications à comité de lecture. Elle contient quelque 49 millions d'entrées traitant de 20 500 titres et venant de 5 000 maisons d'édition, et comprend de nombreux outils de suivi, d'analyse et de visualisation de recherches.

Des changements importants ont été apportés pour améliorer l'accès aux ressources documentaires de nos bibliothèques pour les étudiants, le personnel et le corps professoral grâce à la collaboration entre les bibliothèques, le Centre de services d'enseignement et d'apprentissage (CSEA) et le Service des technologies de l'information et de l'enseignement (IITS). Parmi les innovations, soulignons la procédure simplifiée d'accès aux

ressources documentaires, les liens aux ressources documentaires par le système de gestion de cours de l'Université et la mise au point d'une nouvelle plateforme de recherche simplifiée.

Dans le QS Global 200 Business Schools Report, l'ÉGJM figure au 51e rang mondial des établissements du genre les plus prisés par les recruteurs de titulaires de MBA.

Le Bureau canadien d'agrément des programmes de génie a consenti à la Faculté de génie et d'informatique (ENCS) six ans d'agrément pour ses sept programmes de premier cycle. Il s'agit d'un fait sans précédent à Concordia, voire rare dans de nombreuses grandes écoles de génie.

Concordia est la première université canadienne à se joindre à l'Université Ouverte des Humanités (UOH), un réseau in-ternational d'universités de langue française qui offre un accès en ligne à des ressources pédagogiques.

Le cabinet de relations publiques NATIONAL s'est engagé à mener une campagne pour recueillir des fonds afin de financer le Centre d'excellence Luc-Beauregard de recherche en communications à l'ÉGJM. Le centre facilitera les échanges entre spécialistes du marketing et de la communication stratégique et intervenants économiques de ces secteurs d'activité.

À l'Université Concordia, le programme de science actuarielle du Département de mathématiques et de statistique a été reconnu comme Centre d'excellence en actuariat (CAE) par la Society of Actuaries (SOA), organisme professionnel international d'enseignement et de recherche qui promeut les connaissances et la spécialité de l'actuariat. Le programme a répondu à huit des critères relatifs au diplôme, aux études, au corps professoral, au calibre et au nombre des diplômés, à l'intégration, aux liens avec différents secteurs d'activité et à la recherche/qualité d'enseignement. Ces critères lui ont valu l'appellation CAE pour cinq ans.

Le 11e Colloque international de l'Association for Language Awareness a eu lieu à Concordia en juillet 2012. À cette occasion, 230 chercheurs, enseignants, étudiants et membres du public se sont réunis pour se pencher sur les langues et les cultures et la façon dont elles se manifestent dans nos sociétés.

Le concours d'étude de cas du MBA 2013 a connu le taux le plus élevé de participation internationale de tous les temps, avec 36 équipes, représentant des écoles de 14 pays. À part les 12 universités canadiennes, sept écoles américaines y ont participé, ainsi que 17 écoles d'autres pays.

Le colloque e.SCAPE a eu lieu en avril 2013 dans divers endroits du campus Sir-George-Williams. Membres du corps professoral et du personnel, et étudiants étaient invités à découvrir dans quelle mesure la technologie peut devenir un catalyseur de nouvelles formes d'apprentissage branché, entraînant ainsi des possibilités d'interaction plus vastes et plus profondes entre les étudiants et les professeurs, en classe et en ligne : trois jours d'exposés, d'ateliers et de démonstrations.

Succès en matière de financement

Établissement d'un fonds de démarrage PERFORM, grâce à un financement de 100 000 \$ octroyés à 13 études de recherche, en plus de dons en nature estimés à 345 000 \$ sous forme de services de recherche, utilisation de matériel et assistance technique.

La recherche contractuelle a atteint 5,3 M\$ — une hausse d'environ 683 000 \$ par rapport à 2010-2011.

Des subventions totalisant 3 695 677 \$ ont été accordées à des chercheurs de Concordia, les professeurs Karen Li (Psychologie), Jennifer McGrath (Psychologie), Geneviève Rail (Institut Simone de Beauvoir) et Michael Sacher (Biologie). Au printemps 2012, lors du concours des Instituts de recherche en santé du Canada (IRSC), Jennifer McGrath a mérité le prix le plus élevé du concours; le taux de réussite de Concordia a dépassé la moyenne nationale.

En mai 2012, 3,4 M\$ ont été octroyés à M. Suong Van Hoa, titulaire de la chaire de recherche industrielle en fabrication automatisée de composites du Conseil de recherches en sciences naturelles et en génie. Cette subvention du CRSNG provient de fonds fournis par des partenaires industriels, soit Bombardier Aéronautique, Bell Helicopter Textron Canada Ltd., Composites Atlantic, Delastek Ltd. et Emergia Aérospatiale. Le programme de recherche du professeur Hoa s'étale sur cinq ans et vise la mise au point de matériaux composites à usage industriel, à l'aide d'une technique de fabrication appelée positionnement automatique de fibres (PAF). Grâce à ce financement, Concordia demeurera au premier rang de l'enseignement et de la recherche en aérospatiale.

En juin 2012, le CRSNG annonçait un octroi de 1,64 M\$ à Concordia dans le cadre de son programme de formation orientée vers la nouveauté, la collaboration et l'expérience en recherche, afin d'appuyer la recherche et la formation menées à l'Institut pour l'eau, l'énergie et les systèmes durables de Concordia.

Jean-Philippe Gouin, professeur adjoint en psychologie, et Sylvia Santosa, professeure adjointe en sciences de l'exercice, sont désormais chacun titulaire d'une chaire de recherche du Canada (CRC) qui leur vaut 1 million de dollars pour financer les recherches en stress chronique et en nutrition.

Quatre bourses Vanier ont été décernées à des étudiants : une, des IRSC, une du CRSH et deux du NSERC. Les bourses Vanier s'élèvent à 50 000 \$ par année pendant trois ans.

DEUXIÈME ENGAGEMENT STRATÉGIQUE

UNE EXPÉRIENCE ÉTUDIANTE HORS PAIR

Nous nous engageons à procurer à nos étudiants une expérience aussi enrichissante et gratifiante que possible, tant sur le plan universitaire que dans d'autres dimensions de leur vie.

Priorités stratégiques :

- lancer à nos étudiants un défi d'excellence universitaire;
- favoriser un apprentissage actif et coopératif;
- encourager l'interaction entre les étudiants et les professeurs;
- offrir un cadre pédagogique enrichissant; et
- créer un milieu universitaire favorable.

Réalisations en 2012-2013

L'Institut d'enseignement coopératif a vu son mandat renouvelé à titre d'agent d'exécution auprès d'Industrie Canada pour 2012-2013, pour 30 projets s'élevant à 200 000\$.

Concordia a accueilli une séance d'information pour « The Next 36 » – une initiative nationale visant à accroître la prospérité du Canada en stimulant la prochaine génération canadienne d'entrepreneurs influents. Chaque année, 36 étudiants prometteurs du premier cycle sont sélectionnés pour monter un plan d'affaire. Pendant huit mois, les étudiants bénéficient de mentorat de la part des plus grands chefs d'entreprise du Canada, de 80 000 \$ provenant d'importantes sociétés de capital-risque, d'une vaste gamme de ressources en nature et d'enseignement universitaire par des professeurs de renommée mondiale.

L'expansion de la résidence des Sœurs Grises permettra à Concordia d'y loger 355 autres étudiants et jusqu'à 600 aires d'étude en groupe ou individuelles.

Oui Can Help!, la campagne de francisation novatrice de Concordia a reçu une subvention de 71 250 \$ de l'Office québécois de la langue française. Grâce à cette injection de fonds, Oui Can Help! peut continuer à prendre de l'expansion et à poursuivre son programme de bourses, ses groupes de conversation française et ses ateliers d'orientation professionnelle.

Grâce au programme GradProskills de Concordia, l'initiative Soutenance de thèse en trois minutes (3MT) a été présentée pour la première fois au Québec à l'occasion du Congrès annuel de l'ACFAS. 3MT permet aux étudiants de perfectionner leurs aptitudes à l'étude, à la présentation et à la communication de leur recherche, et d'exposer leur création au grand public. Des étudiants de toute la province, y compris ceux de Concordia, ont inauguré cet événement qui a connu un succès retentissant.

Les travaux de planification et de conception du projet de 25 M\$ pour la rénovation de la bibliothèque Webster ont débuté. Le projet comporte quatre phases étalées entre 2013 et 2016.

eConcordia a dispensé un cours jugé le meilleur dans la catégorie apprentissage électronique lors de la remise annuelle des nextMEDIA Digi Awards, qui récompensent les intervenants les plus novateurs du milieu des médias numériques au Canada. Le cours en ligne primé, intitulé Montreal: Evolution through Architecture and Urbanism, a été élaboré en 2011 par Jean Bélisle, professeur émérite d'histoire de l'art à la retraite, en collaboration avec eConcordia.

Une fois de plus, des étudiants de la Faculté de génie et d'informatique ont fait preuve d'excellence dans la compétition québécoise d'ingénierie. Une équipe a remporté la première place dans la catégorie Communication scientifique et une autre est arrivée troisième en conceptions juniors, lors du concours tenu à l'Université du Québec à Chicoutimi.

Après leur victoire au Défi canadien de la conception de satellites, les membres du Club spatial de Concordia, association étudiante en génie astronautique appartenant à la Faculté de génie et d'informatique, ont été honorés pour leurs réalisations.

TROISIÈME ENGAGEMENT STRATÉGIQUE

L'ENGAGEMENT COMMUNAUTAIRE ET LA RESPONSABILITÉ SOCIALE

Nous nous sommes toujours enorgueillis de la profondeur et de l'ampleur de notre engagement communautaire, tant à l'échelle locale que nationale, voire internationale. Cette tradition s'inscrit au cœur même de la philosophie de Concordia.

Priorités stratégiques :

- promouvoir la durabilité de l'environnement et l'adoption d'une politique des quatre R (repenser, réduire, recycler et réutiliser);
- procurer à nos étudiants des occasions de s'engager sur le plan communautaire, que ce soit à Montréal, dans le reste du Canada ou à l'étranger; et
- intégrer la responsabilité sociale dans notre formation et proposer des activités communautaires concomitantes.

Réalisations en 2012-2013

Les travaux sur le boulevard De Maisonneuve, entre Bishop et Saint-Mathieu, pour aménager des trottoirs plus larges, une piste cyclable, et la réfection des surfaces sont terminés depuis octobre 2012. Ces travaux s'insèrent dans le projet Quartier Concordia évalué à 2,7 M\$.

Un protocole d'entente a été signé avec la Fondation Sauvé pour accueillir leurs boursiers à Concordia. Grâce à ce nouveau partenariat, les boursiers peuvent désormais profiter de mentorat avec des professeurs de Concordia, suivre des cours libres et participer à des séminaires de compétences universitaires et professionnelles (GradProSkills). L'entente aidera à outiller les futurs dirigeants à relever les défis mondiaux dans leurs propres collectivités et pays, en plus de parfaire leurs aptitudes à laisser leur marque et à bâtir un avenir meilleur.

Pour la quatrième année consécutive, l'Université Concordia est l'un des partenaires du Festival international du Film sur l'art (FIFA). La 31^e édition a eu lieu en mars 2013. Avec sa Faculté des beaux-arts et son École de cinéma Mel-Hoppenheim, la réputation de l'université en matière d'art et de culture est rehaussée par son association au FIFA.

Organisée conjointement avec le Centre Culturel de Pointe-Claire en novembre, l'édition 2012 d'Exposcience a attiré plus de 1 500 visiteurs.

Le programme d'agrément professionnel en placements durables (PAPPD) compte son premier groupe de diplômés. Le PAPPD dispense en ligne une formation de base en durabilité à des professionnels en placements.

La réfection de l'aréna Loyola (6,5 M\$) – 3,5 M\$ en subvention du Programme d'infrastructures Québec-Municipalités a été approuvé par Québec. Le système de réfrigération à l'ammoniac a été remplacé par un système au dioxyde de carbone (CO₂). Ce projet de rénovation représente une économie annuelle de 40 000 \$ par an en énergie et en frais de maintenance. En outre, avec le système au CO₂ l'aréna peut rester ouvert pendant 11 mois de l'année, par rapport à 8 mois avec l'ancien système à l'ammoniac.

Trois édifices de Concordia ont reçu la certification LEED du Conseil du bâtiment durable du Canada.

Le Centre PERFORM et Le Centre de génomique structurale et fonctionnelle ont eu la certification or. Le pavillon MB (École de gestion John-Molson) a eu la certification argent. Par ailleurs, pour la seizième année consécutive, Concordia a surpassé les six autres grandes universités dans la catégorie de la plus faible consommation d'énergie par mètre carré.

L'évaluation STARS 2012 s'est bien déroulée et l'université a obtenu une cote argent. Cet accomplissement témoigne de l'engagement de notre université envers la durabilité et le leadership. Ainsi, Concordia peut fixer son attention sur la multiplication des pratiques durables au sein de l'université.

Le Programme Ambassadeurs du développement durable a terminé son évaluation des activités d'Hospitalité Concordia et a élaboré un document de recommandations visant l'amélioration de la performance en matière de durabilité lors d'événements sur nos campus. Le Programme aide maintenant à mettre en œuvre ces recommandations.

PREMIER OBJECTIF COMPLÉMENTAIRE

APPLIQUER LES MEILLEURES PRATIQUES EN ADMINISTRATION

Nos pratiques administratives doivent être efficaces, transparentes et conséquentes avec notre mission principale. En adhérant à des principes de bonne gouvernance et de responsabilisation, nous entendons donner un exemple probant de gestion saine, efficace et collégiale.

Priorités stratégiques :

- mettre en place un processus budgétaire conséquent;
- privilégier une culture des ressources humaines fondée sur la confiance;
- assurer une gestion efficace, transparente et responsable;
- clarifier les rôles et les responsabilités des participants dans tous les organes directeurs; et
- communiquer les décisions avec clarté et efficacité.

Réalisations en 2012-2013

L'ensemble des recommandations du rapport du comité externe d'examen de la gouvernance ont été mises en œuvre, ainsi que les recommandations quant à l'Examen externe des procédures relatives à la conclusion d'ententes avec les cadres supérieurs, rapport publié par la firme PricewaterhouseCoopers (PwC)

DEUXIÈME OBJECTIF COMPLÉMENTAIRE

COMMUNIQUER NOTRE SUCCÈS

Nous visons à communiquer efficacement le succès de Concordia tant à l'intérieur qu'à l'extérieur de l'Université.

Priorités stratégiques :

- favoriser les activités et les réalisations qui servent l'atteinte du présent objectif; et
- promouvoir notre cadre stratégique et ses orientations.

Réalisations en 2012-2013

La couverture médiatique de l'université à travers le Canada s'est accrue de 44% depuis 2009. Cette croissance est soutenue en grande partie par la croissance de la couverture médiatique qui est consacrée à la recherche et aux découvertes des chercheurs et chercheuses de Concordia.

La couverture médiatique de l'université à l'extérieur du Canada a aussi connue une croissance considérable, 30 pour-cent depuis 2011. Dans les médias internationaux, c'est principalement la recherche réalisée à Concordia qui attire l'intérêt des médias puisqu'elle compte pour 80% de la couverture internationale.

Lors de l'année 2012 – 2013, 43 articles d'opinion de professeurs de Concordia ont été publiés.

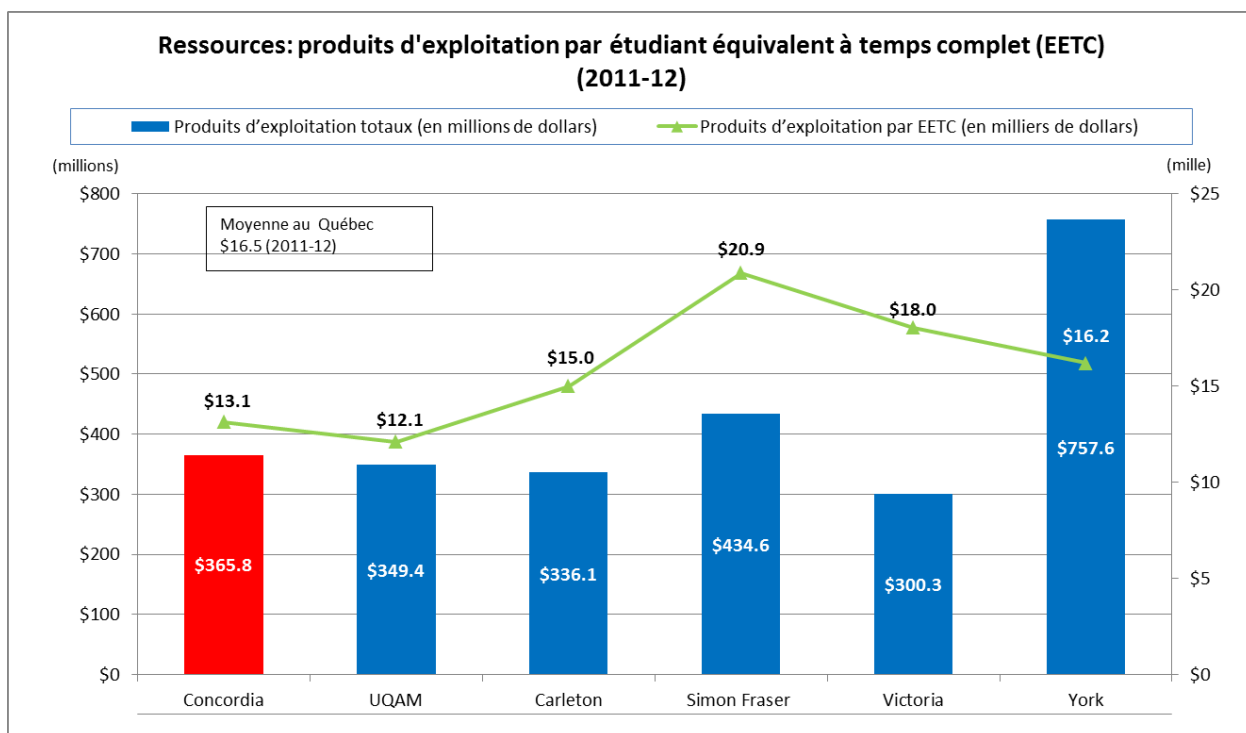
Des partenariats avec Le Devoir, le Globe and Mail et l'Ottawa Life Magazine ont permis à nos chercheurs et à nos professeurs de se faire connaître dans le pays tout entier.

CONCURRENCE ET COMPARAISON

Nos concurrents en ce qui a trait aux étudiants de 1er, 2e et 3e cycles se situent à l'échelle locale, nationale et internationale. Pour obtenir une idée la plus fidèle possible de la façon dont nous nous comparons aux autres universités canadiennes, il faut nous mettre en parallèle avec les universités dites généralistes, qui proposent une vaste gamme de programmes, tous cycles confondus. Parmi les universités généralistes, mentionnons l'UQAM, l'Université Carleton, l'Université Simon Fraser, l'Université de Victoria et l'Université York.

Lorsque c'était possible, nous nous sommes comparés aux autres universités québécoises comme l'indiquent les tableaux.

Selon la plus récente information disponible à l'Association canadienne du personnel administratif universitaire et à l'Association des universités et collèges du Canada, Concordia reçoit moins de ressources de fonctionnement par étudiant à temps plein que les universités auxquelles elle se compare à l'extérieur du Québec et se situe sous la moyenne des universités québécoises.



Nom de l'établissement : Université Concordia										
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INDICATEURS		Année					Page 2 de 5			
		2007-2008					2012-2013			
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Nom de l'établissement : Université Concordia		II. Observations et prévisions										Date :	
I. Éléments d'information		II. Observations et prévisions										III. Remarques	
shorts des personnes nouvellement inscrites au trimestre d'automne		2004										2012	
Unité		2005										2011	
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2003		2007										2009	
2004		2008										2008	
2005		2009										2009	
2006		2010										2010	
2007		2011										2011	
2008		2012										2012	
INDICATEURS													
31	Résultats des études de baccalauréat												
	Peu d'inscriptions après 1 an	85,5	85,4	85,2	86,7	86,8	86,4	84,8	83,4	84,2	83,9		
32	Diplomation après 6 ans	73,9	72,9	72,4	74	73,2	70,2	56,5	18,9	2,2	0,1		
33	Diplomation par secteur au baccalauréat												
	Santé (total)												
	a) Temps plein												
	b) Temps partiel												
34	Sciences pures et appliquées (total)	62,4	61,3	58	60,6	57,5	48,9	34,8	8,6	0,5	0		
	a) Temps plein	73,4	70	67,5	72	70,9	60,6	48,3	13,5	0,7	0		
	b) Temps partiel	48,4	49,7	46,9	45,5	38,5	27,2	12,3	1,1	0	0		
35	Sciences sociales (total)												
	a) Temps plein												
	b) Temps partiel												
36	Éducation (total)	73,6	66,8	66,4	68,5	65,4	55,9	41,8	13,1	1,1	0		
	a) Temps plein	88,3	84,9	76,9	79,4	78	72,8	65	20,8	1,8	0		
	b) Temps partiel	56,1	46,8	54,4	55,9	51,3	32,1	17,6	5,8	0	0		
37	Droit (total)												
	a) Temps plein												
	b) Temps partiel												
38	Arts, lettres et sciences humaines (total)	59,9	60,6	58,7	57,1	55	50,5	38	12	1,6	0,1		
	a) Temps plein	73,4	70,7	71,3	68,8	67,2	67,1	53,6	18,8	2,6	0,1		
	b) Temps partiel	45,1	49	45,3	44	41,7	30,3	17,4	3,6	0,1	0		
	Administration (total)	74,8	77,5	78,9	76	73,9	72,6	52,5	12,2	1,9	0,1	On a ajouté le secteur d'administration	
	a) Temps plein	81,5	84,4	87,1	85,1	83,3	83,2	66	18,2	2,8	0,1		
	b) Temps partiel	65,2	67,6	66,3	61,2	58,8	51,9	27,8	2,8	0	0		
	Beaux-arts (total)	65,4	67,1	64,4	60,9	58,7	50,9	40,5	17,1	1,6	0,1	On a séparé le secteur "beaux-arts" du secteur Arts, lettres et sciences humaines	
	a) Temps plein	78,3	79,6	75,4	71,8	73,1	68,6	58,1	28,3	2,9	0,2		
	b) Temps partiel	41,9	42,8	48,4	41,6	41,3	34,4	20,7	12,7	0	0		
39	Ensemble des secteurs (total)	64,1	64,8	62,2	62,4	60,9	56,3	41,1	12,1	1,5	0,1		
	a) Temps plein	76	74,8	74,4	73,8	73,2	59,5	46,8	15,9	2,2	0,1		
	b) Temps partiel	50,1	52,5	50,1	48,3	44,4	33,9	19	3,1	0	0		
40	Diplomation à la maîtrise après 2 ans de 2e et de 3e cycles	76	74,1	75	75,7	76,2	77,7	71,1	62	20	0,3		
	a) Temps plein	81,2	79,3	80,4	78,9	79,3	82,1	76,1	73,7	27,4	0,5		
	b) Temps partiel	63,7	63,1	61,3	64,6	66,2	65,9	58,1	29,5	3,9	0		
41	Diplomation à la maîtrise après 6 ans (total)	85,1	79,3	81,8	82,2	81,6	80,6	71,1	62	20	0,3		
	a) Temps plein	85,1	83,5	84,3	83,9	83,5	83,9	76,1	73,7	27,4	0,5		
	b) Temps partiel	72,9	70,3	75,3	76,4	76,4	71,6	58,1	29,5	3,9	0		
42	Diplomation au doctorat après 8 ans (total)	49,1	53,8	64,7	53,6	42,2	21,2	5,7	0	0	0		
	a) Temps plein	50,5	54,6	65,7	54,5	41,3	21,4	5,8	0	0	0		
	b) Temps partiel	0	0	40	0	75	0	0	0	0	0		

Nom de l'établissement : Université Concordia										Date :
I. Éléments d'information										Page 4 de 5
DONNÉES FINANCIÈRES										III. Remarques
Fonds de fonctionnement										
A. Revenus										
	Unité	Année								
		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013			
43		199,817	216,787	225,824	213,504	235,986	233,770			
44		105,843	112,304	127,589	139,302	149,644	156,821			
		47,482	50,770	56,987	61,574	66,491	67,463			
		21,608	23,520	26,496	31,329	34,339	39,151			
		7,426	7,850	8,217	8,299	9,073	8,831			
		9,292	9,670	10,127	10,718	10,795	10,853			
		20,035	20,494	25,762	27,382	28,945	30,523			
45		40,470	40,361	36,063	35,475	39,173	40,147			
		1,752	2,568	586	501	558	1,123			
		22,366	22,304	22,143	23,268	26,031	26,043			
		16,352	15,490	13,334	11,706	12,584	12,981			
		346,130	369,453	389,476	388,281	424,803	430,738			
47		206,383	214,534	225,469	217,869	238,910	244,613			
48		43,446	44,577	46,926	43,932	53,017	56,322			
49		96,009	88,742	101,155	91,304	95,832	145,464			
50		347,838	347,853	373,550	353,105	388,759	446,400			
51		(1,708)	21,600	15,926	35,177	36,044	(15,662)			
Fonds avec restrictions										
A. Revenus										
52		5,872	4,821	5,430	5,023	3,705	5,280			
53		24,305	24,613	20,949	21,952	25,254	25,286			
54		16,377	9,404	10,766	10,613	11,907	14,022			
55		44,554	38,838	37,145	37,588	40,865	44,568			
B. Dépenses										
56		16,398	15,634	16,507	13,759	15,646	15,721			
57		23,240	24,352	20,017	23,501	25,057	28,631			
58		39,638	39,986	36,524	37,260	40,703	44,352			
59		4,916	(1,148)	621	328	162	216			

Nom de l'établissement : Université Concordia										Date :
I. Éléments d'information										Page 5 de 5
II. Observations et prévisions										
Année financière										
Unité										
2007-2008										
2008-2009										
2009-2010										
2010-2011										
2011-2012										
2012-2013										
INDICATEURS										
Autres objets										
60	Études à l'étranger pour les étudiants de Concordia	203	240	298	369	404	437			
61	Étudiants munis d'un visa poursuivant un programme de grade	10.8%	10.7%	11.2%	12.10%	12.80%	14.40%			
62	Rétention des professeurs ayant la permanence ou une perspective de carrière	82.6%	83.0%	83.3%	84.1%	85.7%	-			
63	Dépenses pour les services de soutien pédagogique	\$46.1	\$46.0	\$47.8	\$49.3	\$52.9	-			
64	A déterminer									
65	A déterminer									
66	A déterminer									
67	A déterminer									
68	A déterminer									
69	A déterminer									
Chaque période de 10 ans terminant avec chacune des années ci-haut										
Rapport ACPAU 2012/13 sera disponible au 2014										

Nom de l'établissement : Université Concordia										Date :		
I. Éléments d'information										Annexe 1		
II. Observations										III. Remarques		
Étude de disciplines et sexe, trimestre d'automne 2011												
1 ^{er} cycle										TOTAL		
Baccalauréat										Grades		
Autres										Autres		
2 ^e cycle										Total		
Maîtrise												
Autres												
3 ^e cycle												
Doctorat												
Autres												
Hommes												
70	Santé	n									0	0
71	Sciences pures et appliquées	n	3,506		1,283		102		447	5	5,236	5,343
72	Sciences sociales	n									0	0
73	Éducation	n	195		43		8		9	2	247	278
74	Droit	n									0	0
75	Lettres et sciences humaines	n	4,252		293		59		104		4,649	4,726
	Beaux-Arts	n	1,036		107		2		46		1,189	1,191
	Administration	n	3,401		352		201		49		3,802	4,157
76	Plurisectoriel	n	1		1,888		50		20		71	2,007
77	Ensemble des secteurs	n	12,391		2,128		491		675	7	15,194	17,773
Femmes												
80	Santé	n									0	0
81	Sciences pures et appliquées	n	1,579		444		65		159	3	2,182	2,250
82	Sciences sociales	n									0	0
83	Éducation	n	869		103		19		31	5	1,025	1,152
84	Droit	n									0	0
85	Lettres et sciences humaines	n	6,086		361		137		183	2	6,630	6,790
	Beaux-Arts	n	1,776		249		13		57	1	2,082	2,096
	Administration	n	3,284		195		222		33		3,512	4,61
86	Plurisectoriel	n	1,695		38		49		16		54	1,744
87	Ensemble des secteurs	n	13,594		1,412		505		479	11	15,485	18,059
Total												
90	Santé	n	0		0		0		0	0	0	0
91	Sciences pures et appliquées	n	5,085		1,727		167		606	8	7,418	7,593
92	Sciences sociales	n	0		0		0		0	0	0	0
93	Éducation	n	1,064		168		27		40	7	1,272	1,430
94	Droit	n	0		0		0		0	0	0	0
95	Lettres et sciences humaines	n	10,338		654		196		287	2	11,279	11,516
	Beaux-Arts	n	2,812		356		15		103	1	3,271	3,287
	Administration	n	6,685		393		547		82		7,314	8,130
96	Plurisectoriel	n	1		3,583		88		36	0	125	3,876
97	Ensemble des secteurs	n	25,985		3,540		996		1,154	18	30,679	35,832

Concordia University
Financial Statements
April 30, 2013

Independent Auditor's Report	2 - 3
Financial Statements	
Financial position	4
Operations	5
Changes in Fund Balances	6
Cash Flows	7
Notes to Financial Statements	8 - 31

2013-10-03

Independent Auditor's Report

To the Members of the Board of Directors of
Concordia University

We have audited the accompanying financial statements of Concordia University, which comprise the statement of financial position as at April 30, 2013 and the statements of operations, changes in fund balances and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's responsibility for the financial statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian accounting standards for not-for-profit organizations and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of Concordia University as at April 30, 2013 and the results of its operations and its cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.

Comparative information

Without modifying our opinion, we draw attention to Note 3 to the financial statements, which describes that Concordia University adopted Canadian accounting standards for not-for-profit organizations on May 1, 2012 with a transition date of May 1, 2011. These standards were applied retrospectively by management to the comparative information in these financial statements, including the statements of financial position as at April 30, 2012 and May 1, 2011 and the statements of operations, changes in fund balances and cash flows for the year ended April 30, 2012 and related disclosures. We were not engaged to report on the restated comparative information, and as such, it is unaudited.

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Montréal
September 19, 2013

¹ CPA auditor, CA public accountancy permit no. A

Concordia University
Financial Position

April 30, 2013
Details are on page 6

	Total Funds			Operating Fund			Accounts Fund			Development Fund			Residual Funds		
	2013-04-30	2012-04-30	2011-05-01	2013-04-30	2012-04-30	2011-05-01	2013-04-30	2012-04-30	2011-05-01	2013-04-30	2012-04-30	2011-05-01	2013-04-30	2012-04-30	2011-05-01
ASSETS															
Current															
Cash	674	2,544	8,844	674	2,544	8,837	674	2,544	8,837	674	2,544	8,837	674	2,544	8,837
Marketable securities	6	7	61	6	7	61	6	7	61	6	7	61	6	7	61
Subsidiary receivable (Note 5)	35,481	30,522	62,028	35,481	30,522	62,028	35,481	30,522	62,028	35,481	30,522	62,028	35,481	30,522	62,028
Accounts receivable (Note 6)	14,430	17,887	24,528	14,430	17,887	24,528	14,430	17,887	24,528	14,430	17,887	24,528	14,430	17,887	24,528
Investments (Note 7)	3,825	3,701	3,802	3,825	3,701	3,802	3,825	3,701	3,802	3,825	3,701	3,802	3,825	3,701	3,802
Other assets and prepaid expenses (Note 8)	5,271	4,887	4,700	5,271	4,887	4,700	5,271	4,887	4,700	5,271	4,887	4,700	5,271	4,887	4,700
Due from Concordia University Foundation, without interest	5,305	7,538	9,700	5,305	7,538	9,700	5,305	7,538	9,700	5,305	7,538	9,700	5,305	7,538	9,700
	66,145	72,668	91,518	66,145	72,668	91,518	66,145	72,668	91,518	66,145	72,668	91,518	66,145	72,668	91,518
Long-term															
Subsidiary receivable			634			634			634			634			634
Amount receivable from the ministre de l'Enseignement superieur, de la Recherche, de la Science et de la Technologie (MESRS) (Note 9)	134,623	140,191	140,381	134,623	140,191	140,381	134,623	140,191	140,381	134,623	140,191	140,381	134,623	140,191	140,381
Due from Concordia University Foundation, without interest			1,352			1,352			1,352			1,352			1,352
Due from Capital Asset Fund, without interest	742,420	731,142	856,350	742,420	731,142	856,350	742,420	731,142	856,350	742,420	731,142	856,350	742,420	731,142	856,350
Due from Operating Fund, without interest	1,281	1,401	1,415	1,281	1,401	1,415	1,281	1,401	1,415	1,281	1,401	1,415	1,281	1,401	1,415
Intangible capital assets (Note 11)	954,549	946,380	931,330	954,549	946,380	931,330	954,549	946,380	931,330	954,549	946,380	931,330	954,549	946,380	931,330
	1,832,978	1,821,761	1,881,803	1,832,978	1,821,761	1,881,803	1,832,978	1,821,761	1,881,803	1,832,978	1,821,761	1,881,803	1,832,978	1,821,761	1,881,803
LIABILITIES															
Current															
Bank overdraft	18,200	18,204	6,018	18,200	18,204	6,018	18,200	18,204	6,018	18,200	18,204	6,018	18,200	18,204	6,018
Bank loans (Note 12)	66,317	81,535	90,015	66,317	81,535	90,015	66,317	81,535	90,015	66,317	81,535	90,015	66,317	81,535	90,015
Trade payables and other operating liabilities	7,231	7,081	788	7,231	7,081	788	7,231	7,081	788	7,231	7,081	788	7,231	7,081	788
Amount payable to the MESRS	5,437	5,469	13,277	5,437	5,469	13,277	5,437	5,469	13,277	5,437	5,469	13,277	5,437	5,469	13,277
Agency and library accounts	18,207	19,102	18,225	18,207	19,102	18,225	18,207	19,102	18,225	18,207	19,102	18,225	18,207	19,102	18,225
Unearned revenue	23,032	21,380	20,072	23,032	21,380	20,072	23,032	21,380	20,072	23,032	21,380	20,072	23,032	21,380	20,072
Deferred contributions (Note 13)	3,297	4,382	3,400	3,297	4,382	3,400	3,297	4,382	3,400	3,297	4,382	3,400	3,297	4,382	3,400
Interest payable on long-term debt	114,445	30,653	97,085	114,445	30,653	97,085	114,445	30,653	97,085	114,445	30,653	97,085	114,445	30,653	97,085
Current portion of long-term debt (Note 14)	259,659	227,320	280,574	259,659	227,320	280,574	259,659	227,320	280,574	259,659	227,320	280,574	259,659	227,320	280,574
	408,282	408,282	408,282	408,282	408,282	408,282	408,282	408,282	408,282	408,282	408,282	408,282	408,282	408,282	408,282
Long-term															
Employees' future benefit liability (Note 20)	198,271	88,738	83,287	198,271	88,738	83,287	198,271	88,738	83,287	198,271	88,738	83,287	198,271	88,738	83,287
Deferred contributions (Note 13)	91,065	89,039	73,709	91,065	89,039	73,709	91,065	89,039	73,709	91,065	89,039	73,709	91,065	89,039	73,709
Due to Residual Funds, without interest															
Due to Operating Fund, without interest	441,975	481,462	446,777	441,975	481,462	446,777	441,975	481,462	446,777	441,975	481,462	446,777	441,975	481,462	446,777
Long-term debt (Note 14)	900,761	887,565	872,347	900,761	887,565	872,347	900,761	887,565	872,347	900,761	887,565	872,347	900,761	887,565	872,347
	1,542,072	1,446,804	1,405,316	1,542,072	1,446,804	1,405,316	1,542,072	1,446,804	1,405,316	1,542,072	1,446,804	1,405,316	1,542,072	1,446,804	1,405,316
FUND BALANCES (NEGATIVE)															
Unrestricted deficit	(190,953)	(145,459)	(130,812)	(190,953)	(145,459)	(130,812)	(190,953)	(145,459)	(130,812)	(190,953)	(145,459)	(130,812)	(190,953)	(145,459)	(130,812)
Internally restricted (Note 10)	6,543	8,002	92,377	6,543	8,002	92,377	6,543	8,002	92,377	6,543	8,002	92,377	6,543	8,002	92,377
Externally restricted	1,403	1,079	1,979	1,403	1,079	1,979	1,403	1,079	1,979	1,403	1,079	1,979	1,403	1,079	1,979
Invested in capital assets	33,788	77,335	59,483	33,788	77,335	59,483	33,788	77,335	59,483	33,788	77,335	59,483	33,788	77,335	59,483
	35,432	86,426	124,841	35,432	86,426	124,841	35,432	86,426	124,841	35,432	86,426	124,841	35,432	86,426	124,841
	35,432	86,426	124,841	35,432	86,426	124,841	35,432	86,426	124,841	35,432	86,426	124,841	35,432	86,426	124,841

The accompanying notes are an integral part of these financial statements.

On behalf of the Board,

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Signature

**Concordia University
Operations**

Year ended April 30, 2013
(In thousands of dollars)

	Total Funds		Operating Fund		Research Fund		Designated Fund		Residual Funds	
	2013-04-30	2012-04-30	2013-04-30	2012-04-30	2013-04-30	2012-04-30	2013-04-30	2012-04-30	2013-04-30	2012-04-30
Revenue										
Tuition fees	107,828	102,693	107,828	102,693						
Subsidies										
Government of Quebec	264,224	281,979	231,735	234,057	4,891	5,072	389	287	27,229	42,563
Government of Canada	33,387	31,741	4,358	4,432	23,988	22,536	1,253	1,066	3,708	3,707
Grants from other sources	5,205	4,222			4,616	3,529	548	480	1,041	213
Miscellaneous fees and other income	37,570	35,418	35,688	33,027			1,740	2,063	142	328
Services to the community	9,683	10,023	9,683	10,023						
Student services	15,633	15,568	15,633	15,568						
Auxiliary services (Note 17)	19,166	19,000	19,166	19,000						
Rental of properties	5,478	5,224	5,478	5,224						
Donations	5,724	5,379			32	77			736	635
Concordia University Foundation	5,898	6,118	1,123	358			4,530	5,447	445	113
Net investment income	48	267							48	48
	512,858	517,632	430,738	424,801	33,527	31,214	14,436	14,010	33,349	47,607
Expenses										
Academic services (Note 16)	223,626	217,973	223,626	217,973						
Administrative services (Note 16)	88,395	79,895	84,395	79,895						
Research	47,798	41,029	40,271	9,815	33,527	31,214				
Services to the community	9,768	8,146	5,768	8,146						
Student services	14,192	13,873	14,192	13,873						
Auxiliary services (Note 17)	16,584	16,021	16,584	16,021						
Rental of properties	2,537	3,292	2,537	3,292						
Specialized gift to Concordia University Foundation	12,886	4,762	9,325	560			3,171	4,282		
Pension Plan	67,116	36,044	67,116	36,044						
Expensed capital assets	506	2,518							506	2,518
Interest on bank loans	670	837	370	388					300	448
Interest on long term debt	12,285	14,840	548	674					11,637	14,166
Board and brokerage fees	13,115	13,176	68	76					13,047	13,100
Extraordinary items		2,000		2,000						
Amortization of tangible capital assets	36,404	34,839								
Endowed and restricted projects	18,733	9,648					18,733	9,648	36,434	34,839
	566,215	498,893	446,480	388,757	33,527	31,214	13,964	13,850	62,324	65,072
Excess (deficiency) of revenue over expenses	(44,165)	18,739	(15,662)	36,044			472	160	(28,375)	(17,465)

The accompanying notes are an integral part of the financial statements.

Concordia University
Changes in Fund Balances
Year ended April 30, 2013
(In thousands of dollars)

	Total Funds			Operating Fund			Research Fund			Designated Fund			Residual Funds		
	2013-04-30	2012-04-30	2013-04-30	2013-04-30	2012-04-30	2013-04-30	2013-04-30	2012-04-30	2013-04-30	2012-04-30	2013-04-30	2013-04-30	2012-04-30	2013-04-30	2012-04-30
Fund balances (negative), beginning of year	\$ 77,108	\$ 59,048	\$ (86,164)	\$ —	\$ (87,670)	\$ —	\$ —	\$ —	\$ 1,079	\$ 1,979	\$ 162,193	\$ 144,739	\$ —	\$ —	\$ —
Balance, as previously reported	727	435	727	435					1,079	1,979	162,193	144,739			
Impact of transition (Note 3)	77,835	59,483	(85,437)	(87,235)					1,079	1,979	162,193	144,739			
Balance, as restated	(44,165)	18,739	(15,662)	36,044					472	160	(28,975)	(17,465)			
Excess (deficiency) of revenue over expenses	1,430	2,075	(1,312)	(34,246)					1,430	2,075	29,527	34,919			
Endowment contributions received	(1,312)	(2,462)	[29,311]	[29,311]					(1,312)	(2,462)	(28,975)	(17,465)			
Interfund transfers (Note 15)									[216]	(673)					
Fund balances (negative), end of year	\$ 33,788	\$ 77,835	\$ (130,410)	\$ (85,437)	\$ —	\$ —	\$ —	\$ —	\$ 1,453	\$ 1,079	\$ 162,745	\$ 162,193	\$ —	\$ —	\$ —

The accompanying notes are an integral part of the financial statements.

Concordia University

Cash Flows

Year ended April 30, 2013

(In thousands of dollars)

	2013-04-30	2012-04-30
	\$	\$
OPERATING ACTIVITIES		
Excess (deficiency) of revenue over expenses	(44,165)	18,739
Non-cash items		
Net change in fair value of the financial liabilities	166	2,452
Deferred contributions – Research and Designated funds	3,227	265
Amortization of tangible capital assets	36,434	34,839
Employee future benefits	38,513	6,451
Net change in working capital items (Note 4)	(4,673)	(19,489)
Cash flows from operating activities	<u>29,502</u>	<u>43,257</u>
INVESTING ACTIVITIES		
Marketable securities	(38)	6,837
Subsidies receivable		634
Due from Concordia University Foundation	1,729	4,054
Acquisition of tangible capital assets	(37,471)	(58,101)
Acquisition of intangible capital assets	(6,921)	
Acquisition of other assets	(187)	(185)
Cash flows from investing activities	<u>(42,888)</u>	<u>(46,761)</u>
FINANCING ACTIVITIES		
Bank loans	(51,064)	12,649
Amount receivable from the MESRST	5,498	390
Issuance of long-term debt	106,956	43,000
Repayment of long-term debt	(50,243)	(61,779)
Deferred contributions – Capital Asset Fund	51	16,193
Endowment contributions received	1,430	2,075
Endowment contributions transferred to Concordia University Foundation	(1,312)	(2,462)
Cash flows from financing activities	<u>11,316</u>	<u>10,066</u>
Net increase (decrease) in cash	<u>(2,070)</u>	<u>6,562</u>
Cash (bank overdraft), beginning of year	<u>2,544</u>	<u>(4,018)</u>
Cash, end of year	<u>474</u>	<u>2,544</u>

The accompanying notes are an integral part of the financial statements.

Concordia University

Notes to Financial Statements

April 30, 2013

(In thousands of dollars)

1 - GOVERNING STATUTES AND PURPOSE OF THE UNIVERSITY

The University was incorporated under the Concordia University Act, S.Q. 1948 c. 91, as amended by S.Q. 1959-60, c. 191 and S.Q. 2006, c. 69. The mission of the University includes post-secondary and graduate education, research and public service. The University is a registered charity and under Section 149 of the Income Tax Act, it is exempt from the payment of income tax.

2 - SIGNIFICANT ACCOUNTING POLICIES

Basis of presentation

The University's financial statements are prepared in accordance with Canadian accounting standards for not-for-profit organizations.

Accounting estimates

The preparation of financial statements requires management to make estimates and assumptions that affect the amounts recorded in the financial statements and notes to financial statements. These estimates are based on management's best knowledge of current events and actions that the University may undertake in the future. Actual results may differ from these estimates.

Principles of consolidation

The University's financial statements are not consolidated with those of a controlled not-for-profit organization. The required financial information is disclosed in the notes to the financial statements.

Financial assets and liabilities

Initial measurement

Upon initial measurement, the University's financial assets and liabilities are measured at fair value, which, in the case of financial assets or financial liabilities that will be measured subsequently at amortized cost, is increased or decreased by the amount of the related financing fees and transaction costs. Transaction costs relating to financial assets and liabilities that will be measured subsequently at fair value are recognized in the statement of operations in the year they are incurred.

Subsequent measurement

At each reporting date, the University measures its financial assets and liabilities at amortized cost (including any impairment in the case of financial assets).

Financial assets and liabilities that are measured at amortized cost are using the effective interest method (including any impairment in the case of financial assets). Interest calculated using the effective interest method is presented in the statement of operations under Net investment income or Interest expense as appropriate.

Concordia University Notes to Financial Statements

April 30, 2013

(In thousands of dollars)

2 - SIGNIFICANT ACCOUNTING POLICIES (Continued)

With respect to financial assets measured at amortized cost, the University assesses whether there are any indications of impairment. When there is an indication of impairment, and if the University determines that during the year there was a significant adverse change in the expected timing or amount of future cash flows from a financial asset, it will then recognize a reduction as an impairment loss in operations. The reversal of a previously recognized impairment loss on a financial asset measured at amortized cost is recognized in operations in the year the reversal occurs.

Derivative financial instruments

The University uses derivative financial instruments to manage its interest rate risk exposure. It does not use these derivative financial instruments for trading or speculative purposes.

The University has elected to use hedge accounting to recognize the interest rate swaps it uses to provide protection against interest rate fluctuations on its variable interest rate long-term debt. These interest rate swaps require the periodic exchange of interest payments without an exchange of the notional (capital) amount on which payments are calculated.

At the inception of the hedging relationship, the University formally documented the hedging relationship, identifying the hedged item, the related hedging item, the nature of the specific risk exposure being hedged and the intended term of the hedging relationship. Both at the inception of the hedging relationship and throughout its term, the University has reasonable assurance that the critical terms of the hedged item and the related hedging item will remain the same. For hedged items that are an anticipated transaction, the University determines that it is probable that the anticipated transaction will occur at the time and in the amount designated, as documented at the inception of the hedging relationship.

The University discontinues hedge accounting when the hedged item or the related hedging item ceases to exist or the critical terms of the hedging item cease to match those of the hedged item.

Fund accounting

The Operating Fund accounts for the University's academic and administrative services. This fund reports unrestricted resources as well as internally restricted resources.

The Research Fund reports externally restricted resources that are used for research and research-related purposes.

The Designated Fund is used to account for funds received from external entities for specific purposes imposed by the outside donor or party.

The Capital Asset Fund reports the assets, liabilities, revenues and expenses related to the capital assets owned and managed by the University. These include the cost of capital assets purchased, funded and expensed by other funds in the year of acquisition.

Concordia University

Notes to Financial Statements

April 30, 2013

(In thousands of dollars)

2 - SIGNIFICANT ACCOUNTING POLICIES (Continued)

Revenue recognition

The University follows the deferral method of accounting for contributions. Under this method, contributions restricted for future period expenses are deferred and are recognized as revenue in the year in which the related expenses are incurred. Unrestricted contributions are recognized as revenue when received or receivable if the amount to be received can be reasonably estimated and collection is reasonably assured.

Endowment contributions and contributions in capital assets that are not subject to amortization are reported as direct increases in fund balance.

Restricted investment income is recognized as revenue in the appropriate fund in the year the related expenses are incurred. Accordingly, investment income on endowments is recognized either in the restricted or in the operating funds, depending on the restriction specified by the donor. Unrestricted investment income is recognized in the Operating Fund, as earned.

Interest income is recognized on a time apportionment basis.

The University's principal sources of revenue, aside from contributions, are tuition fees, miscellaneous fees and other income, services to the community, student services, ancillary services and rental of properties. Revenue is recognized when the following criteria are met:

- Persuasive evidence of an arrangement exists;
- Delivery has occurred and services have been rendered;
- The price is fixed or determinable;
- Collection is reasonably assured.

Revenue is recognized as services are provided. Receipts for which revenue is not yet earned are recorded as unearned revenue.

Contributed supplies and services

The University may recognize contributed supplies and services when the fair value of these contributions can be reasonably estimated and if it would have had to otherwise acquire these supplies and services for its normal operations.

Inventories

Inventories of the retail stores are valued at the lower of cost and net realizable value. Cost is determined by the first in, first out method.

Other assets

Tenant inducements and commissions on rental of properties included in other assets are deferred and amortized on a straight-line basis over the duration of the respective leases.

Concordia University

Notes to Financial Statements

April 30, 2013

(In thousands of dollars)

2 - SIGNIFICANT ACCOUNTING POLICIES (Continued)

Tangible and intangible capital assets

Tangible and intangible capital assets acquired are recorded at cost. Interest related to capital assets under construction is capitalized at rates reflecting the financing costs of such assets. Contributed capital assets are recorded at fair value at the date of contribution.

Improvements to leased premises are capitalized.

Buildings under construction and other major capital projects funded by the Operating Fund are recorded directly in the Capital Asset Fund.

Amortization

Tangible and intangible capital assets are amortized on a straight-line basis over their estimated useful lives as prescribed by the MESRST as follows:

	<u>Periods</u>
Tangible capital assets	
Land improvements	20 years
Buildings	Over 40 to 50 years
Building alterations – mechanical	25 years
Building alterations – interior	30 years
Building alterations – architectural or structural	40 years
Leasehold improvements	Term of the lease (max. 10 years)
Furniture and equipment	Over 3 to 15 years
Library collection	10 years
Intangible capital assets	
Share of the large bandwidth telecommunications network managed by Réseau d'informations scientifiques du Québec (RISQ) Inc.	Over the term of the arrangement
IT Development	10 years

Amortization is recorded in the Capital Asset Fund.

Write-down

Tangible capital assets, intangible capital assets and other assets subject to amortization are tested for recoverability when events or changes in circumstances indicate that their carrying amount may not be recoverable. The carrying amount of a long-lived asset is not recoverable when it exceeds the sum of the undiscounted cash flows expected to result from its use and eventual disposal. In such a case, an impairment loss must be recognized and is equivalent to the excess of the carrying amount of a long-lived asset over its fair value.

Concordia University Notes to Financial Statements

April 30, 2013

(In thousands of dollars)

2 - SIGNIFICANT ACCOUNTING POLICIES (Continued)

Foreign currency translation

The University uses the temporal method to translate transactions denominated in a foreign currency. Under this method, monetary assets and liabilities are translated at the exchange rate in effect at the statement of financial position date. Non-monetary assets and liabilities are translated at historical exchange rates, except those recognized at fair value, which are translated at the exchange rate in effect at the statement of financial position date. Revenues and expenses are translated at the exchange rate in effect on the date they are recognized. The related exchange gains and losses are recognized in the operations for the year.

Pension and other retirement benefit plans

The University records its obligations under its defined benefit plans, net of the fair value of plan assets. In order to do so, the University has adopted the following policies:

- The actuarial determination of the accrued benefit obligations for pensions and other retirement benefits uses the projected benefit method prorated on service. This determination incorporates management's best estimate of future salary levels, other cost escalation, retirement age of employees, expected return rate and other actuarial factors;
- For the purposes of calculating the expected return rate on plan assets, those assets are valued at fair value;
- Actuarial gain (loss) arises from the difference between actual long-term rate of return on plan assets for a period and the expected long-term rate of return on plan assets for that period or from changes in actuarial assumptions used to determine the accrued benefit obligations. The excess of the net accumulated actuarial gain (loss) over 10% of the greater of the benefit obligations and the fair value of plan assets is amortized over the average remaining service period of active employees. The average remaining service period of the active employees covered by the pension plan is 10 years (10 years in 2012). The average remaining service period of the active employees covered by the other retirement benefit plans are 13 years to 16 years (13 years to 16 years in 2012);
- Past services costs arising from plan amendments are amortized on a straight-line basis over the average remaining service period of employees active at the date of amendment.

Internally restricted fund balance

The internally restricted fund is used for two types of transactions:

- The University has adopted a policy to internally restrict the Operating Fund balance of unspent budgeted amounts relating to specific programs. The programs covered by this policy are described in Note 16;
- Management has chosen to internally restrict from the Operating Fund unspent budgeted amounts relating to specific key University priorities.

Concordia University

Notes to Financial Statements

April 30, 2013

(In thousands of dollars)

3 - FIRST-TIME ADOPTION OF CANADIAN ACCOUNTING STANDARDS FOR NOT-FOR-PROFIT ORGANIZATIONS

These financial statements are the University's first financial statements prepared using new Canadian accounting standards for not-for-profit organizations (hereafter the "new accounting standards"). The date of transition to the new accounting standards is May 1, 2011.

The accounting policies presented in Note 2 and resulting from the application of the new accounting standards were used to prepare the financial statements for the year ended April 30, 2013, the comparative information and the opening statement of financial position as at the date of transition.

Exemptions relating to first-time adoption

Section 1501, First-time Adoption by Not-for-profit Organizations, contains exemptions to full retrospective application which the University may use upon transition. The University did not apply any optional exemptions.

Impact of transition on fund balances as at May 1, 2011

The impact of the transition to the new accounting standards on the University's fund balances as at the date of transition, that is May 1, 2011, relates to change in the fair value of the derivative financial instrument and amounts to \$435.

The impact of the transition to the new accounting standards on the University's fund balances as at April 30, 2012 relates to the cumulative change in the fair value of the derivative financial instrument and amounts to \$727.

Reconciliation of excess of revenue over expenses as at April 30, 2012

The excess of revenue over expenses as at April 30, 2012 determined using the new accounting standards is approximately equivalent to that determined using the previous accounting standards (pre-changeover accounting standards).

Transition item

The following item explains the impact of the transition to the new accounting standards on the Organization's fund balances as at May 1, 2011.

(a) Change in fair value of derivative financial instrument:

Previously, the University met the conditions for the application of hedge accounting and accounted the payments for the hedging instrument as interest expense in the statement of operations as and when they were made and recognized the net change in fair value of the derivative financial instrument in the fund balances. Under the new accounting standards, the University still meets the conditions for the application of hedge accounting. Therefore, the negative fair value and the net change in the negative fair value of the derivative financial instrument should not be recorded in the financial statements.

Concordia University Notes to Financial Statements

April 30, 2013

(In thousands of dollars)

3 - FIRST-TIME ADOPTION OF CANADIAN ACCOUNTING STANDARDS FOR NOT-FOR-PROFIT ORGANIZATIONS (Continued)

Statement of cash flows

Accounting standards regarding cash flows included in the new accounting standards are similar to those included in the previous accounting standards. The University has not made any major adjustment to the statement of cash flows.

4 - INFORMATION INCLUDED IN CASH FLOWS

The net change in working capital items is detailed as follows:

	<u>2013-04-30</u>	<u>2012-04-30</u>
	\$	\$
Subsidies receivable	1,041	5,504
Accounts receivable	3,457	6,639
Inventories	76	(159)
Other assets and prepaid expenses	(1,824)	363
Trade payables and other operating liabilities	(8,641)	(30,356)
Amount payable to the MESRST	140	6,303
Agency and fiduciary accounts	978	(7,818)
Unearned revenue	(575)	873
Interest payable on long-term debt	675	(838)
	<u>(4,673)</u>	<u>(19,489)</u>

5 - SUBSIDIES RECEIVABLE

	<u>2013-04-30</u>	<u>2012-04-30</u>
	\$	\$
Operating Fund		
Amount receivable from the MESRST (a)	25,397	26,181
Social Sciences and Humanities Research Council of Canada	4,111	4,359
Canadian Institutes of Health Research	405	296
Natural Sciences and Engineering Research Council of Canada	(71)	(212)
	<u>29,842</u>	<u>30,624</u>

(a) This amount includes \$23,580 corresponding to a subsidy conditional on attaining a balanced financial situation for the year ended April 30, 2013. Subsequent to year-end, the subsidy was confirmed and received in July 2013.

	<u>2013-04-30</u>	<u>2012-04-30</u>
	\$	\$
Research Fund		
Amount receivable from federal agencies	605	480
Amount receivable from provincial agencies (excluding MESRST)	502	77
Other	—	96
	<u>1,107</u>	<u>653</u>

Concordia University
Notes to Financial Statements

April 30, 2013

(In thousands of dollars)

5 - SUBSIDIES RECEIVABLE (Continued)

	<u>2013-04-30</u>	<u>2012-04-30</u>
	\$	\$
Designated Fund		
Amount receivable from federal agencies	47	37
Amount receivable from the MESRST	248	248
	<u>47</u>	<u>285</u>
Capital Asset Fund		
Amount receivable from the MESRST	4,485	4,238
Amount receivable from the Ministère des Finances et de l'Économie (hereinafter "MFEQ")	722	722
	<u>4,485</u>	<u>4,960</u>

6 - ACCOUNTS RECEIVABLE

	<u>2013-04-30</u>	<u>2012-04-30</u>
	\$	\$
Operating Fund		
Tuition fees, net of an allowance for doubtful accounts	6,039	7,912
Amount receivable from the MESRST	687	687
Services, advances and other, net of an allowance for doubtful accounts	5,362	7,572
	<u>12,088</u>	<u>15,484</u>

7 - INVENTORIES

	<u>2013-04-30</u>	<u>2012-04-30</u>
	\$	\$
Retail stores		
Book store	3,004	3,065
Computer store	341	332
Art store	301	320
	<u>3,646</u>	<u>3,717</u>
Printing supplies	39	44
	<u>3,685</u>	<u>3,761</u>

8 - OTHER ASSETS AND PREPAID EXPENSES

	<u>2013-04-30</u>	<u>2012-04-30</u>
	\$	\$
Operating Fund		
Other assets (a)	4,380	2,458
Prepaid expenses	1,781	1,317
	<u>6,161</u>	<u>3,775</u>

Concordia University

Notes to Financial Statements

April 30, 2013

(In thousands of dollars)

8 - OTHER ASSETS AND PREPAID EXPENSES (Continued)

- (a) Other assets consist primarily of tenant inducements, commissions on rental of properties and the rights, title and interest to any future economic benefits flowing from a tangible property. The latter is in the amount of \$1,400 and represents the conversion of an advance made to a retired member of senior management while he was employed.

Subsequent to year-end, the aforementioned tangible property for which the University held the rights, title and interest to any future economic benefits was sold to a third party.

	<u>2013-04-30</u>	<u>2012-04-30</u>
	\$	\$
Capital Asset Fund		
Deposit for lot purchase offer	-	597

9 - AMOUNT RECEIVABLE FROM THE MESRST

The University accounted for a subsidy receivable from the MESRST resulting from the transition to GAAP. This change led to an increase of subsidies receivable and of the fund balances invested in capital assets of \$134,693 (\$140,191 in 2012) and a decrease of revenue and excess of revenue over expenses of \$5,498 (increase of \$7,609 in 2012). This amount is the result of the difference between the net value of the University's capital assets funded by the MESRST and the value of the long-term debt service by the Government of Quebec.

10 - TANGIBLE CAPITAL ASSETS

	<u>2013-04-30</u>		
	<u>Cost</u>	<u>Accumulated amortization</u>	<u>Net carrying amount</u>
	\$	\$	\$
Land	41,111		41,111
Land improvements	1,834	92	1,742
Buildings, building alterations, and leasehold improvements	811,607	168,834	642,773
Furniture and equipment	96,766	54,948	41,818
Library collection	32,976	17,422	15,554
Art collection	2,432		2,432
	<u>986,726</u>	<u>241,296</u>	<u>745,430</u>

Concordia University
Notes to Financial Statements

April 30, 2013

(In thousands of dollars)

10 - TANGIBLE CAPITAL ASSETS (Continued)

	2012-04-30	
	Cost	Accumulated amortization
	\$	\$
Land	38,834	-
Buildings, building alterations, and leasehold improvements	781,150	152,557
Construction in progress	2,724	-
Furniture and equipment	96,235	51,875
Library collection	33,555	19,265
Art collection	2,341	-
	<u>954,839</u>	<u>223,697</u>
		<u>731,142</u>

At April 30, 2013, trade payables and other operating liabilities include \$13,023 that relate to acquisition of tangible capital assets (\$11,831 as at April 30, 2012).

11 - INTANGIBLE CAPITAL ASSETS

	2013-04-30	
	Cost	Accumulated amortization
	\$	\$
IT Development in progress	6,921	-
Share of the large bandwidth telecommunications network managed by RISQ	2,805	1,445
	<u>9,726</u>	<u>1,445</u>
		<u>8,281</u>

	2012-04-30	
	Cost	Accumulated amortization
	\$	\$
Share of the large bandwidth telecommunications network managed by RISQ	2,620	1,219
	<u>2,620</u>	<u>1,219</u>
		<u>1,401</u>

During the year, the University acquired intangible capital assets in the amount of \$7,100.

12 - BANK LOANS

The University has an unsecured line of credit of \$185,000 with its bankers, of which \$115,000 is uncommitted and \$70,000 is committed, bearing interest at the prime rate, 3% (3% as at April 30, 2012). This line of credit is renewable and convertible into a fixed rate mainly through the issuance of bankers' acceptances. As at April 30, 2013, total bankers' acceptances outstanding amounted to \$18,200, bearing interest at rates ranging from 1.30% to 1.34%. The average rate on all fixed rate financing for the year was 1.35% (1.34% on April 30, 2012).

Concordia University Notes to Financial Statements

April 30, 2013

(In thousands of dollars)

13 - DEFERRED CONTRIBUTIONS

	<u>2013-04-30</u>	<u>2012-04-30</u>
	\$	\$
Research Fund		
Balance, beginning of year	21,800	20,672
Amount received relating to following years	34,759	32,342
Amount recognized in operations	<u>(33,527)</u>	<u>(31,214)</u>
Balance, end of year	<u>23,032</u>	<u>21,800</u>
Designated Fund		
Balance, beginning of year	21,798	22,661
Amount received relating to following years	16,431	13,147
Amount recognized in operations	<u>(14,436)</u>	<u>(14,010)</u>
Balance, end of year	<u>23,793</u>	<u>21,798</u>
Capital Asset Fund		
Balance, beginning of year	67,241	51,048
Amount received relating to following years	33,400	63,800
Amount recognized as revenue of the year	<u>(33,349)</u>	<u>(47,607)</u>
Balance, end of year	<u>67,292</u>	<u>67,241</u>

14 - LONG-TERM DEBT

a) Operating Fund:

	<u>2013-04-30</u>	<u>2012-04-30</u>
	\$	\$
Loan, bearing interest at CDOR, payable in monthly instalments of \$56, principal only, maturing in June 2015 (i)	18,111	18,778
Current portion	667	667
	<u>17,444</u>	<u>18,111</u>

- (i) On June 3, 2010, the University has an agreement to swap interest rate, maturing in June 2015. Under this contract, payments or receipts are made for the difference between the fixed interest rate of 2.96% and the variable rate based on the CDOR, 1.22% (1.22% as at April 30, 2012).

The notional amount of the swap agreement entered into by the University is \$20,000 as at June 3, 2010. The fair value of liabilities of the swap calculated according to information obtained from the financial institution is \$649 (\$727 in 2012).

Concordia University Notes to Financial Statements

April 30, 2013

(In thousands of dollars)

14 - LONG-TERM DEBT (Continued)

Repayments of principal over the next years are scheduled as follows:

	\$
2013	667
2014	667
2015	16,777

b) Capital Asset Fund:

	<u>2013-04-30</u>	<u>2012-04-30</u>
	\$	\$
Serviced by the University		
Balance of purchase price for buildings and land in Montréal, bearing interest equivalent to 2/3 of estimated IPC 2008, discounted at 5.17%		10,956
Loan, bearing interest at CDOR, payable in monthly instalments of \$36, principal only, maturing in August 2027 (ii)	10,712	
6.55% (effective interest rate of 6.97%) \$200,000 Series A Senior Unsecured Debentures, due September 2, 2042, issued by the University and subject to a trust indenture which contains certain covenants placing restrictions on the University with respect to the giving of security, disposition of assets and other matters	189,638	189,532
	<u>200,350</u>	<u>200,488</u>
Serviced by the Government of Quebec		
5 1/8% loan from Canada Mortgage and Housing Corporation, repayable in semi-annual payments of approximately \$52,622 including interest, maturing on March 1, 2014	101	198
7.75% Series "1B" bonds, maturing on February 18, 2014	4,730	4,730
4.87% Series "10D" bonds, maturing on March 25, 2014	9,412	9,393
4.26%, 4.69% Series "11D" bonds, repayable in two varying instalments, maturing on June 10, 2012 and 2015	8,243	14,579
4.32% Series "12D" bonds, maturing on June 30, 2015	4,265	4,258
4.61% Series "13D" bonds, maturing on March 28, 2016	5,015	5,006
5.42% loan from Financement-Québec, repayable in nine varying annual instalments, maturing on October 25, 2012		13,280
5% Series "14D" bonds, maturing on June 1, 2016	4,049	4,043
4.37%, 4.57% Series "15D" bonds, repayable in two varying instalments, maturing on May 15, 2012 and 2017	2,636	5,920

Concordia University Notes to Financial Statements

April 30, 2013

(In thousands of dollars)

14 - LONG-TERM DEBT (Continued)

	2013-04-30	2012-04-30
	\$	\$
4.469% loan from Financement-Québec, repayable in six varying instalments, maturing on September 16, 2013	13,017	14,114
4.082% loan from Financement-Québec, repayable in seven varying instalments, maturing on December 1, 2015	4,126	4,445
3.24% loan from Financement-Québec, repayable in five varying instalments, maturing on September 23, 2013	57,462	60,596
4.138% loan from Financement-Québec, repayable in seven varying instalments, maturing on December 1, 2015	31,009	33,157
2.885% loan from Financement-Québec, repayable in five varying instalments, maturing on December 1, 2014	39,429	41,285
2.6344% loan from Financement-Québec, repayable in six varying instalments, maturing on June 2, 2016	21,886	23,442
2.195% loan from Financement-Québec, repayable in three varying instalments, maturing on September 13, 2013	13,712	14,856
2.0183% loan from Financement-Québec, repayable in six varying instalments, maturing on April 25, 2017	17,451	18,726
2.472% loan from Financement-Québec, repayable in six varying instalments, maturing on December 1, 2017	21,122	23,000
2.437% loan from Financement-Québec, repayable in seven varying instalments, maturing on December 1, 2019	46,000	
2.489% loan from Financement-Québec, repayable in seven varying instalments, maturing on December 1, 2019	16,000	
2.947% KIP loan from Financement-Québec, repayable in twenty varying instalments, maturing on September 1, 2022	12,607	
3.563% KIP loan from Financement-Québec, repayable in forty varying instalments, maturing on September 1, 2032	17,563	
1.845% KIP loan from Financement-Québec, repayable in six varying instalments, maturing on May 29, 2015	2,466	
	352,301	295,028
Cumulative sinking fund paid by the Province of Quebec	(14,338)	(14,749)
	337,963	280,279
Current portion	538,313	480,767
	113,782	37,426
	424,531	443,341
	441,975	461,452

Concordia University

Notes to Financial Statements

April 30, 2013

(In thousands of dollars)

14 - LONG-TERM DEBT (Continued)

- (ii) On August 24, 2012, the University entered into a 15-year long-term swap loan agreement with RBC (Royal Bank of Canada) for \$11,000 to provide for the purchase of the 5th and the 6th floors as well as the basement of the Faubourg Complex. The transaction was effective August 30, 2012, at a fixed rate of 3.08% and the variable rate based on the CDOR, 1.22%.

The notional amount of the swap agreement entered into by the University is \$11,000 in August 2012. The fair value of liabilities of the swap calculated according to information obtained from the financial institution is \$165.

The MESRST makes two types of grants to universities: operating grants and capital grants. Capital grants are authorized under the five-year university capital investment plan and are funded by the Government of Quebec out of public borrowing in the University's name (a process known as grant bonds). As a result, the long-term debt listed here above is managed, administered and serviced by the Government of Quebec.

In accordance with its charter and the government decrees adopted pursuant to its charter (the last such decree having been adopted on June 2, 2010), the University may have outstanding aggregate principal amount of debentures and debt securities which may not exceed at any time \$700,000, not including amounts borrowed by way of loan or promissory note.

Series "1A" to "15D" bonds require that regular payments be made by the Province of Quebec to a sinking fund.

The proceeds from the Series A Senior Unsecured Debentures were used primarily to finance the University's capital projects in the last several years. This offering was separate and distinct from the existing "grant bonds" process which has been used by the Government of Quebec to finance capital spending in the education system, in which grant bonds are managed, administered and serviced by the Government of Quebec. The debentures are direct obligations of the University. Repayments of principal over the next five years are scheduled as follows:

	\$
2013	113,782
2014	51,119
2015	58,455
2016	42,296
2017	21,833
	<u>287,485</u>

Concordia University Notes to Financial Statements

April 30, 2013

(In thousands of dollars)

15 - INTERFUND TRANSFERS

	2013-04-30			
	Operating Fund	Research Fund	Designated Fund	Capital Asset Fund
	\$	\$	\$	\$
Contributions towards the following:				
Major renovation or construction projects	5,307			5,307
Interest on capital debt	11,252			11,252
Equipment	8,091		216	8,307
Library equipment	4,079			4,079
Specific University projects	395			395
Share of the large bandwidth telecommunications network managed by RISQ	187			187
	<u>29,311</u>	<u>—</u>	<u>216</u>	<u>29,527</u>
				2012-04-30
	Operating Fund	Research Fund	Designated Fund	Capital Asset Fund
	\$	\$	\$	\$
Contributions towards the following:				
Major renovation or construction projects	5,407		533	5,940
Interest on capital debt	11,188			11,188
Equipment	13,922		140	14,062
Library equipment	3,116			3,116
Specific University projects	428			428
Share of the large bandwidth telecommunications network managed by RISQ	185			185
	<u>34,246</u>	<u>—</u>	<u>673</u>	<u>34,919</u>

The University manages its cash centrally in the Operating Fund. Receipts and disbursements of other funds are recorded as amounts due to or from the Operating Fund. The balances are non-interest bearing and have no fixed terms of repayment.

Concordia University

Notes to Financial Statements

April 30, 2013

(In thousands of dollars)

16 - INTERNALLY RESTRICTED FUND BALANCES

	2013-04-30	2012-04-30
	\$	\$
Specific purpose fund		
Institutional project	19,230	19,941
Student services	6,312	5,331
Information technology	1,494	2,017
Research initiatives and infrastructure	1,400	1,640
Scholarship funds	2,169	2,921
Capital & Special project	690	959
Employee training programs	800	886
Recruitment	421	435
Renovation projects		320
Centre for study of classroom programs	151	150
Academic Plan	2,209	
Other	4,569	3,509
	<u>39,445</u>	<u>38,109</u>
Research funded by overhead	5,137	5,867
Infrastructure for Research Units	3,687	3,201
General Purpose Principal Investigator	2,691	2,693
Concordia Research Chair	2,454	2,289
Faculty Research Development Program	1,960	2,238
Research Seed Funding	1,034	1,313
Faculty Professional Development Fund	1,077	1,035
Concordia Aid to Scholarly Activities	674	697
Facilities Optimization Program	388	444
Faculty program in support of RESEA	474	373
Research laboratories	233	248
Other	1,289	1,495
	<u>21,098</u>	<u>21,893</u>
	<u>60,543</u>	<u>60,002</u>

17 - ANCILLARY SERVICES

	2013-04-30		
	Revenue	Expenses	Excess (deficiency)
	\$	\$	\$
Retail stores	14,168	13,251	917
Residences	2,924	1,856	1,068
Food services	531	705	(174)
Advertising	79		79
Printing and reproduction services	130	229	(99)
Parking	1,334	543	791
	<u>19,166</u>	<u>16,584</u>	<u>2,582</u>

Concordia University
Notes to Financial Statements

April 30, 2013
(In thousands of dollars)

17 - ANCILLARY SERVICES (Continued)

	2012-04-30		
	Revenue	Expenses	Excess (deficiency)
	\$	\$	\$
Retail stores	14,600	13,136	1,464
Residences	2,371	1,613	758
Food services	474	567	(93)
Advertising	103	2	101
Printing and reproduction services	193	106	87
Parking	1,259	597	662
	<u>19,000</u>	<u>16,021</u>	<u>2,979</u>

18 - EXPENSES

	2013-04-30	2012-04-30
	\$	\$
Academic services		
Academic	200,430	195,979
Library	11,905	11,175
Instructional and Information Technology Services	11,291	10,819
	<u>223,626</u>	<u>217,973</u>
Administrative services		
Administration	53,028	45,616
Operational services	34,352	33,265
Rented facilities	1,015	1,014
	<u>88,395</u>	<u>79,895</u>

19 - RELATED PARTY TRANSACTIONS

The following transactions were concluded in the normal course of operations and measured at the exchange amount, which is the amount established and accepted by the parties.

Concordia University exercises control over eConcordia.com since the majority of the board members hold senior management position at the University, but does not consolidate the financial statements of the Organization with the financial statements of the University.

eConcordia.com is a registered charity under the Income tax act. eConcordia.com has a wholly-owned subsidiary, Knowledge One, that provides courses for the advancement of learning on electronic or other new media.

Concordia University

Notes to Financial Statements

April 30, 2013

(In thousands of dollars)

19 - RELATED PARTY TRANSACTIONS (Continued)

Following is the significant financial information as at April 30, 2013:

	2013-04-30 \$	2012-04-30 \$
Statement of operations		
Revenues	5,844	5,471
Expenses	5,780	5,541
Excess (deficiency) of revenues over expenses	<u>64</u>	<u>(70)</u>
Financial position		
Total Assets	<u>1,864</u>	<u>1,928</u>
Total Liabilities	1,981	2,109
Deficit	<u>(117)</u>	<u>(181)</u>
	<u>1,864</u>	<u>1,928</u>
Cash flows		
Operating activities	1,583	(231)
Investing activities	(761)	(555)
Financing activities	(1,095)	739

There is no significant differences in accounting policies between eConcordia.com and the University.

The University paid service fees to Knowledge One, a wholly-owned subsidiary of eConcordia.com, for the delivery of courses to students of the University. The expense amounted to approximately \$5,504 (\$4,933 in 2012). The University invoiced certain academic costs and management fees amounting to approximately \$1,500 (\$700 in 2012). The University has a receivable of \$907 (\$812 in 2012) as at April 30, 2013.

The Concordia University Foundation (the "Foundation") must use its resources exclusively to advance the mission of the University. The Foundation is incorporated under the Canada Business Corporations Act and is a charitable organization under both the Income Tax Act (Canada) and the Taxation Act (Quebec). The University exercises significant influence over the Foundation since certain board members and members of senior management are on the board of the Foundation. Revenues from the Foundation amounting to \$6,098 (\$6,118 in 2012) have been recorded by the University, in accordance with the wishes of donors. Amounts recorded as expenses by the University related to the Foundation amount to \$12,496 (\$4,762 in 2012), of which \$9,000 (nil in 2012) representing a designated gift to generate additional revenue and capital growth to be applied towards future pension funding obligations. At year-end, no amount remains receivable by the University (none in 2012). As at April 30, 2013, no amount collected by the University (none in 2012) remains payable to the Foundation. The assets, liabilities and fund balances of the Foundation total \$143,008 (\$128,105 in 2012), \$6,060 (\$7,613 in 2012) and \$136,947 (\$120,492 in 2012), respectively.

Concordia University Notes to Financial Statements

April 30, 2013

(In thousands of dollars)

19 - RELATED PARTY TRANSACTIONS (Continued)

On September 18, 2008, the University entered into a lease agreement with the Foundation, whereas the University has leased to the Foundation certain land and spaces used for parking facilities and which are adjacent to its two campuses as well as ancillary equipment located on those parking facilities. On March 22, 2013 this agreement was cancelled between the Foundation and the University due to a government (Federal and Provincial) decision to repeal the sales tax exemption available in the case of parking that is supplied by way of lease, licence or similar arrangement in the course of a business carried on by a charity set up or used by such a Public Sector Body (including a University) to operate a parking facility. Rental revenues from May 1, 2012 to March 22, 2013 amount to \$324 (\$363 in 2012). Net income earned in the course of the exploitation of the premises and of the leased assets by the Foundation has been reallocated to the University for an amount of \$275 (\$349 in 2012).

On September 18, 2008, the University entered into a management agreement with the Foundation, whereas the Foundation retained the services of the University to manage and supervise the rental and the operation, and generally, the management of the parking facilities as well as the ancillary equipment, with a retroactive effect to June 1, 2008. On March 22, 2013 this agreement was cancelled between the Foundation and the University due to a government (Federal and Provincial) decision to repeal the exemption available in the case of parking that is supplied by way of lease, licence or similar arrangement in the course of a business carried on by a charity set up or used by such a Public Sector Body (including a University) to operate a parking facility. Parking revenues generated from May 1, 2012 to March 22, 2013 by the operations were remitted to the Foundation for an amount of \$994 (\$1,117 in 2012). Management fees for the same period amounting to \$389 (\$398 in 2012) were paid by the Foundation to the University.

The University exercises significant influence over the "Fondation universitaire de l'Université Concordia" (the "Fondation"). By law, the Fondation's resources must be used exclusively to promote and financially support the teaching and research activities of the University. The Fondation was created by Order-In-Council 834-97, dated June 25, 1997, of the provincial government, in accordance with the Loi sur les fondations universitaires. As a mandatory of the Crown, it is recognized as a charitable organization under both the Income Tax Act (Canada) and the Taxation Act (Quebec). In 2013, the Fondation remained inactive.

20 - EMPLOYEE FUTURE BENEFITS

Total cash payments

Total cash payments for employee future benefits, consisting of cash contributed by the University to its funded pension plans, cash payments directly to beneficiaries for its unfunded other benefit plans, and cash contributed to its defined benefit plans, total \$28,602 (\$29,593 in 2012).

Concordia University Notes to Financial Statements

April 30, 2013
(In thousands of dollars)

20 - EMPLOYEE FUTURE BENEFITS (Continued)

Defined benefit plans

The University measures its accrued benefit obligations and the fair value of plan assets for accounting purposes as at April 30 of each year. Additionally, the financial status of the funded defined benefits pension plan is also measured through actuarial valuations for funding purposes, at least once every three years. The most recent actuarial valuation was performed as of December 31, 2010, and the next required valuation will be December 31, 2013.

Reconciliation of the funded status of the benefit plans to the amounts recorded in the financial statements is as follows:

	Pension benefit plans		Other benefit plans	
	2013-04-30	2012-04-30	2013-04-30	2012-04-30
	\$	\$	\$	\$
Accrued benefit obligations	1,102,452	997,636	135,991	108,690
Fair value of plan assets	726,818	677,681		
Funded status of plans	(375,634)	(319,955)	(135,991)	(108,690)
Balance of unamortized amounts	331,978	307,679	51,396	31,228
Accrued benefit liability	(43,656)	(12,276)	(84,595)	(77,462)

Pension plan asset components

At the measurement date, i.e. April 30 of each year, the assets of the pension plan consist of the following:

Asset category	2013-04-30	2012-04-30
	%	%
Equity instruments	59	59
Debt securities	41	41
	100	100

Employee future benefit costs recognized in the year

	2013-04-30	2012-04-30
	\$	\$
Pension benefit plans	55,526	27,101
Other benefit plans	11,590	8,943

Concordia University Notes to Financial Statements

April 30, 2013

(In thousands of dollars)

20 - EMPLOYEE FUTURE BENEFITS (Continued)

Significant assumptions

The significant assumptions used are as follows (weighted average):

	Pension benefit plans		Other benefit plans	
	2013-04-30	2012-04-30	2013-04-30	2012-04-30
	%	%	%	%
Accrued benefit obligations				
Discount rate	3.90	4.30	3.90	4.30
Rate of compensation increase	2.80	2.80	2.80	2.80
Benefit costs				
Discount rate	4.30	5.50	4.30	5.80
Expected long-term rate of return on plan assets	6.35	6.50		
Rate of compensation increase	2.80	2.80	2.80	2.80

Assumed health care cost trend rates are based on the following:

	2013-04-30	2012-04-30
	%	%
Initial health care cost trend rate	6.10	6.90
Cost trend rate declines to	4.32	4.60
Year when rate reaches the level it is assumed to remain at	2032	2024

Benefits paid

Benefits paid by Pension benefit plan total \$42,106 (\$35,744 in 2012) and benefits paid by Other benefit plans amount to \$4,457 (\$5,296 in 2012).

21 - FINANCIAL INSTRUMENTS

Financial risks

The University's main financial risk exposure is detailed as follows.

Credit risk

Credit risk relates to the potential that one party to a financial instrument will fail to discharge an obligation and cause the other party to incur a financial loss. A significant portion of the University's receivables are due from governments which are believed to be at low risk of default. The University considers the concentration of the remaining risks to be minimal considering the large base of counterparties.

The credit risk regarding cash and marketable securities is considered to be negligible because they are held by a reputable financial institution with an investment grade external credit rating.

Concordia University Notes to Financial Statements

April 30, 2013

(In thousands of dollars)

21 - FINANCIAL INSTRUMENTS (Continued)

Market risk

The University's financial instruments expose it to market risk, in particular, interest rate risk and exchange risk, resulting from both its investing and financing activities:

– Interest rate risk:

Interest rate risk refers to the adverse consequences of interest rate changes on the University's cash flows and financial position. The University is exposed to interest rate risk as a result of short-term floating rate bank indebtedness and the variable interest rate on the long-term debt serviced by the University. The long-term debt serviced by the Government of Quebec does not bear any risk since the debt service is financed by the Government of Quebec.

The University's other financial instruments do not comprise any interest rate risk since they do not bear interest.

The University manages the interest rate risk by locking in to fixed rates as explained in Note 15;

– Currency risk:

The University is exposed to exchange risk due to cash and accounts receivable denominated in U.S. dollars. As at April 30, 2013, financial assets in foreign currency represent cash and accounts receivable totalling C\$1,303 (C\$430 in 2012).

Liquidity risk

The University's liquidity risk represents the risk that the University could encounter difficulty in meeting obligations associated with its financial liabilities. The University is, therefore, exposed to liquidity risk with respect to all of the financial liabilities recognized in the statement of financial position.

Carrying amount of financial assets by category

The University's financial assets, as presented in the statement of financial position, are classified as follows:

	<u>2013-04-30</u>	<u>2012-04-30</u>
	\$	\$
Financial assets measured at amortized cost		
Cash	474	2,544
Marketable securities	45	7
Subsidies receivable	35,481	36,522
Accounts receivable	14,430	17,887
Due from Concordia University Foundation, without interest	5,809	7,538
	<u>56,239</u>	<u>64,498</u>

Concordia University Notes to Financial Statements

April 30, 2013

(In thousands of dollars)

22 - COMMITMENTS

Lease agreements

As at April 30, 2013, the University has commitments for lease agreements totalling \$1,682 and expiring until November 30, 2018. Minimum lease payments for the next five years are \$491 in 2014, \$323 in 2015, 2016, 2017 and \$168 in 2018.

Capital assets financing

The Operating Fund has a \$239,950 (\$229,870 as at April 30, 2012) commitment towards the Capital Asset Fund to finance the capital assets.

In order to fulfil this commitment, the University entered into an agreement with the Concordia University Foundation to create and manage a fund that would be dedicated to the repayment of certain debts of the University, namely, the \$200,000 bond issue repayable in September 2042. The fund is comprised of an initial gift of \$3.4 million transferred in May 2010. In addition, \$22.6 million in donations already invested in the Concordia University Foundation were transferred to this fund.

These initial amounts combined with future payments on existing pledges and annual contributions will be invested to generate the required funds to meet the University's future debt obligations by 2042. In 2013, an amount of \$325 (\$325 in 2012) was transferred to this fund.

23 - CONTINGENCIES

As with other large institutions of a similar nature, the University is party to various legal proceedings, including claims such as grievances arising under its collective agreements, other claims which may present themselves from time to time under the laws regulating employment matters and claims instituted by students or former students.

These matters are resolved in the ordinary course of University administration, and management is confident that all such issues that may arise will be resolved without material effect on the University's financial position. No amount has been accrued in these financial statements related to these claims.

On May 18, 2006, the Supreme Court of Canada rejected an appeal of a decision which refused to authorize a class action against the University related to the administration of its pension plan. The Supreme Court decided that this matter had to be decided by a labour arbitrator and not by civil courts. Several unions had, before the Supreme Court decision, initiated collective grievances under the provisions of their collective agreements. The University is confident of the administration of the pension plan at the times cited in the grievances. These grievances do not refer to a specific amount claimed and are being contested as being prescribed. It is not possible at the present time to determine the amount of any potential claim. Accordingly, no amount has been accrued in these financial statements related to these claims. No arbitrators have been named to hear these grievances to date.

Concordia University

Notes to Financial Statements

April 30, 2013

(In thousands of dollars)

23 - CONTINGENCIES (Continued)

In the normal course of the University's building construction projects, there are various claims secured by legal hypothecs that have been made by building contractors to secure payment. Such hypothecs are related to the buildings constructed or under construction. In addition, there are certain third party claims for damages alleging that certain projects have provoked a loss of enjoyment of premises and/or a loss or revenue.

While it is not possible at this time to assess definitively the outcome of these actions, the University is confident that they will be resolved without material effect on the University's financial position. No amount has been accrued in these financial statements related to these claims.

Certain proceedings have also been instituted by building contractors claiming additional payments for alleged services performed and/or damages suffered. The total amount of these claims is approximately \$16 million in principal. The University has serious grounds to defend these claims and it has, in certain instances, initiated counter-claims. It is not however possible at this time to assess definitively the merits or outcome of these actions. No amount has been accrued in these financial statements related to these claims.

The University has completed its Pay Equity exercise to ensure compliance with the requirements of the Pay Equity Act. The University has paid or made provision for the amounts payable pursuant thereto. The Pay Equity Act further provides that the University must proceed with Maintenance Exercises for its various employee unions. These Maintenance Exercises are completed for certain employee unions (CUFA, CUCEPTFU, CUPFA and CULEU) and for the remaining employee unions, the Maintenance Exercises are not required until 2016. At the present time, it is not possible to determine the amounts that will be payable pursuant to these Maintenance Exercises. Accordingly, no amount has been accrued in these financial statements for amounts that will be payable by the University in this regard.

24 - PLEDGES RECEIVABLE

Pledges receivable from donors are not recorded in the statement of operations for the Restricted Funds. Pledges receivable amounted to \$24,258 as of April 30, 2013 (\$30,700 in 2012).

These pledges will be recognized as revenue when collected.

25 - SUBSEQUENT EVENT

Prior to year end, the University entered into a financing agreement with a financial institution in order to fund the repayment of the balance of purchase price on the Grey Nuns building. The funds were received in May 2013, the loan is in the amount of \$12,000, prime rate, payable in monthly instalments of \$50, maturing in 2033.

NOM DE L'UNIVERSITÉ : Université Concordia

NUMÉRO DE L'UNIVERSITÉ : 980000

**ÉTAT DE TRAITEMENT
2012-2013**

APPROUVÉ PAR LE CONSEIL D'ADMINISTRATION

DATE : _____

ADMINISTRATEUR : _____

Etat du traitement									
Etablissement : 96000-Dorcorda									
Fonction financière : 142-2013									
Page : 1 de 3									
1. PERSONNEL DE DIRECTION SUPERIEURE									
Valeur pécuniaire des composantes du traitement assujetties à l'impôt (en \$)									
Nom et fonction	Salaires de Base	Autres éléments de traitement	Indemnité de départ accordées	Somme pour une situation de personnes morales	Temps plein (Nombre de mois en fonction)	Temps partiel (en nombre de mois en fonction)			
BEASLEY, GERALD	187,545	8,682			12,0	12,0			
BEAUREGARD, PHILIPPE	212,333	20,137			12,0	12,0			
BERGERON, SERGE	161,254	26,958			12,0	12,0			
BOLLA, PETER	178,818	17,679			12,0	12,0			
BURKE, NOEL	176,557	4,248			8,5	8,5			
CARR, GRAHAM	230,000	25,039			12,0	12,0			
CHEAIB, WILLIAM	155,000	1,116			12,0	12,0			
COPEMAN, RUSSELL	139,077	20,744			12,0	12,0			
CÔTÉ, ROGER	236,256	17,926			12,0	12,0			
DENONCOURT, MARC	180,285	14,390			12,0	12,0			
DREW, ROBIN	208,416	17,598			12,0	12,0			
DYENS, OLLIVIER	104,789	19,123			3,5	3,5			
FREEDMAN, BRAM	267,020	16,307			12,0	12,0			
GAUTHIER, MARC	154,550	12,466			12,0	12,0			
GRAHAM, DAVID	248,381	11,292			12,0	12,0			
HARVEY, STEVE	235,060	9,237			10,0	10,0			
HOCHSTEIN, ALAN	152,706	17,193	30,441		2,0	2,0			
KELLEY, PATRICK	237,754	42,443			12,0	12,0			
LEVINSON, JONATHAN	202,267	10,554			7,0	7,0			
LEWIS, BRIAN	238,096	15,371			12,0	12,0			
LOWY, FREDERICK	350,000	75,277			3,0	3,0			
MCCAUGHEY, DOMINIQUE	154,685	14,730			12,0	12,0			
MORIN, MARIE-CLARIE	231,210	16,526			12,0	12,0			
OSTIGUY, LISA	112,194	71,635			8,0	8,0			
POWLOWSKI, JUSTIN	113,428	22,100			6,0	6,0			
SHEPARD, ALAN	357,000	51,219			9,9	9,9			
THERRIEN, DANIEL	155,871	8,452			12,0	12,0			
TUCKER, BRADLEY	170,000	10,299			8,0	8,0			
WILD, CATHERINE	201,902	14,959	16,616		12,0	12,0			
WILSHER, CAROLINA	178,172	17,213			12,0	12,0			
WOOD-ADAMS, PAULA	103,582	33,767			9,0	9,0			

Etat du traitement		980000-Concorda		Année financière: 2012-2013		Page: 2 de 3	
2. AUTRES CATEGORIES DE PERSONNEL DE DIRECTION							
Valeur pécuniaire des composantes du traitement assujetties à l'impôt							
Les catégories de personnel de direction		(en \$)				Autres éléments de traitement	
Catégorie de personnel		Efficacité total ^(*) de la catégorie		Éléments du traitement		Salaire de base	
Personnel de direction des composantes de l'établissement ^(*)				Le plus élevé		161,790	
				Moyenne		115,680	
				Le moins élevé		82,275	
Personnel de direction des services				Le plus élevé		202,267	
				Moyenne		114,812	
				Le moins élevé		88,597	
Personnel de gestion des emplois de soutien				Le plus élevé		99,779	
				Moyenne		79,517	
				Le moins élevé		55,622	
						22,880	
						4,379	
						32	
						25,214	
						3,662	
						95	

^(*) En haut et moyen ou le personnel de rang équivalent.

^(*) En équivalent temps complet, le total de la moyenne indique une référence au traitement total.

Etat du traitement		980000-Concordia 2012-2013 Page: 3 DE 3	
3. VALEUR PÉCUNIAIRE NON VÉRIFIÉE DES ALLOCATIONS ET DES FRAIS REMBOURSÉS			
Personnel de direction supérieur Nom et prénom	Fonction	Valeur pécuniaire des allocations et des frais remboursés (en \$) re de mois dans la fonction	Valeur pécuniaire
BEASLEY, GERALD	Directeur, Bibliothèque	12.0	14,222
BEAUREGARD, PHILIPPE	Chef des communications	12.0	11,190
BERGERON, SERGE	Vice-recteur associé, Gestion des affaires académiques	12.0	3,708
BOLLA, PETER	Vice-recteur associé, Gestion immobilière	12.0	1,478
BURKE, NOEL	Doyen, École de formation continue	8.5	6,624
CARR, GRAHAM	Doyen, Études supérieures jusqu'au 31 juillet 2012	12.0	20,240
CHEAIB, WILLIAM	Vice-recteur, Recherche et études supérieures	9.0	
	Vice-recteur associé, International par intérim	12.0	8,394
COPEMAN, RUSSELL	Chef de cabinet du recteur par intérim depuis 03 décembre 2012		
CÔTÉ, ROGER	Vice-recteur associé, Relations Gouvernementales	12.0	6,230
DENONCOURT, MARC	Vice-recteur, Services	12.0	1,171
DREW, ROBIN	Vice-recteur associé et Dirigeant principal de l'information	12.0	6,452
DYENS, OLLIVIER	Doyen, Faculté de génie et d'informatique	12.0	16,199
FREEDMAN, BRAM	Doyen, Études supérieures par intérim du 22 octobre 2012 à 8 février 2013	3.5	1,632
GAUTHIER, MARC	Vice-recteur, Relation externes et secrétaire général	12.0	4,771
GRAHAM, DAVID	Trésorier	12.0	6,048
	Vice-recteur exécutif aux affaires académiques jusqu'au 31 août 2012	12.0	16,996
HARVEY, STEVE	Conseiller sénior, stratégie international depuis 01 septembre 2012		
HOGSTEIN, ALAN	Doyen, École de Gestion John Molson depuis 1 juillet 2012	10.0	7,176
KELLEY, PATRICK	Doyen, École de Gestion John Molson par intérim jusqu'au 30 juin 2012	2.0	512
LEVINSON, JONATHAN	Chef de la direction financière	12.0	7,944
LEWIS, BRIAN	Chef de cabinet du recteur jusqu'au 2 décembre 2012	7.0	1,920
LOWY, FREDERICK	Doyen, Facultés arts et des sciences	12.0	17,865
MCCAUGHY, DOMINIQUE	Recteur et vice chancelier jusqu'au 31 juillet 2012	3.0	20,881
MORIN, MARIE-CLARIE	Vice rectrice, soutien universitaire et relation avec les diplômés	12.0	9,713
OSTIGUY, LISA	Vice-recteur exécutif aux affaires académiques par intérim depuis 1 septembre 2012	12.0	14,665
POWLOWSKI, JUSTIN	Vice-recteur associé par intérim, Recherche et études supérieures	8.0	2,589
SHEPARD, ALAN	Recteur et vice chancelier depuis 1 août 2012	6.0	-
THERRIEN, DANIEL	Vice recteur associé, Services aux étudiants et Effectifs étudiants depuis 1 juin 2012	9.0	14,437
TUCKER, BRADLEY	Contrôleur	12.0	945
WILD, CATHERINE	Doyen, Faculté des beaux-arts	8.0	4,000
WILSHER, CAROLINA	Vice-rectrice associée, Ressources Humaines	12.0	6,918
WOOD-ADAMS, PAULA	Doyen, Études supérieures par intérim depuis le 1 août 2012	12.0	4,238
Étendue des frais remboursés		9.0	6,024
Personnel de direction des composantes de l'établissement (*)		Efficatif (*)	Valeur pécuniaire
	Le plus élevé		21,815
	Moyenne	123.00	1,788
	Le moins élevé		-
Personnel de direction des services			
	Le plus élevé		14,575
	Moyenne	57.00	4,057
	Le moins élevé		-
Personnel de direction des emplois de soutien			
	Le plus élevé		18,348
	Moyenne	134.00	1,159
	Le moins élevé		-

(*) S'applique aux personnes qui ont perçu des remboursements de frais ou d'allocations, ne s'applique pas autrement.
(*) Exclut le doyen ou le personnel de rang équivalent.

Etat du traitement		Annexe 1	
Etablissement :	Université Concordia		
Année financière :	2012-2013		
Personnel de direction supérieure			
Valeur pécuniaire des droits d'indemnités de départ détenus et non exercés pendant l'année 2012-2013			
Nom	Fonction	Montant	
CARR, GRAHAM	Doyen, Études supérieures jusqu'au 31 juillet 2012 Vice-recteur, Recherche et études supérieures	117,872	
SHEPARD, ALAN	Recteur et vice chancelier depuis 1 août 2012	53,550	
BEASLEY, GERALD	Directeur, Bibliothèque	156,828	
DREW, ROBIN	Doyen, Études supérieures par intérim du 22 octobre 2012 à 8 février 2013	186,988	
GRAHAM, DAVID	Vice-recteur exécutif aux affaires académiques jusqu'au 31 août 2012 Conseiller sénior, stratégie international depuis 01 septembre 2012	229,471	
HARVEY, STEVE	Doyen, École de Gestion John Molson depuis 1 juillet 2012	39,167	
LEWIS, BRIAN	Doyen, Facultés arts et des sciences	171,968	
OSTIGUY, LISA	Vice-recteur exécutif aux affaires académiques par intérim depuis 1 septembre 2012	24,667	
POWLOWSKI, JUSTIN	Vice-recteur associé par intérim, Recherche et études supérieures	30,814	
WILD, CATHERINE	Doyen, Faculté des beaux-arts	144,914	
WOOD-ADAMS, PAULA	Doyen, Études supérieures par intérim depuis le 1 août 2012	17,019	

*Les indemnités de départ (indemnité pour congé administratif tel que prévu dans le contrat) correspondent à l'ensemble des droits détenus de salaire lors de la fin de son mandat calculés, prorata temporis tel que prévu par la politique de l'Université sur la rémunération et l'évaluation de la direction supérieure (BDS-8).

ALAN SHEPARD

Office of the President
Concordia University
1455, rue de Maisonneuve
Montréal, Québec H3G 1M8

alan.shepard@concordia.ca
514-848-2424, poste 4849
Citizenship—Canada and USA
CV updated on February 24, 2013

CURRENT POSITION

Concordia University President and Vice Chancellor & Professor of English, 2012-

EDUCATION

University of Virginia Ph.D. in English, 1990

St. Olaf College B.A. in English, *magna cum laude*, 1983
Elected to Phi Beta Kappa

Crosier Seminary Visiting student. Courses in French and Greek, 1983

Cambridge University Visiting Undergraduate Student, Lent and Easter Terms, 1982

PRIOR ACADEMIC APPOINTMENTS

Ryerson University Provost and Vice-President Academic, 2007-2012
Vice President Research (Interim), summer 2011
Professor of English (with tenure), 2007-2012

University of Guelph Associate Vice-President (Academic), 2005-2007
Director, School of English and Theatre Studies, 2002-2005
Professor of English and Theatre Studies (tenured), 2002-2007

TCU Chair, Department of English, 1998-2002
Director, University Self-Study, 2000-2002
Professor of English, 2002 (2002-2003, unpaid leave)
Associate Professor of English, 1996-2002 (tenured 1996)
Assistant Professor of English, 1990-1996

University of Virginia Director of the University Writing Center, 1987-1990
Graduate Instructor of English, 1986-1990
Tutor, University Writing Center, 1984-1990
Instructor, Summer Transition Program, Summers 1987-1989

St. Olaf College Writing Center Tutor, 1981, 1983; Undergraduate TA, 1983

STATUS-ONLY ACADEMIC APPOINTMENTS

University of Toronto Adjunct Professor, Department of Theory and Policy Studies
in Education, 2013-2017

Senior Fellow, Reformation and Renaissance Studies, 1993-1994,
And Fellow, 2004-2008

Visiting Fellow, Northrop Frye Centre for the Humanities, 1994

BOARD DIRECTORSHIPS (ACTIVE)

Chambre de Commerce du Montréal Métropolitain
Stratford Festival

ADMINISTRATIVE EXPERIENCE AT CONCORDIA, 2012-

I began my work as the ninth president and vice-chancellor of Concordia University on August 1, 2012, succeeding Frederick H Lowy.

Concordia University has some 46,000 undergraduate and graduate students enrolled in one of five faculties and schools and some 7,000 members of staff and faculty.

The university is situated on two campuses in Montréal—the Sir George Williams campus in the city centre and the Loyola campus on rue Sherbrooke Ouest. Our campuses reflect the two founding institutions from the nineteenth- and early-twentieth-centuries that came together in 1974 to form Concordia University.

As president I am an *ex officio* member of the Board of Governors, the Senate, the governing boards of eConcordia and the Concordia University Foundation.

ADMINISTRATIVE EXPERIENCE AT RYERSON, 2007-2012

Broad responsibilities included academic programs, the university's budget, and its daily operations. I was the Chief Operating Officer (COO), Chief Budget Officer, and senior vice-president.

I chaired the Provost's Group, which includes the vice presidents and the general counsel, and the central budget committee. On Senate, I chaired the academic governance and policy committee.

Direct reports included vice-provosts, deans of the faculties, the chief librarian, and a host of academic and professional staff directors devoted to innovation, equity, diversity, inclusion, and PSE access.

Ryerson has some 30,000 undergraduates and more than 2,300 graduate students at the master's and doctoral levels. Applications for first-year admission reached nearly 70,000 undergraduate and more than 5,000 graduate applications. The university has a full-time faculty equivalent of about 1,000 and almost 2,000 staff members. The global budget for 2010/11 is just under \$500M.

As provost I was committed to building Ryerson's strength as a leading post-secondary institution that is intensifying its research capacity, continuing to invest in its culture of teaching, and focused on entrepreneurship and innovation that support research and education, with particular focus on student-led initiatives. Efforts included the launch of the Ryerson Entrepreneur Institute, the development of entrepreneurship-focused programs, the innovation cluster, an enhanced zone model, the support of both Tri-Council funded and market-driven research, and increased connections to and from Ryerson's Digital Media Zone (DMZ).

I was substantively engaged in all elements of the university's strategic planning and operations, including efforts to expand Ryerson's infrastructure through a long-term capital plan, land acquisition, and construction; and in the preparation of Ryerson's upcoming development campaign.

Selected initiatives

- Developing the Digital Media Zone (DMZ), a workplace for young entrepreneurs, offering the space, equipment, collaboration potential, networking, business advice, and industry showcasing needed to help students and alumni (at no cost) get their product out the door and start their own business. From its launch in April 2010, the DMZ has incubated and accelerated more than two dozen student-based companies, with substantial economic and international impact.
- The Centre for Urban Energy (CUE) counts as its founding partners HydroOne, Toronto Hydro, and Ontario Power Association.
- Launching Design and Social Innovation Zones.
- Establishing a separate Faculty of Science—the first initiative from the Academic Structures report 2010; and rejuvenating the Health Services Management program.
- Capital planning in anticipation of the growth agenda of the Government of Ontario
- Collaboration with the Vice President Research and Innovation regarding industry partnerships and grants
- Revisions to the framework for undergraduate education, to increase flexibility and interdisciplinarity in the undergraduate curriculum, and to prepare several new undergraduate and graduate programs, including cyber-security, biomedical sciences, real estate finance, mining management, and others, including Creative Industries.
- Transformation of Student Services to improve retention and support at-risk students. Supporting new student experience and retention programs, including: the Math Centre, the Undergraduate Research Opportunities program, and the Fresh Start Pilot Program.
- Supporting new programs to enhance teaching at Ryerson—the Faculty Teaching Chairs, the Learning and Teaching Enhancement Fund, and the Open Door program—under a newly restructured Learning and Teaching Office.
- Building an innovation cluster in the provost's office.
- Building and supporting initiatives in India, Brazil, Chile, and China.
- Building partnerships with St Michael's Hospital, CAMH, the Hospital for Sick Children, Hydro One, the Wellesley Institute; and pursuing new partnerships with Mount Sinai, Infrastructure Ontario and others.

- Expansion of the distinguished visiting professor program. DVPs since 2009 have included Diane Francis, Stephen Lewis, Ambassador Jeremy Kinsman, Peter C Newman, Gerri Sinclair, Buzz Hargrove, Atom Egoyin and several others.
- Created a new Centre for Immigration and Settlement, as well as developing centres in real estate and mining management.
- Evolving a structure that supports market-driven research and innovation in zones.
- Since 2008, twelve senior academic administrators have been hired or reappointed, including several deans and vice-provosts. Two decanal searches are currently in progress.

New Centres:

- 2010 - Centre for Indigenous Governance: to build capacity for Aboriginal governance, support research in governance issues and enhance educational opportunities for Aboriginal students.
- 2010 - Centre for Urban Energy: the CUE brings together industries, government and top researchers from across Canada and around the world to undertake collaborative, multi-disciplinary research on the issues of urban energy. \$7.5 million in seed funding came from the three founding sponsors: Hydro One, Toronto Hydro, and the Ontario Power Authority.
- 2010 - Centre for Labour Management Relations: the first and only labour management relations centre in the country funded by both labour and management, the CLMR will provide a forum for research, discussion and learning, with particular opportunities for students. Partners include Air Canada and some 15 other major Canadian corporations.
- 2009 - Law Research Centre: to support new and innovative research into law in today's society.

Programs launched:

- 2011: PhD in Computer Science (Intelligence and Robotics; Computer Communications Networks).
- 2011: Molecular Science (Materials, Surfaces and Interfaces; Molecular Biosciences)
- 2011: Physics (Biomedical Physics)
- 2011: BA in Environmental and Urban Sustainability
- 2011: BA in English
- 2010: MPC in Professional Communication
- 2010: PhD in Economics
- 2010: MA in Fashion. This is the first of its kind in Canada.
- 2010: MA in Philosophy

ADMINISTRATIVE EXPERIENCE AT GUELPH, 2002-2007

Associate Vice-President (Academic), 2005-2007

Areas of responsibility included the content and delivery of undergraduate education (baccalaureate, diploma, and doctor of veterinary medicine); development of new degree programs and curricula; internationalism of academic programs; strategic planning for enrolment management; general academic advising; MTCU program approval submissions; Internal Review; classrooms and teaching technology; faculty pedagogical development; distance education; community outreach continuing education; interacting with deans, associate deans, Senate committees; judicial tribunals.

Direct Reports included the Centre for International Programs, Teaching Support Services, Open Learning (including Distance and Continuing Education), the Undergraduate Academic Information Centre, the Undergraduate Curriculum Office, the Educational Research Development Unit, Learning Commons Programs, and the Judicial Officer.

Selected projects:

- Twenty-First Curriculum Initiative (university wide)
- \$1.5M renovation of Mackinnon Hall classroom wing
- Learning Enhancement Fund (annual)
- MTCU successful submissions regarding First Generation Student Grants
- Internationalism Strategic Plan
- Aboriginal Resource Management Initiative
- E-learning Strategic Plan, esp. Blended Courses Pedagogy
- Strengthened the Centre for International Programs; revamped its mission
- Undergraduate Research Assistantships program (annual)
- “Bounce Back,” new effort to strengthen retention of first-year undergraduates

Other administrative initiatives (selected):

- Enterprise Risk Management project
- LaunchPad Venture Capital competition
- Community Service Learning (CSL) project supervision
- Guelph-Iceland Institute

Director, School of English and Theatre Studies, July 2002-June 2005

~40 full-time faculty; 6 staff; ~10 sessional lecturers; 750 majors and minors, 35 graduate students; more than 7,000 enrolments annually; awards BA, MA, MFA, PhD degrees across three academic programs—English, Drama, and Literary/Theatre Studies (with Wilfrid Laurier).

- Recruited 16 FT faculty, including two research chairs; hired three staff.
- Led process to create new Theatre Studies curriculum (BA); implemented in 2006
- Initiated new academic focus on Media Studies to keep Theatre Studies program competitive, lively, and intellectually responsive to major disciplinary changes driven by new technology
- Worked with Development Officer to pursue new scholarship monies and alumni relationships
- Led annual review of non-tenured faculty and biennial performance reviews of all faculty

- Appointed annually approximately 80 graduate teaching assistants, represented by CUPE, the Canadian Union of Public Employees, as well as 10 or so research assistants, and approximately 25 sessional instructors, also represented by CUPE, for Guelph campus and for Media Studies courses at University of Guelph-Humber campus in Toronto
- Initiated professional development seminars for MA and PhD students
- Collaborated on new MFA program in creative writing and new initiatives with the Stratford Festival; recast Guelph's role in tri-university program of Stratford Festival courses
- Proposed post-graduate diploma in Agricultural Communications, to be offered by the Ontario Agricultural College at Guelph with participation from English and Open Learning
- Expanded support staff; restructured fiscal-curricular priorities; revised key policies regarding teaching assignments and equitable participation in graduate teaching; strategic planning
- Won five Canada Council Grants (\$60,000 total) to create a writers-in-residence program.
- Led strategic response within SETS to the seven-year review of MA-English and PhD programs by appraisers from the Ontario Council on Graduate Studies

Academic Colleague, Council of Ontario Universities, 2003-2007

Affirmed by Senate. With the President, I represented Guelph on the Council of Ontario Universities. COU is a principal advocate for, and coordinator of, university education throughout the province.

Executive Committee, Council of Ontario Universities, 2004-2007

Elected by Council. I served as one of two Academic Colleagues on the Executive Committee, which has oversight of appointments, budgets, and some elements of COU policy and strategy.

* * *

Administrative Academic Service – University and College of Arts levels, Guelph

- | | |
|-----------|--|
| 2005-2007 | Chair, Twenty-First Century Curriculum Committee. <i>Ad hoc</i> university-wide group to generate proposals for renewing the undergraduate curriculum in response to the Provost's White Paper. Anticipated length of service—two to three years. |
| 2005-2007 | Board of Undergraduate Studies. Statutory committee. |
| 2005-2007 | Chair, Enrolment Coordinating Committee. Senior administrative vetting of new academic programs, undergraduate and graduate, and the resources to support them. |
| 2005-2007 | Information Services Committee, Latonnell Foundation Executive Committee, Library Committee (ex officio) |
| 2005-2007 | Senate International Committee. Vice Chair. |
| 2004-2005 | Chair, Joint Faculty Policies Committee (JFPC). Senior administrative committee with jurisdiction over faculty policy relating to all the terms and conditions of faculty employment other than salary. (Member 2002-2005.) |
| 2005-2007 | President's Executive Committee. |
| 2005-2007 | Vice President Academic's Council |

- 2004-2005 **President's Planning-Steering Group.** Senior administrative committee to advise the President on planning initiatives.
- 2004-2005 **Provost's Committee on University Curriculum.** *Ad hoc* strategy group working toward university-wide curriculum innovations.
- 2002-2007 **Senate of the University.** Member by virtue of my administrative role.
- 2003-2007 **Senate Committee on Open Learning (SCOL).** Curricular and policy oversight of the Office of Open Learning and the university's programs in distance and continuing education.
- 2003-2005 **Senate Committee on Open Learning, Subcommittee on Approvals and Resources.** Approves Distance Education courses, budget allocations for course development.
- 2002-2005 **Joint Faculty Policies Committee (JFPC),** as noted above. **Subcommittee on Disability Equity Policies,** 2003. Helped draft new policy and procedures on disability-related matters.
- 2002-2003 **Faculty Recruitment/Retention Advisory Group** [Office of the Provost]
- 2002-2003 **Employment Equity Committee** [Office of Human Rights & Equity]

Selection Committees for hiring new faculty and staff for these positions:

- 2006 Judicial Officer (chair)
- 2006 Undergraduate Curriculum Coordinator (chair)
- 2003-2005 Dean of the Ontario Veterinary College
- 2004 Executive Assistant to the Provost
- 2003 Manager of Faculty Recruitment & Retention, Provost's Office
- 2003 Chair of the Department of Sociology & Anthropology
- 2002-2003 Chair of the Department of Philosophy
- 2002 Webmaster, College of Arts

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Administrative Academic Service – School of English and Theatre Studies (SETS)

- 2003-2005 **Chair, Theatre Studies Curriculum Renewal**
- 2002-2005 **Chair, Tenure and Promotion and Performance Review Committee**
- 2002-2005 **Graduate Admissions and Scholarship**-ranking (SSHRC, OGS) committees
- 2002-2005 **Chair of selection committees** for 13 Junior and 3 Senior faculty appointments, including two Research Chairs.

ADMINISTRATIVE EXPERIENCE AT TCU, 1990-2002

Director, Self-Study & Reaffirmation of Accreditation Project, TCU, 2000-2002

Led university-wide Self-Study. Reported directly to the Chancellor (i.e. the President) and the Provost. Engaged 150 faculty, staff, students & trustees, organized into five principal teams. Performed comprehensive audit of TCU's compliance with accreditation criteria of the Southern Association of Colleges and Schools (SACS). Audit was prerequisite to TCU's application for accreditation for 2003-2013. Assignment involved extensive interaction with executive officers, faculty, Senate, staff, and deans. I participated in meetings of the Chancellor's Cabinet and the Board of Trustees. I submitted the Final Report (more than 750 pages plus data) to the Chancellor in June 2002. TCU's accreditation was reaffirmed on schedule and without difficulty in 2003.

Faculty Chair, Graduate Education Task Force, Commission on the Future, 1999-2000

University-wide strategic planning initiative completed over 8 months. Led jointly by an external chair from the Dallas-Fort Worth business community and me. 26-member task force charged with identifying innovative potential graduate programs at TCU and assessing the state of current graduate education there, identifying strengths, weaknesses, resource needs. Task force members were cross-section of alumni, students, trustees, faculty, donors, and significant number of civic leaders. Authored Final Report to the Board of Trustees. Presented recommendations to the Chancellor's Advisory Council. As of 2005, ~70% of the many substantive recommendations made by GETF regarding scholarships, tuition, long-range planning, accessibility and growth have been enacted.

Chair of the Department of English, 1998-2002*

*Seconded August 2001-May 2002 to direct TCU's self-study project

Elected by the faculty (1997, 2000); ratified by the Dean. 24 full time faculty; 4 Writing Center instructional staff; 5-10 adjunct faculty; 28 graduate instructors; awards BA, MA, PhD; ~130 undergraduate majors, ~40 PhD students.

- hired 20 full time faculty; most national searches with interviews at MLA annual meetings
- planned and launched Creative Writing Summer Institute for high school students
- invited external review by chair of English at Yale, responded to her recommendations
- secured expansion of administrative staff for the department

- built infrastructure to create more faculty governance of travel funds, workload equity, policies
- improved training of teaching assistants, facilitated development of Teaching Practicum, a supervised semester-long teaching experience for new graduate teaching assistants
- won approval for renovation of department's suites of offices, completed in 1999
- launched Technology Initiative—funded by the Provost and the Dean of Arts & Sciences.

Director of Undergraduate Studies in English, 1996-1998

- led two-year review of undergraduate curriculum within the English major and for the general education core program; led faculty retreats to discuss national standards, data on our programs, and our vision of undergraduate education generally and in the English major. New major implemented in 1999.
- collaborated on creating some 15 new courses, reorganizing others, deleting nearly as many
- decentralized academic advising; provided training to faculty advisors

Acting Director of Graduate Studies in English, Fall semester 1994

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Administrative Academic Service—University and College levels

- 2002-2005* **Graduate Council.** Elected. *Left TCU as term began.
- 2001-2002 **Chancellor's Faculty Advisory Group for the Stay-in-School Initiative,** in cooperation with the Fort Worth, Texas School District. Effort aimed at encouraging at-risk youth to stay in school. I wrote report on the risks faced by queer youth.
- 2000-2001 **Search Committee for Director of the Office of Assessment.** Office monitors university-wide compliance with accreditation standards and assists departments and colleges with academic planning, goal-setting, and outcomes assessment.
- 2000 **Chancellor's Ad Hoc Faculty Advisory Committee** on Recommendations to Trustees, Commission on the Future of TCU/
- 1999-2000 **Task Force on Graduate Education,** Commission on the Future of TCU. **Faculty Chair,** as noted above.
- 1999-2000 **Triangle—for LGBTQ students at TCU.** Faculty co-advisor
- 1996-2001 **Mediators Committee.** Functioned as one of three Faculty Grievance officers. Performed several grievance investigations. Reported to Senate Executive.
- 1996-1997 **Search Committee for Director of the Writing Center**
- 1996 **Ad-hoc University Committee on ExCET Assessment.** Texas exit assessment of new graduates, who are examined on subject-area knowledge for teaching licenses.
- 1995-1997 **College Curriculum Committee,** College of Arts and Sciences
- 1993-1996 **Faculty Allies of Gay, Lesbian & Bisexual Students,** Steering Committee
- 1992-1996 **Arts & Sciences Dean's Committee on the Women's Studies Program**
- 1995 **Provost's Ad Hoc Committee** on the BA Honors Program

Administrative Academic Service – Department of English

- 1998-2002 **Department Chair**—elected by the faculty, affirmed by the Dean of the College. Re-elected in December 2000 to a second three-year term (2001-2004).
- 2001 **Assessment Committee** Departmental learning objectives for majors and compliance with accreditation standards.
- 1996-1998 **Chair, Undergraduate Curriculum Committee**
- 1995-1998 **Departmental Advisory Committee** Tenure & promotion; faculty performance.
- 1992-1996 **Graduate Studies Committee**
- 1992-1994 **Merit Review Committee** Merit salary increases.
- 1991-1994 **Departmental Advisory Committee** Tenure & promotion; faculty performance.
- 1990-1992 **Undergraduate Curriculum Committee, Library Committee**

Departmental Search Committees

- 1999-2000 Chair, 17th c British literature
- 1997-1998 Chair, 16th/17th c British literature
- 1997-1998 17th/18th c British literature
- 1996-1997 19th c British literature
- 1995-1996 Chair, Modern British literature
- 1994-1995 Renaissance literature
- 1991-1992 Chair, Rhetoric and Composition instructor
- 1991-1992 Lillian Radford Professorship of Rhetoric

ADMINISTRATIVE EXPERIENCE AT VIRGINIA (1987-1990)

Director of the Writing Center, 1987-1990

- staff of 25-35 MA and PhD candidates, primarily in English but eventually from other humanities disciplines as well, who tutored 4,000 sessions/year at 3 sites
- appointed, trained, supervised peers. Initiated effort to hire graduate students from beyond the MA and PhD programs in English.
- started Writing-Across-the-Curriculum workshops for TAs in social sciences & humanities
- participated in early strategic planning of a new Teaching Center
- successfully lobbied for greater operating budget and physical space

Co-Director, Writing Lab, Summer Transition Program, Summers 1987-1989

Developed curriculum, infrastructure, and policies to support intensive reading and writing program for newly-admitted at-risk undergraduates from underrepresented groups at UVa. The program preceded the students' matriculation. I taught in the program and also supervised TAs.

* * *

Administrative Academic Service, 1986-1990

- 1990 **Referee for promotion** to the rank of Professor of English
- 1989 **Founder, Writing-across-the-Curriculum Workshops** for Virginia TAs
- 1989 **Committee to form a new Teaching Support Center**
- 1987 **Referee for promotion** to Associate Professor of English (graduate student member of the departmental Teaching Evaluation Committee)
- 1986-1989 **Staff, Teaching-Training Seminars**, Department of English

MAJOR CURRICULUM DEVELOPMENT PROJECTS

- 2005-2007 21C: Twenty-first Century Curriculum Project on Undergraduate Education
- 2005-2007 Aboriginal Resource Management Initiative (with the Chippewas of Nawash Band)
- 2003-2005 Theatre Studies Curriculum Renewal
- 2004-2005 Media Studies within the Theatre Studies Curriculum
- 2003-2005 Master of Fine Arts in Creative Writing Degree (new program)
- 2002-2005 Agricultural Communications Post-Graduate Diploma
- 1996-1998 English Studies Curriculum Revision

TEACHING

Teaching and Research Interests

Sixteenth- and seventeenth-century literature and culture, including Shakespeare; medieval drama; Renaissance humanism and rhetoric; early modern literature and science; literature and medicine; contemporary theatre; writing and logical argument; academic and administrative challenges facing contemporary universities.

New Courses I have developed

At Ryerson

The Blogosphere and Cultural Analysis (Fall 2010)

At Guelph

Theatre LGBTQ (Lesbian, Gay, Bisexual, Transgendered, Queer)

Early modern cadavers & their literary contexts

Theatre and National Security in Early Modern England (graduate)

Blogs: Art, Democracy, Privacy and the Public Good

At TCU

Renaissance Literature and the “New” Science

Contemporary Anglo-American Gay and Lesbian Drama

Early British Drama (late medieval to 1642)

Renaissance Witch Literature

Shakespeare & Marlowe (fourth year course)

The AIDS Epidemic and American Culture (Honors Seminar)

The Literature of War: The Trojan War to the Gulf War (Honors Seminar)

Courses Taught

Undergraduate Course at Ryerson

War and Peace on the Early Modern English Stage—Representing Islam (4th year seminar), Fall 2011

Graduate Courses at Ryerson

The Blogosphere and Cultural Analysis (Fall 2010)

Guest lecturer, Diversity, MBA course on Organizational Behavior, School of Management, 2009

MA course on Professional Work, Department of English, Ryerson. Fall 2008, 2009

Undergraduate Courses at Guelph

Blogs: Art, Democracy, Privacy and the Public Good (first year seminar program)

Early modern cadavers & their literary contexts (first year seminar program)

Medieval and Renaissance Seminar (fourth year course)

Shakespearean Contexts (third year course)

Theatre LGBTQ (first year seminar program)

Graduate Courses at Guelph

Theatre and National Security in Early Modern England (winter 2007)

Literature & History (module within a required literary theory course)

Undergraduate Courses at TCU

Poetry 1590-1690

Medieval and Renaissance Drama

Renaissance Literature & the “New” Science

Shakespeare (at 2000, 3000, 4000 levels)

Poetry & Prose 1500-1660 (“The Renaissance in England”)

Shakespeare & Marlowe

British Literature to 1800

Introduction to Fiction

Introduction to Drama
Intermediate Composition
The Essay (advanced writing course)
Major British Writers
Witchcraft, Statecraft, and the Jacobean Drama (at Edinburgh)
Renaissance Witch Literature (substantial revision of the above course back at TCU)
The Literature of War (Honors Program Colloquium – semester-long seminar)
The AIDS Epidemic and American Culture (Honors Program Colloquium – semester-long seminar)

Graduate Courses at TCU

Seventeenth Century British Poetry
Medieval and Renaissance Drama
Renaissance Literature & the “New” Science
Shakespeare
Contemporary Anglo-American Gay and Lesbian Drama
The Profession of English, units on academic ethics
Teaching Practicum: teaching supervisor for first-year TAs

Undergraduate Courses at Virginia

Shakespeare Seminar
Shakespeare Lecture (TA)
Introductory and Intermediate Composition

Undergraduate Honours Essays and Directed Readings

2005 Angela Childs, BA Honours Essay on Mariology and late medieval theatre
2000-2001 Miranda Nesler, BA Honours Essay on revenge tragedy
1999 William Burdette, BA directed reading on contemporary literary theory
1999-2000 Sarah Wamsley, BA Honours Essay on the soul and *Hamlet*
1996-1997 Eddie Malone, BA Honours Essay on Anglo-Asian Literature of the US-Vietnam War (McNair Fellow – Program for Visible Minority Students)
1993-1994 Akum Norder, BA Honours Essay on autobiography and Europe
1993-1994 David Kinch, BA Honours Essay on Chaucer (second reader)
1992 Tracy Byrd, BA Honours Essay on Shakespeare
1992 Shannon Slaton, BA Honours Creative Project: Play
1991 James Gates, BA directed reading

Graduate Directed Reading Courses

2005 Stacey Pratt, PhD program, The Early Modern Body Politic
2001 David Ryan, PhD program, Renaissance Rhetoric
1998 D.B. Magee, PhD program, AIDS and American Rhetoric
1996 Janene Lewis, PhD program, Literature and Sexuality

1995	Earnest Cox, PhD program, Renaissance Witchcraft Literature
1995	Ryan Stark, PhD program, 17C Poetry and Prose
1993-1994	Douglas Hollinger, PhD program, Travel Literature in the Renaissance
1993	Colette Morrow, PhD program, Renaissance Women Writers
1992	Colette Morrow, PhD program, Renaissance Texts
1991	Jerry Coats, PhD program, Shakespeare's Tragedies
1990	Jack Matthews, PhD program in History, Renaissance Texts

Graduate Student Supervision

PhD Supervisions – TCU

2002	Ryan Stark, "Stylistic Reform in Seventeenth-Century British Writing" [Assistant Professor of English, Pennsylvania State University]
1998	Tracey Gau, "The Re-presentation of Historical Women in English Renaissance Drama" [Senior Lecturer in English, University of North Texas]
1996	Douglas Hollinger, "The Literature of Travel Advice in England, 1560-1700" [in corporate telecommunications and information technology]
1994	Colette Connelly, "The Hermaphroditic Rhetoric of Elizabeth I's Letters" [Associate Professor of English and Women's Studies, Purdue University-Calumet]

PhD Supervisions – Guelph

2005-7	Tony Berto, Queer Theatre in Canada (incomplete)
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MA and PhD Committees – Guelph

2006	Matthew Rea, MA research project on Early Modern Literature and Medicine
2005	Heather Davis, MA research project on theatre aboard 19c whalers; 2d reader
2004	Andrew McKague, MA thesis on the short-story; 2d reader
2003-2004	Corinna Hodgson, PhD General Area Seminar on dramaturgy; co-adviser

MA and PhD Committees – TCU

2002-2006	Melanie Peterson (PhD not completed)
2000-2004	Jacquelyn Saunders (PhD sixteenth-century Anglo-Catholic narratives of martyrdom)

2002-	Chris Manno (MA, Swinburne)
2000	D.B. Magee (Ph.D. completed; rhetoric of AIDS)
1999	Rachelle Smith (Ph.D. completed, academic literacy of basic writers)
1997	Susan Ayres (Ph.D. completed, Muriel Rukeyser's poetry)
1997	Bob Staples (Ph.D. completed, indirect rhetoric)
1995	Christina Russell (Ph.D. completed, early writing curricula in Virginia colleges)
1995	Elena Madrigal (M.A., Marxist literary theory)
1993	Jack Matthews (History PhD)

Internal Examiner

2009	Stephanie Bakyta (MBA Final Project on a Social Enterprise Initiative)
2004	MA Conference Public Presentation: Janis Hunt, Andrea Ruthven
2003	MA Conference Public Presentation: Kurt Klotz, Michael Wronski
2002	Gordon Lester, MA in English, early modern cartography and utopia
2001	David Ryan, PhD subject-field exam, Renaissance rhetoric
2001	Steve Sherwood, PhD subject-field exam, Renaissance comedy

External Examiner

2002	Ph.D. Thesis on David Mamet by L.M. Németh, Univ. of Debrecen (Hungary)
1994	Ph.D. Thesis on William Inge by S. Sankar, Nagarjuna Univ. (India)

RESEARCH

Contemplated, in progress

Book manuscript:

Cadavers and their Contexts: The Cultural Narratives of Early Modern Autopsies, 1556-1827.

Investigates the pathography of the human corpse in a number of post-mortem narratives in the long early modern period, from the post-mortem of Ignatius of Loyola to Napoleon, reading these texts as literary instruments designed to engage contemporary questions about the ethics, politics, and rhetoric of robust living. Two chapters published, and the archival research ~80% complete.

Books published

Fantasies of Troy: Classical Tales and the Social Imaginary in Medieval and Early Modern Europe

Ed. Alan Shepard and Stephen D. Powell. 290 pages. Toronto: Centre for Reformation and Renaissance Studies, 2004.

Fifteen original essays on the historical and literary representations of the Fall of Troy, a narrative appropriated across Europe for contemporary purposes. Essays discuss its treatment in early modern England, France, Germany, Ireland, and Italy.

Reviewed in *Cahiers Élisabéthains*, *Clio*, *Les Études Classiques*, *Renaissance Quarterly*, *Studies in English Literature*, *English Studies in Canada* and elsewhere

Marlowe's Soldiers: Rhetorics of Masculinity in the Age of the Armada. 248 pages. Aldershot, UK: Ashgate, 2002.

A study of the discourses of martial law, capital punishment, gender prescriptions, and the rhetoric of community in a time of war in Christopher Marlowe's plays in the 1580s and 1590s.

Reviewed in *Comparative Drama*, *English Studies*, *Modern Language Review*, *Notes & Queries*, *Parergon*, *Renaissance Forum*, *Renaissance Quarterly*, *Sixteenth Century Journal*, *Year's Work in English Studies*.

Coming to Class: Pedagogy and the Social Class of Teachers. Ed. Alan Shepard, John McMillan, and Gary Tate. 308 pages. Portsmouth, NH: Heinemann, 1998.

A collection of new essays on the effects of social class history on pedagogy by 21 university English teachers in the U.S.

Coming to Class has been taught in undergraduate and graduate courses and proseminars at Indiana University, Pennsylvania State University, University of Iowa, George Mason University, the Bread Loaf Writers' Conference at Middlebury College, and Stanford University.

Reviewed broadly.

Essays published

Essays in books

"Introduction" (with Stephen D. Powell) to *Fantasies of Troy: Classical Tales and the Social Imaginary in Medieval and Early Modern Europe*, ed. Alan Shepard and Stephen D. Powell. 290 pages. Toronto: Centre for Reformation and Renaissance Studies, 2004. 1-12.

"Alan Shepard's Teaching Portfolio," in *The Teaching Portfolio*, ed. Peter Seldin, 3d ed. Bolton, MA: Anker, 2004: 127-140.

"The Memory Palace in Paula Vogel's Plays" (with M.R. Lamb) in *Southern Women Playwrights: Literary History, Criticism, and Performance*, ed. Robert L. McDonald and Linda Rohrer Paige. Tuscaloosa: Univ. of Alabama Press, 2002: 198-217.

“Thou art no soldier; Thou art a merchant”: The *Mentalité* of War in Malta” in *Marlowe, History, and Sexuality: New Critical Essays on Christopher Marlowe*, ed. Paul Whitfield White. New York: AMS Press, 1998: 109-130.

“Teaching ‘The Renaissance’: Queer Consciousness and Class Dysphoria,” in *Coming to Class: Pedagogy and the Social Class of Teachers*, ed. Alan Shepard, John McMillan, and Gary Tate. Portsmouth, NH: Heinemann, 1998: 209-230.

Also, “Preface” to *Coming to Class*, vii-viii

“Aborted Rage in Beth Henley’s Women,” which originally appeared in *Modern Drama* 36, has been reprinted twice: in *States of Rage: Emotional Eruption, Violence, and Social Change*, ed. Renée R. Curry and Terry L. Allison (New York: New York Univ. Press, 1996), 179-195 and in *Drama Criticism* 14 (Farmington, MI: Gale Publishing Co., 2001).

Essays in journals

“Gumbo? On the logic of undergraduate curricula in English studies,” *ADE Bulletin* 133 (Winter 2003): 25-28.

“Academic Budgets 101: A Selective Annotated Bibliography,” *ADE Bulletin* 127 (Winter 2001): 79-80.

“‘O seditious Citizen of the Physicall Common-Wealth!’: Harvey’s Royalism and His Autopsy of Old Parr,” *University of Toronto Quarterly* 65:3 (1996): 482-505.

“The Literature of a Medical Hoax: The Case of Mary Toft, ‘The Pretended Rabbet-Breeder’ (1726),” *Eighteenth-Century Life* 19:2 (1995): 59-77.

“Female Perversity, Male Entitlement: The Agency of Gender in More’s *History of Richard III*,” *The Sixteenth Century Journal* 26:2 (1995): 313-330.

“*Patten’s Expedition of Somerset into Scotland* (1547) as English Imperial Discourse,” *Scottish Literary Journal* 22:1 (1995): 22-34.

“Endless Sacks: Soldiers’ Desire in *Tamburlaine*,” *Renaissance Quarterly* XLVI:4 (1993): 734-753.

“Aborted Rage in Beth Henley’s Women,” *Modern Drama* 36:1 (1993): 96-108.

“From Aristotle to Keats: Stephen’s Search for the ‘Good Life’ in *Portrait of the Artist*,” *English Studies* 74:1 (1993): 105-112.

“The Ominous ‘Bulgarian’ Threat in Sam Shepard’s Plays,” *Theatre Journal* 44:1 (1992): 59-66.

“The Politics of Nurse Recruitment Ads,” *Iris: A Journal about Women* 20:1 (1988): 10-14.

Dramatic performance reviews and book reviews

Henry S. Turner's *The Culture of Capital: Property, Cities, and Knowledge in Early Modern England*, *Sixteenth Century Journal* 36:2 (2005): 609-611.

Andy Mousley's *Renaissance Drama and Contemporary Literary Theory*, *Renaissance Quarterly* 55:2 (2002): 772-773.

Darryll Grantley's *Wit's Pilgrimage: Drama and the Social Impact of Education in Early Modern England*, *The Sixteenth Century Journal* 33:1 (2002): 212-213.

Performance review of *Dommage qu'elle soit une putain* [John Ford's *'Tis Pity She's a Whore*, adapted by Jérôme Savary]. Théâtre National de Chaillot, Paris. 24 May 1997. *Theatre Journal*, 50:2 (1998): 246-248.

Patrick Cheney's *Marlowe's Counterfeit Profession: Ovid, Spenser, Counter-Nationhood*, *Marlowe Society of America Book Reviews* 17:1 (1998): 4-5.

Richard Strier's *Resistant Structures*, *The Sixteenth Century Journal* 28:2 (1997): 675-677.

The Dramatic Works in the Beaumont and Fletcher Canon, Volume 9, ed. Fredson Bowers *et al.*, *Renaissance Quarterly* 50:3 (1997): 891-893.

Kathleen McLuskie's *Dekker & Heywood: Professional Dramatists*, *Marlowe Society of America Book Reviews* 14:1 (1995): 6-7.

A. Richard Turner's *Inventing Leonardo*, *Fort Worth Star-Telegram*, 23 January 1994.

Robert Kimbrough's *Shakespeare and the Art of Humankindness*, *South Central Review* 9:1 (Spring 1992): 99-100.

Gary Taylor's *Reinventing Shakespeare*, *Composition Studies* 19:3 (Fall 1991): 45.

Tish Sommers and Laurie Shields' *Women Take Care: The Consequences of Care giving in Today's Society*, *Iris: A Journal About Women* 20:1 (Fall 1988): 66.

Short pieces, service publications

"Elizabeth I" and "Lilliard of Ancrum," in *Amazons to Fighter Pilots: Biographical Dictionary of Military Women*, 2 vols., ed. Reina Pennington. Westport, CT: Greenwood, 2003: 1:144-149, 1:260-61.

Letter to the Editor regarding Walt Whitman School, published in *Out* (internationally-circulated magazine), May 2002: 10-11.

"Sanctuary," *TriAngles*, Trinity College, Univ. of Toronto, 1:2 (1997), 4.

"Prodigal Prince Hal," *First Folio* 1:3 (1991); reprinted on Fort Worth/Shakespeare-in-the-Park playbills, Summer 1991.

"A Report from the Field: Graduate Study at the University of Virginia," *Fine Frenzy* (St. Olaf English Department Newsletter) 2:1 (1989) 3, 11.

Conference papers delivered

Commentator, Session on Queer Historical Recovery and Modern British Fiction. North American Conference on British Studies. San Francisco. November 2007.

"Humanism and Early Modern Post-Mortem Narratives." CRASSH (Centre for Research in the Arts, Social Sciences, and the Humanities) Colloquium on Late Humanism and Political Ideology in Northern Europe, 1580-1620. Trinity College, Cambridge. July 2007.

"Immortal Dignity and the Elegiac Post-Mortem Narrative." Renaissance Society of America. Toronto, March 2003.

"Ignatius Loyola in Death." Sixteenth Century Studies Conference. San Antonio, October 2002.

"The Corpse of James I as a Literary Object." South-Central Renaissance Conference. Center for Medieval and Renaissance Studies, St. Louis University, April 2002.

"One Hundred Years of Solipsism: Three Ethnographies of Tom Stukley, Irish Mercenary, on the English Stage." Sixteenth Century Studies Conference, Denver, October 2001.

"Narrating the Post-Mortem of James I." Group for Early Modern Cultural Studies, New Orleans, 2000.

"Imagining Islamic Captors on the Renaissance Stage in England and Spain." Renaissance Society of America, Florence, Italy, 2000.

"The Business of English Mercenaries on the London Stage." Sixteenth Century Studies Conference, Toronto, 1998.

"Prosthetic Soldiers and the Geography of Shame in *Doctor Faustus*." International Marlowe Conference, Corpus Christi College, Cambridge, 1998.

"Around the Edges of 'The Renaissance': Queer Consciousness and Class Dysphoria." Image of Class Conference, Society for Interdisciplinary Study of Social Imagery, Univ. of Southern Colorado, 1998.

"*Doctor Faustus*, Charles V, Military Handbooks and London at War." Renaissance Conference of Southern California, The Huntington Library, 1997.

"Towards a Reader for the Field." Society for Literature and Science, Atlanta, 1996.

"The Murder of Peter Ramus in Marlowe's *The Massacre at Paris*." Renaissance Society of America, Indiana Univ., Bloomington, 1996.

"Elegies for an Economy of Valor--Three Renaissance Plays," South-Central Renaissance Conference, St. Louis, 1996.

"Anxious *Apologia* in Sixteenth-Century Military Conduct Books," Medieval-Renaissance Studies Conference, New College, Sarasota, 1996.

“The Autopsy of Ignatius Loyola as Social Narrative.” Group for Early Modern Cultural Studies, Dallas, 1995.

“Mary Toft, ‘The Pretended Rabbet-Breeder.’” Group for Early Modern Cultural Studies, Univ. of Rochester, 1994.

“Warring Factions: Mercantilist Struggle in *The Jew of Malta*, *The Knight of the Burning Pestle*, and *A Larum for London*.” Renaissance Society of America, Dallas, 1994.

“Martial Intercourse in *The Jew of Malta*.” MLA, Toronto, 1993.

“Travelling to War: The [1547] *Expedition into Scotland...of Edward, Duke of Somerset*.” Group for Early Modern Cultural Studies, Univ. of Oklahoma, 1993.

“‘But Manhood Would Not Serve’: Marlowe’s Dissent from Epic Masculinity in *Dido, Queen of Carthage*.” International Marlowe Conference, Corpus Christi College, Cambridge, 1993.

“Marlowe and the Refutation of Western Angelology.” Congress on Medieval Studies, Western Michigan Univ., Kalamazoo, 1993.

“Renaissance Autopsies as Literary Texts.” Renaissance Society of America, Univ. of Missouri, Kansas City, 1993.

“Oppressed Subjectivities in Beth Henley’s Plays,” Southwest Theatre Conference, Arlington, TX, 1992.

“‘Female Perversity,’ Male Entitlement, and the Rhetoric of Political Contest in More’s *Richard III*.” South Central Renaissance Conference, Monroe, LA, 1992.

“Aborted Rage in Beth Henley’s Women.” Southern Humanities Conference, Univ. of North Carolina, Chapel Hill, 1992.

“Elizabeth as Usurper in More’s *History of Richard III*.” English Renaissance Prose Conference, Purdue Univ., 1991.

“The Ominous ‘Bulgarian’ Threat in Sam Shepard’s Plays.” Southern Humanities Conference, Chattanooga, TN, 1991.

Related academic talks and media presentations

Video on Carlo Ginzburg’s *The Cheese and the Worms*
Metropolis Bleu

http://www.metropolisbleu.org/festival/ambassadeurs/?language_id=2

Globe and Mail, Feb. 13, 2013

“Let’s look at Quebec’s tuition fees and create opportunities for all”

<http://www.theglobeandmail.com/news/national/education/lets-look-at-quebec-tuition-fees-and-create-opportunities-for-all/article8504520/>

The Gazette, January 12, 2013, with Lucie Lequin and Maria Peluso

“Two-tier university education isn’t the answer,”

<http://www.montrealgazette.com/technology/Opinion+tier+university+education+answer/7807855/story.html>

Gazette, January 4, 2013, “A fresh approach to higher education in Quebec”

<http://www.montrealgazette.com/news/Opinion+fresh+approach+higher+education+Quebec/7776508/story.html>

Interviews with the Globe and Mail, The Montreal Gazette, CBC-Radio Montréal, CJAD Radio, The Link, The Concordian, CTV, The Canadian Press

Invited keynote talk on the future of media education, innovation and entrepreneurship. Canadian Media Production Association, Ottawa, March 1, 2012

Interviewed by OMNI-TV, Mandarin Edition, on Ryerson’s collaboration with Chinese Universities. January 9, 2012

Invited presentations to Concordia University, the President’s Executive Group, “Intellectual Geography and Capital Projects,” Montreal, January 2012

TED^x Talk. “Think Different’: Why Universities Need to Change. Toronto, CBC Studios. November 2011. On YouTube at <http://www.youtube.com/watch?v=RC7gJ3SmDJw>

Keynote presentation on entrepreneurship among Canadian universities, Conference Board of Canada, Quality Network of Universities, at Ryerson, November 2011

Presenting on opportunities for collaboration between Public Health Ontario and Ontario's universities, Public Health Ontario, September 2011

Invited keynote panelist, “International Perspectives: The Way Forward.” A conference devoted to university financing and alternative revenue streams. Invited by the European Universities Association, a group under the umbrella of the European Commission. University of Bologna. April 2010

Presented a faculty research workshop, “The Future of our Discipline and the Future of Post-Secondary Education,” Department of English, Ryerson, 23 March 2010

Interviewed by *Toronto Star* on Ryerson’s new gallery and research centre, October 4, 2009, INS1+

Invited participant: Conference Board of Canada, Executive Conference. Montebello QC. Made presentation on “Transformational Change in Post-Secondary Education in Canada.” October 2008

Invited lecturer: “Leaving Guelph.” “The Last Lecture” series. University of Guelph, 4 April 2007

Interviewed by *Macleans* on distance education. Quoted in the 27 October 2006 issue on page 67

Invited speaker: Northern Ontario School of Medicine, Thunder Bay, Ont. History of Medicine Seminar. “Physicians, Dead Royals, and Post-Mortem Reports in Early Modern Culture.” 18 May 2006.

Invited speaker: Toronto Renaissance Colloquium. "For the Stuarts, the Grave Risks of Fresh Fruit." March 2006

Interview: Bonnie Rozanski, author of *Banana Kiss*, Porcupine's Quill Press, broadcast on CFRU-FM (Guelph, Ont.), 8 September 2005

Interview: on University of Guelph's Hurricane Katrina Relief Efforts, segment broadcast on CKCO-TV (Kitchener/Waterloo, Ont.), 8 September 2005

Invited speaker on Faculty Recruitment and Retention. "One for All, All for One: The Bonds Between New Hires and the Universities that Hire Them." Canadian Association of Chairs of English (CACE), Congress of Humanities and Social Sciences, Winnipeg, May 2004. Invited by CACE President.

Invited speaker on "Why Study English?" "www.trainyourbrain.ca." Canadian Association of Chairs of English (CACE), Congress of Humanities and Social Sciences, Halifax, May 2003. Invited by CACE President.

Research in Progress seminar: "Early Modern Autopsies—Pathography/Pathology," College of Arts, Univ. of Guelph, February 2003

Invited plenary speaker: The English Major as a Departmental Project, ADE Summer Seminar North, Cooperstown, NY, June 2002 (Invited by ADE Executive Directors)

Lecturer: on Marlowe's *Edward II*, Southern Methodist Univ., Dallas, October 2001

Leader, Post-Plenary Working Group: "The English Department in the University of Excellence," ADE Summer Seminar-East, Lehigh Univ., July 2001

Interviewed by KTFW-TV (Dallas/Fort Worth) for segment broadcast on June 26 and 27, 2001. Commented on efforts to ban Steinbeck's *Of Mice and Men* from Mansfield (Tex.) High School

Panelist: "The Role of Graduate Education at TCU," presentation to the Chancellor's Advisory Council, May 2000.

Panelist: "The Faculty Role in U.S. Higher Education," presentation to visiting delegation of professors from the Pontificia Universidad Catolica del Peru, TCU, November 1999.

Lecturer: "The University in Partnership with Community and Industry," Westside Unitarian-Universalist Church, Fort Worth, Texas, May 1999.

Lecturer: "The Literature of a Scientific Hoax," TCU Symposium on Interdisciplinary Approaches in English Studies, 1994.

Lecturer: "Scotland's Agony, England's Grief: Imperial Narrative Strategies in Patten's 1547 Diary of the 'Rough Wooing,'" Victoria College, Univ. of Toronto, 1994.

Colloquium leader: "The History & Future of Interdisciplinary Studies," Connecticut College, 1994.

Seminar leader: "Early Modern Autopsies as Social Narratives and Harvey's Dissection of Old Parr," Connecticut College, 1994.

Lecturer: "Prisoners of War in *The Jew of Malta*," Univ. of Toronto English Renaissance Colloquium, 1994.

Lecturer: "Marlowe's Tragedies and English Militarism in the 1580's," Trinity College, Univ. of Toronto, 1994.

Lecturer: "Harvey's Autopsy of Old Parr: A Prophetic Pathography," Centre for Reformation and Renaissance Studies, Victoria College, Univ. of Toronto, 1994.

Workshop leader: "The National Endowment for the Arts and the Politics of Public Art," TCU Honors College Retreat, 1992.

Roundtable participant after performance of Wendy Wasserstein's *Heidi Chronicles*, TCU Theatre, 1992.

INTERNATIONAL STUDIES AND SCHOLARSHIP EXPERIENCES

- 1993- Archival research, performance reviews, and conference presentations in London, Cambridge, Edinburgh, Florence, and Paris. I have worked extensively in the Wellcome Institute for the History of Medicine in London, the Royal Colleges of Physicians in London and Edinburgh, and the British Library.
- 1993 Faculty member for summer international studies program, TCU at Edinburgh. Taught a site-specific course on witchcraft narratives in early modern Scotland in an intensive multidisciplinary academic and residential program for ~30 students.
- 1982 Visiting non-degree student, Cambridge University, as noted above
- Professional and personal travel in Belgium, Canada, China, England, France, Germany, Iceland, India, Ireland, Italy, Mexico, the Netherlands, Norway, Scotland, South Africa, Sweden, Switzerland, USA, and Wales.

FELLOWSHIPS

- 2004-2008 Fellow, Centre for Reformation and Renaissance Studies, University of Toronto. Held in conjunction with my service as Editor of *Ren/Ref*.
- 2000-2001 Faculty Fellow in the Chancellor's Office, TCU. Appointed by then-Chancellor Michael R. Ferrari.
- Participated in weekly senior executive meetings. Attended regular meetings of the Board of Trustees and selected subcommittees, such as Finance.

1994	Senior Fellow, Centre for Reformation & Renaissance Studies, University of Toronto, January – August
1994	Visiting Fellow, Northrop Frye Centre for the Humanities, University of Toronto, January – July
1994	Junior faculty research leave, TCU, Spring semester
1986-1987	University of Virginia Graduate Fellowship
1985-1987	DuPont Fellowships for PhD study, University of Virginia

GRANTS

Social Sciences and Humanities Research Council of Canada (SSHRC)

To publish and administer *Renaissance and Reformation / Renaissance et Réforme*

2005-2008 Grant to Scholarly Journals	\$53,246
2008-2011 Grant to Scholarly Journals	\$66,000

Canada Council of the Arts, 2003-2005

Authored grants for the School of English and Theatre Studies, University of Guelph

Dionne Brand, Writer in Residence, 2003-2004	\$20,000
Djanet Sears, Playwright in Residence, Fall 2004	\$10,000
Guillermo Verdecchia, Playwright in Residence, Winter 2005	\$10,000
Roo Borson, Poet in Residence, Fall 2005	\$10,000
Sunil Kuravilla, Playwright in Residence, Winter 2006	\$10,000
Goran Simic, Writer in Residence, PEN Writer in Exile Program, 2006-2007	\$20,000

In addition to the grants listed below, in my AVPA role at Guelph I was principal author/administrative leader of successful institutional grant proposals to the Ministry of Training, Colleges, and Universities (MTCU) and College-University Consortium Council (CUCC) for academic and support programs for Aboriginal and First Generation students and mobility programs at Guelph-Humber.

\$350,000

TCU Lectureship Grant, 1998

Co-authored grant with Linda K. Hughes on behalf of Department of English to fund a speakers' series on "Literature and Social Conscience."

US\$1800

TCU Research Fund Grant, 1997

Research at The Wellcome Institute for the History of Medicine, The Royal College of Physicians (London), and The British Library.

US\$2950

TCU Instructional Development Grant, 1996

To attend Summer Seminar for English department administrators, Association of Departments of English, Boston College. US\$1244

Folger Shakespeare Library, Travel Grant in Aid of Attendance, 1995

Conference on "Material London c. 1600," Washington, D.C., 16-18 March 1995. ~US\$500

Folger Shakespeare Library, Travel Grant in Aid of Attendance, 1990

Richard Waswo's "Imperial Themes" seminar, Washington, D.C. ~US\$700

EDITORIAL WORK

Editor, *Renaissance and Reformation / Renaissance et Réforme*, 2004-2009

Bilingual, multidisciplinary humanities journal, now in its 45th year of publication. Presents original research on the Reformation, Renaissance, and early modern world. Circulation 550.
www.rrs.ca/publications/journals/renref/homepage.html

I reconstituted the editorial board by 80% by recruiting 10 scholars with international reputations across a diverse set of early-modern disciplines, initiated a redesign of the journal's graphics and style sheet, appointed its first managing editor, and revised internal policies that govern submissions, referees' reports, and style, won a SSHRC grant (as noted above) to subvent the journal's publication, and launched a prize competition for the best essay published annually in the journal, with the prize being named in honour of *R & R*'s first editor, Professor Natalie Zemon Davis.

Editorial Board, *Essays in Theatre/Études Théâtrales*, 2002-2005

Assistant to the Editor, *Callaloo* [journal of African-American letters and culture], 1987-1988

REFEREE for MANUSCRIPTS, GRANTS, PROMOTIONS

Canadian Journal of Medical History, Essays in Theatre/Études Théâtrales, Explorations in Renaissance Culture, Modern Drama, Theatre Journal, Renaissance Drama

Ashgate Press, TCU Press, Harcourt Brace, Broadview Press

Social Sciences and Humanities Research Council of Canada (SSHRC) referee, 2005

The Sixteenth Century Studies Conference, Literature Prize, juror 2002, 2003, 2004, 2005

University of Toronto, Jackman/Connaught Internal Research Fellowships (external assessor, 2002)

Canada Council for the Arts, Killam Fellowship referee, 2008

Promotion to Professor. University of Virginia, Brock University

PROFESSIONAL MEMBERSHIPS (selected)

Montréal Board of Trade; CREPUQ—Conference of Rectors of Quebec universities; Economic Club of Canada; Renaissance Early Text Society; Toronto Renaissance and Reformation Colloquium, Canadian Club of Toronto; Canadian Chamber of Commerce

HONOURS AND AWARDS

The Alan Shepard Prize for Equity, Diversity and Inclusion, to be granted annually by Ryerson University in recognition of my work there. Established June 2012.

Coming to Class: Pedagogy and the Social Class of Teachers, ed. Alan Shepard, John McMillan, Gary Tate (Heinemann, 1998), nominated by the readers of *Lingua Franca* as one of the best academic books of the 1990s. Nomination appeared on *Lingua Franca*'s website in 2000. *Coming to Class* has been taught in undergraduate and graduate courses in several universities, including Stanford, Iowa, and Penn State, and at the Bread Loaf Writers Conference, as noted above in **Books Published**.

Phi Beta Kappa, Golden Key Honour Society

The Deans' Awards for Teaching at TCU. Finalist in 1993, 1996. Won the prize in 1999

Mortar Board, "Preferred Professor," TCU, twice, for good teaching and mentoring

Honoree, Senior Appreciation Program, TCU, 1999; recognition from a graduating student

George Weida Spohn Prize, Department of English, St. Olaf College, 1982. Awarded to rising fourth year undergraduate judged by the faculty to be the most-promising student in that class.

CONTINUING EDUCATION (SELECTED)

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| 2009 | "Legal and Business Guide to Infrastructure Projects." Osgoode Hall Law School. |
| 2006 | "Transatlantic Academic Mobility and the Bologna Process." York University. |
| 2006 | SUAC—Senior University Administrators Course. Univ. of Manitoba / Banff Centre |
| 2006 | Greater Expectations Workshop. Assessment, Quality, Strategic Planning. American Association of Colleges & Universities (AAC&U). Salt Lake City |
| 2005 | "Critical Litigation Issues for Employers," Hicks Morley LLP, Toronto |
| 2002 | "Principles of Financial Accounting," School of Business, TCU. Course auditor |
| 2002 | Folger Library, "The Impact of the Ottoman Empire on Early Modern Europe" |

- 2001 Teaching Portfolio Workshop, led by Peter Seldin (week-long consultation)
- 2000 Conflict Resolution Workshop, TCU

PROFESSIONAL SERVICE (RECENT and SELECTED)

- 2012 Chair, OCAV, Ontario Council of Academic Vice Presidents
2010-12 Vice Chair. Executive Committee since 2009
- 2012 Loran Scholars Program, Canadian Merit Scholarship Foundation, Academic Liaison
- 2009-2012 Strategic Planning Committee for Public Health Ontario. Public Member. Appointed by the Board of Directors. Reappointed 2012 for a second three-year term. Resigned to move to Quebec.
- 2009-2012 COU Working Group on International Affairs
- 2009-2012 Chair, Ontario Universities International (OUI), Ontario Council of Academic Vice Presidents (OCAV)
- I provided leadership for Ontario Universities International—OUI. OUI is sponsored by Ontario universities and the Government of Ontario and is comprised of four international study and research partnerships with the jurisdictions of Jiangsu in China, Rhône-Alpes in France, Baden-Württemberg in Germany, and Maharashtra-Goa in India.
- 2011-2012 Search Committee for Vice President Academic (external member), OCAD University
- 2009, 2010 *Distinguished University Professor* Selection Committee. University of Toronto
- 2005-2007 Executive Committee, Center for Renaissance Studies, Newberry Library, Chicago
Represented the University of Guelph
- 2004-2009 Editor, *Renaissance and Reformation / Renaissance et Réforme*
- 1998 Panel organizer, “Thresholds of Manhood in Late Elizabethan England,” Sixteenth Century Studies Conference, Toronto, 1998
- 1995 Organizing-Committee Member, Group for Early Modern Cultural Studies’ 3d Annual Conference, Dallas, 5-8 October 1995. Some 400 scholars attended.

Academic Administrative Seminars in my Discipline

Annual national and provincial meetings of department chairs:

- | | | |
|------|--------|------------------------|
| 2004 | CACE | University of Manitoba |
| 2004 | COUCTP | University of Toronto |
| 2003 | CACE | Dalhousie University |

2003	COUCTP	Queen's University
2002	ADE	Cooperstown, NY. Plenary address.
2001	ADE	Lehigh University. Led panel discussion.
2000	ADE	Loyola University, Chicago
1996	ADE	Boston College
CACE	Canadian Association of Chairs of English	
COUCTP	Council of Ontario College and University Theatre Programs	
ADE	Association of Departments of English, Modern Language Association	

Accreditation Appraisals and Annual Meetings

At both Ryerson University and the University of Guelph I have been engaged in accreditation strategy, proposals, and processes, including AACSB (2011), Architectural accreditation (2010), CEAB, and Nursing.

2009	Appraisal of BA Program in English. Trent University.
2000-2	Southern Association of Colleges and Schools (SACS): accrediting agency operating under a US Department of Education charter.
2001	Accreditation Team, Southern Association of Colleges & Schools Site Visitor, Savannah State University (SSU), Savannah, Georgia
2000-2001	SACS annual meetings in New Orleans and Atlanta

Sessions Chaired at Professional Meetings in my Discipline (last 10 years)

2006	Canada Milton Seminar, Toronto
2002	Sixteenth Century Studies Conference, San Antonio
2002	Troy in the Renaissance, Centre for Reformation and Renaissance Studies, Toronto
2000	Renaissance Society of America conference, Florence, Italy

COMMUNITY SERVICE (SELECTED)

2008-10	Cottingham Child Care Centre, Toronto. Member, Board of Directors.
2008-9	St. Michael's Hospital, Toronto. Executive Strategic Planning Committee for partnerships between SMH and Ryerson. SMH Hiring Advisory Committee for new VP-Education at St. Michael's Hospital.
2007	LaunchPad Pitch Competition, Venture Capital Competition, Wilfrid Laurier University. Judge, Final Round of the Competition

- 2004 **The Stratford Festival**, Stratford, Ont. Advisory Meetings, “Bardstock 2006”
- 2003-2004 **First Light Theatre**, Guelph, Ont. Start-up company for children’s theatre. Volunteered on informal advisory board to develop mission statement, budget, policies.
- 2002 **Fort Worth Star-Telegram**. Judged poetry contest for metroplex high school students
- 2002 **Community Book Discussion Group**. Led weekly groups at Fort Worth bookstore
- 2000-2002 **Walt Whitman Community School**, Dallas, Texas.
 Member of the Board of Trustees, 2001-2002
 Walt Whitman, a private, non-profit secondary school (1998-2004) educated students whose sexual orientation made it difficult or impossible for them to study in the public schools. The Board of Trustees was charged primarily with fund-raising.
 I was a general volunteer in my first year of association, then a Trustee. I gave up my board seat when I moved to Canada in 2002.
- 1996-2002 **Cistercian Preparatory School**, Irving, Texas. Judged annual creative writing contests; read fiction and non-fiction by primary and secondary school students.
- 1996-1999 **Health Education Learning Project (HELP)**, Fort Worth, Texas. Volunteered on telephone hotline for LGBT people in distress.
- 1992-1996 **First Unitarian Church**, Dallas, Texas. Volunteer, various community projects.
- 1984-1990 **Lesbian and Gay Student Union (LGSU)**, University of Virginia. Member 1984-1990. President of LGSU in calendar year 1989.
- 1987-1990 Lesbian and Gay Student Union **Telephone Hotline**, University of Virginia. Volunteered on counselling service for GLBT students and community.
- 1980-1984 **Volunteer Ambulance Service**. Volunteered in conjunction with my employment in a hospital emergency room. Participated in ambulance transfers to intensive-care units in Minneapolis as well as in many emergency response calls in Mille Lacs County, Minnesota.

Présentation à la Commission de la culture et de l'éducation

5. QUE les établissements d'enseignement de niveau universitaire s'assurent d'avoir un plan de gestion des ressources humaines en prévision des postes de professeurs à pourvoir au cours des prochaines années.

L'embauche de professeurs susceptibles d'obtenir la permanence constitue une activité intrinsèque de toute université. Les professeurs établissent les programmes et définissent les orientations de recherche; ils interagissent avec les étudiants en classe, mais aussi en dehors, et contribuent largement à l'expérience étudiante. Les établissements qui n'accordent pas une importance capitale à l'embauche mettent en péril leur réputation et leur futur.

À l'instar d'autres universités, nous nous appliquons très activement à planifier la relève de notre corps professoral à temps plein :

- les facultés produisent des plans d'embauche pluriannuels et fixent les priorités en fonction de leurs propres besoins, selon les départs et les retraites;
- le recteur, le vice-recteur exécutif aux affaires académiques et le vice-recteur à la recherche et aux études supérieures examinent ensuite ces priorités afin que l'embauche coïncide rigoureusement avec elles;
- les exigences d'agrément dans certaines disciplines sont prises en compte;
- les profils d'inscriptions, ainsi que la nécessité d'accroître ou de renforcer stratégiquement les programmes de recherche sont des facteurs déterminants dans ces décisions.

Depuis dix ans, Concordia a en effet accordé une attention particulière à la dernière de ces considérations. Après le départ d'un bon nombre de professeurs en raison de compressions budgétaires vers la fin des années 1990, Concordia a augmenté d'environ 20 % son effectif à temps plein depuis 2003. Cet accroissement n'a toutefois pas suivi le rythme d'accélération du nombre d'étudiants, qui est de l'ordre de 30 %. Concordia a renouvelé son personnel enseignant en recrutant dans le monde entier des professeurs-chercheurs, revalorisant du même coup son profil de recherche et sa réputation.

L'an dernier, Concordia a amorcé un programme de recrutement stratégique qui raffermir sa capacité dans les domaines interdisciplinaires où elle excelle, la hissant ainsi dans une position plus proéminente sur la scène nationale et internationale. Actuellement, nous affichons d'ailleurs plusieurs de ces postes à pourvoir en multimédia, apprentissage et jeux numériques; en biologie synthétique; et en génie de l'énergie durable. Par ailleurs, nous regrouperons quatre nouveaux postes dans le cadre du Centre PERFORM (Prévention, Évaluation, Réadaptation, FORMation), notre nouvelle installation de recherche interdisciplinaire de pointe, financée par le Programme d'infrastructure du savoir et consacrée à la santé préventive.

Ces investissements ciblant le corps professoral sont effectués avec prudence et rigueur financières. Avant la turbulence budgétaire de l'année dernière, nous étions en bonne voie d'atteindre l'équilibre budgétaire. Or, depuis le printemps, nous avons dû recourir à des compressions pénibles, mais indispensables, afin de subsister selon nos moyens. Or, nous sommes convaincus que nous pouvons continuer ainsi, tout en investissant modestement dans le renouvellement constant de notre corps professoral. Nous conservons nos

capacités de recherche et d'enseignement dans nos principales sphères, tout en renforçant les domaines prometteurs, qui offrent non seulement des occasions de croître et de nous démarquer, mais aussi des débouchés pour nos étudiants sortants.

6. QUE les établissements d'enseignement de niveau universitaire intensifient leurs efforts pour hausser les taux de persévérance et de réussite, particulièrement aux cycles supérieurs.

Les taux de persévérance et de réussite sont des paramètres déterminants pour évaluer l'accomplissement de la mission pédagogique des universités. Ces données, transmises en temps réel aux directeurs de nos départements et programmes, sont au premier plan de l'évaluation périodique de l'ensemble de notre curriculum.

La plupart de nos étudiants des cycles supérieurs obtiennent leur diplôme dans les délais prévus pour leur programme. La durée des études est demeurée stable entre 2008 et 2012. Selon les statistiques de 2012, les étudiants inscrits à la maîtrise-cours affichent une durée médiane de six trimestres (deux ans), tandis que ceux qui rédigent un mémoire prennent légèrement plus de temps pour obtenir leur diplôme, avec une durée médiane de sept trimestres (deux ans plus un trimestre). Finalement, toujours en 2012, les doctorants accusaient une durée d'études médiane de seize trimestres (cinq ans plus un trimestre) pour l'obtention du doctorat.

Les taux d'abandon se situent en moyenne à 10 % dans les cinq ans au niveau de la maîtrise et à 27 % dans les sept ans au niveau du doctorat. Les étudiants abandonnent pour toutes sortes de raisons et, malheureusement, nous ne disposons pas de données comparables pour nous mesurer à d'autres sur ce plan. Néanmoins, depuis quelques années, notre École des études supérieures travaille assidûment pour analyser les questions de persévérance et de réussite.

- Nous collaborons étroitement et individuellement avec les responsables des programmes d'études afin de créer une meilleure concordance entre les programmes d'études et les compétences professionnelles, et aussi d'analyser le temps qu'il faut aux étudiants pour terminer leurs études.
 - Tous les nouveaux programmes, et tout programme faisant l'objet d'une révision majeure, doivent examiner minutieusement l'intégration des objectifs d'apprentissage dans le programme d'études, et l'ajout progressif de compétences à mesure que les étudiants avancent dans leurs programmes.
 - Nous nous attelons à modifier le cursus de dix programmes, à la lumière des données sur la durée des études, en comparaison avec les moyennes à l'échelle du Canada. Nous réussissons à faire en sorte que les programmes de plus de 45 crédits fassent l'objet d'une révision majeure afin d'en ramener la durée à la norme de 45 crédits.
- En octobre 2011, nous avons lancé GradProSkills, une initiative offrant aux étudiants des cycles supérieurs, gratuitement ou à prix modique, des ateliers de perfectionnement des compétences et des ressources en ligne afin de les aider dans leur transition vers le marché du travail.
 - Ces ateliers et ressources traitent notamment de réseautage, de gestion de projets, de rédaction de demandes de subvention, d'exposés oraux et, surtout, de l'apprentissage du français. (Voir aussi plus bas d'autres remarques sur la formation linguistique.)

- GradProSkills fait partie intégrante de nos programmes de doctorat en littérature anglaise et en géographie, urbanisme et environnement, nouvellement approuvés. Les doctorants doivent suivre obligatoirement ce module. Il s'agit d'un modèle que nous espérons répéter dans le cadre d'autres programmes d'études supérieures.
- Nous sommes en train de créer un certificat d'enseignement universitaire qui offre aux futurs professeurs un perfectionnement professionnel condensé et propose un stage comprenant l'élaboration, la prestation et l'évaluation d'un cours universitaire de trois crédits.
- Nous offrons une « prime de diplomation » de 2 500 \$ pour encourager les étudiants à terminer leurs études dans les délais prévus et à obtenir leur diplôme au plus tôt.
- Nous intensifions notre suivi après l'obtention des diplômes. Il s'agit d'une lacune statistique que plusieurs systèmes universitaires au Canada et ailleurs cherchent à combler.
- Nous sommes à l'écoute des étudiants grâce à des enquêtes et sondages comme l'Enquête canadienne auprès des étudiants à la maîtrise et au doctorat. Nous venons de recevoir les données de l'édition 2013 et nous portons une attention particulière aux réponses concernant la disponibilité des cours, les possibilités de stages et autres occasions d'apprentissage expérientiel, ainsi que la participation à des publications avec les professeurs.

La liste ci-dessus témoigne de toute l'attention accordée à la persévérance et à la réussite de nos étudiants des cycles supérieurs. C'est une priorité absolue pour Concordia.

7. QUE les universités préparent une stratégie concertée qui permettra d'orienter leurs actions dans un « contexte d'ouverture sur le monde. »

Déterminer les mesures à prendre pour prospérer dans un « contexte d'ouverture sur le monde » : voilà l'un des éléments dominants dans la prise de décisions stratégiques des dirigeants universitaires. C'est particulièrement vrai à la lumière des progrès que nous constatons ailleurs pour internationaliser davantage l'enseignement supérieur.

Concordia adopte actuellement une stratégie internationale à deux volets, l'un géographique et l'autre, thématique. Sur le plan géographique, Concordia jouit de liens étroits avec la Chine, qui remontent à plus d'un siècle. Ainsi, nous avons accueilli des étudiants dans le cadre d'échanges et nous avons enseigné sur le terrain. Nous avons aussi été les premiers à créer des programmes conjoints de doctorat avec des universités chinoises, bien avant que cela devienne courant dans les universités occidentales. Aujourd'hui, nous offrons aux étudiants de Concordia toutes sortes d'occasions d'aller étudier en Chine et nous comptons plus de 1 250 étudiants chinois.

Concordia cherche également à établir des liens dans des régions émergentes, soit dans les Amériques, l'Afrique subsaharienne et l'Europe de l'Est. Ces régions suscitent notre intérêt, car elles présentent des possibilités de collaborer avec des pays qui investissent de plus en plus dans l'enseignement supérieur et la recherche. Nos liens croissants avec le Brésil l'illustrent bien. Dernièrement, Concordia a signé une entente, comme trois autres universités canadiennes, avec l'organisme subventionnaire de l'État de São Paulo. Cette entente facilite la collaboration entre des chercheurs canadiens et brésiliens; elle augmentera de façon marquée notre capacité à recruter des étudiants brésiliens des cycles supérieurs pour nos programmes. De plus, nous participons au programme fédéral brésilien intitulé Sciences sans frontières, qui vise à envoyer 100 000 étudiants et chercheurs brésiliens dans des universités prestigieuses de par le monde en 2014.

Sur le plan thématique, Concordia passe régulièrement en revue les collaborations de recherche des professeurs autour d'un sujet particulier afin de voir comment les transformer en ententes officielles de collaboration entre les universités. Deux fois par année, nous organisons un concours de partenariat international, dans le cadre duquel nous repérons de telles opportunités. C'est ainsi que l'an dernier, nous avons signé des ententes avec la Leeds Metropolitan University (R.-U.) et l'Université de Namibie d'après les indications obtenues grâce à ces concours.

Ces efforts visant à multiplier nos relations dans des régions géographiques ciblées et à organiser des initiatives thématiques viennent étayer une particularité considérable de Concordia : nous représentons déjà, d'une certaine façon, le monde entier dans notre université. Nous attirons en effet un grand nombre d'étudiants étrangers, surtout aux cycles supérieurs. Dans l'ensemble, Concordia compte environ 14 % d'étudiants (soit 5 430) munis d'un visa d'étudiant, et ce pourcentage grimpe à près de 33 % aux cycles supérieurs. Par ailleurs, grâce à son programme d'échange universitaire, Concordia ne cesse de faire venir des professeurs de l'étranger pour diriger des séminaires et des ateliers à l'intention de ses professeurs et étudiants de Montréal afin de les ouvrir aux perspectives internationales.

Pour ce qui est d'envoyer nos étudiants à l'étranger, nous augmentons le nombre d'étudiants admissibles aux échanges internationaux. L'an dernier, nous avons ainsi envoyé 435 étudiants, presque le double du nombre des participants en 2007-2008. De plus, 71 de nos étudiants ont pris part au programme d'échange de la CREPUQ, presque le maximum du réseau québécois. À part ces étudiants des programmes d'échanges, nous comptons une foule d'étudiants à l'étranger participant à des stages, à des projets de recherche et à des écoles sur le terrain.

Quant aux mesures à prendre immédiatement par le gouvernement aux fins d'une internationalisation plus poussée de l'enseignement supérieur à Concordia et dans d'autres universités du Québec, deux points méritent d'être soulignés. Premièrement, l'extension de la cotutelle de thèse : on pourrait songer à étendre ce programme aux étudiants hors de France afin d'élargir les horizons de nos étudiants des cycles supérieurs. C'est de plus une manière efficace de faciliter et d'accroître les collaborations de recherche. Deuxièmement, le financement des programmes en ligne : nous pourrions examiner les moyens d'offrir et de financer des certificats et programmes en ligne suivis par des étudiants qui ne résident jamais au Québec. Si nous voulons que les établissements québécois étendent leur portée et profitent de leurs offres virtuelles pour attirer des étudiants dans leurs campus physiques, il nous faudrait peut-être remanier nos règles de manière à donner nos cours aux étudiants où qu'ils se trouvent, dans les formats correspondant à leurs objectifs et à leurs contraintes.

Des accommodements sur ces deux plans et la poursuite continue de l'établissement de liens internationaux aideront à mener les universités québécoises vers une intégration plus solide dans les nouveaux réseaux du savoir et contribueront au rayonnement du Québec.

8. QUE les établissements d'enseignement de niveau universitaire fassent un suivi de leur politique linguistique.

En sa qualité d'université anglophone au Québec, Concordia compte une majorité d'étudiants qui déclarent l'anglais comme langue maternelle. Toutefois, le pourcentage est moins élevé qu'attendu, soit environ 54 %. Chez les autres étudiants, 21,4 % déclarent le français comme langue maternelle et presque 25 % indiquent une autre langue. Nous sommes très fiers de cette diversité linguistique et culturelle.

Concordia offre aux étudiants du Québec (et d'ailleurs) une occasion inespérée d'étudier en anglais et de vivre en français. Nous pensons que c'est là une perspective très intéressante et nous entendons faire de cette proposition un élément phare de nos stratégies de recrutement dans les années à venir. Par ailleurs, nous comptons intégrer davantage l'expérience du Québec dans l'enseignement à Concordia, particulièrement quand il s'agit de développer la connaissance du français.

À cette fin, nous avons lancé *Oui Can Help!* en octobre 2011, en collaboration avec le gouvernement du Québec. Ce programme offre des bourses aux étudiants des autres provinces ou de l'étranger qui désirent perfectionner leur français en suivant une série de cours au Département d'études françaises de Concordia. Il propose aussi aux étudiants, professeurs et membres du personnel de Concordia des ressources en langue française au sein même de l'Université et dans toute la ville. Dans un article récent, le quotidien *Le Devoir* a d'ailleurs fait l'éloge de ce programme.

Depuis la création de *Oui Can Help!* :

- 257 bourses ont été octroyées à des étudiants internationaux et hors Québec;
- 138 étudiants se sont inscrits à des groupes de conversation française;
- 168 membres du corps professoral ou du personnel nés hors du Canada se sont inscrits à des cours de conversation française;
- 45 autres membres du corps professoral ou du personnel nés au Canada se sont inscrits à des cours.

En plus des cours de langue et des groupes de conversation, *Oui Can Help!* a coparrainé la Francofête à Concordia, où pendant une semaine, la langue et la culture françaises étaient à l'honneur dans toutes sortes de festivités, comme la Foire du Terroir, le rallye des étudiants internationaux et d'autres activités. L'événement a attiré plus d'un millier de visiteurs.

Il importe aussi de souligner qu'une politique de Concordia permet aux étudiants de remettre leurs travaux écrits et de passer leurs examens en français. Cette politique fait en sorte que les étudiants francophones se sentent bienvenus et à l'aise à Concordia, et qu'ils peuvent atteindre leur niveau optimal sans s'inquiéter que leur travail écrit ne mette pas suffisamment en évidence leurs connaissances et leurs compétences.

9. S. O.

10. QUE les universités collaborent davantage afin que l'offre de cours dans les différents campus soit complémentaire et ne cause pas de situations de compétition qui pourraient nuire à la qualité de la formation.

De toute évidence, les universités du Québec peuvent chacune tirer parti des ressources des autres et offrir des programmes complémentaires ou coopératifs, par exemple des programmes de doctorat conjoints. Quand il s'agit de proposer des programmes de doctorat, la collaboration revêt une grande importance étant donné le nombre relativement faible d'étudiants qui nécessitent une supervision très spécialisée.

Concordia possède actuellement quatre programmes de doctorat conjoints :

- Histoire de l'art : Concordia – Université Laval – Université de Montréal – UQAM (22 étudiants);
- Administration des affaires : Concordia – École des Hautes Études commerciales de Montréal – Université McGill – UQAM (93 étudiants);
- Communication : Concordia – Université de Montréal – UQAM (40 étudiants);
- Sciences des religions : Concordia – UQAM – Université Laval (34 étudiants).

De plus, notre maîtrise en génie aérospatial (64 étudiants) est offerte en collaboration avec l'École polytechnique, l'École de technologie supérieure, l'Université Laval, l'Université McGill et l'Université de Sherbrooke.

Ces programmes illustrent les possibilités de projets conjoints qui tirent parti d'un savoir-faire disponible dans un rayon géographique assez proche.

Comment en faire plus? Pour répondre à cette question, il faut d'abord reconnaître qu'une collaboration plus vaste et plus étroite entre les universités relativement à l'offre de cours et de programmes comporte des contraintes d'ordre très pratique, donc considérables. Dans le cas de Concordia, la langue est une de ces contraintes. À part McGill, les partenaires potentiels pour offrir des cours en anglais ne sont pas légion. Un autre écueil surgit quand il s'agit de travailler au-delà des limites institutionnelles, car il devient alors difficile de planifier les horaires de cours des professeurs, de convenir des plages horaires et des trimestres de cours, et de s'accorder sur le contenu des cours et les évaluations. (Ces considérations ne pèsent pas beaucoup sur les cours optionnels qui, du reste, ne se prêtent pas tellement aux offres conjointes.) Pour le corps professoral, la plupart des offres en collaboration risquent de sembler bien moins efficaces que celles d'une seule université, d'où la tendance à privilégier des programmes distinctifs plutôt qu'une collaboration interuniversitaire plus poussée. Comme troisième contrainte, soulignons le fait que de se déplacer d'un campus à l'autre ne semble pas plaire particulièrement aux étudiants. Même s'il était possible d'atteindre un plus haut degré de collaboration, les étudiants pourraient réagir de façon défavorable par rapport aux difficultés logistiques qu'ils risquent d'éprouver.

Il importe également de se pencher sur la relation entre la compétition et la qualité de la formation. L'énoncé ci-dessus laisse entendre que la compétition nuit à la qualité de la formation. Or, on peut aussi réfléchir aux avantages d'une compétition saine, ou « coopétition » pour user d'un néologisme, dans le sens où le corps

professoral doit absolument monter des cours et des programmes plus intéressants et bénéfiques pour les étudiants (par exemple en ce qui a trait aux possibilités d'engagement communautaire ou encore aux débouchés professionnels). Le véritable objectif n'est peut-être pas la complémentarité en soi, mais plutôt la qualité de la formation conjugée à une efficacité optimale des ressources dans tout le réseau du Québec, la complémentarité étant l'un des multiples moyens d'atteindre cet objectif.

Afin de mener à bien ce dossier, nous pensons qu'il serait utile d'envisager la complémentarité comme une approche nécessaire, avantageuse et faisable, qui en soi ne nuit pas à l'apprentissage, ni à l'expérience des étudiants. Ce dernier point est important, car de nombreux professeurs mettent activement en doute la valeur éducative de l'augmentation de l'efficacité et de l'élimination de toute redondance présumée par l'offre de cours en ligne de masse.