

# Comprehensive Institutional Plan 2019/2020-2021/2022



CONCORDIA  
UNIVERSITY  
OF EDMONTON



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# EXECUTIVE SUMMARY

## Executive Summary

Concordia University of Edmonton (CUE) is one of the oldest post-secondary institutions in the province, having served the Edmonton region since 1921, and is dedicated to offering accessible high-quality liberal arts, professional programs, science and technology. CUE is currently the largest member among the Independent Academic Institutions in the Campus Alberta six-sector model. It offers over 70 programs across five faculties at both the undergraduate and graduate levels, and has greatly expanded its research activity and capacity, and connections with local and international communities. With increasing enrolments, CUE is well on track to reach its long-term target of 3,000 Full Load Equivalents (FLEs).

CUE is proud of its continued supportive, inclusive campus community, its research and scholarship, and its range of excellent undergraduate and graduate programs. CUE aims to be Canada's pre-eminent small university and continues to evolve as a dynamic, innovative, responsive and forward-thinking post-secondary institution within Campus Alberta.

Governed by its goals and strategies that are in keeping with the Ministry of Advanced Education Adult Learning System Principles of accessibility, affordability, quality, coordination and accountability, CUE seeks to meet the challenges of maintaining the highest standards in teaching, service, program development and delivery, student services, and scholarly research. In supporting a coordinated approach to the delivery of high quality post-secondary education in the Province, CUE increasingly aligns its governance and practices with the Post-Secondary Learning Act (PSLA). The current Comprehensive Institutional Plan (CIP) reflects this focus. CUE's plan is also firmly grounded in CUE's already well-defined mission and vision statements.

### VISION

Concordia University of Edmonton will be recognized nationally and internationally for its graduates' knowledge, skill, integrity, and wisdom.

### MISSION

Concordia University of Edmonton is a community of learning, grounded in scholarship and academic freedom, preparing students to be independent thinkers, ethical leaders, and citizens for the common good.





The current CIP outlines CUE’s strategic direction in relation to the Ministry of Advanced Education Adult Learning System Principles of Accessibility, Affordability, Quality, Coordination and Accountability<sup>1</sup>. At the same time, it reflects CUE’s forward focus as underscored in its academic plans and other foundational guiding documents.

Summarized below (in Table 1), and detailed in the main section of the CIP, are CUE’s three-year goals, priority initiatives, expected outcomes and performance measures. Additional contextual and directional information appended to this CIP includes:

- An overview of CUE’s financial and budgetary position
- An overview of enrolment trends, projections and proposed programming changes
- Detailed objectives and progress in research, applied research and scholarly activity
- Specific initiatives for supporting underrepresented groups of learners
- Community initiatives aimed at improving access to learning and learner outcomes
- Plans for addressing two current government initiatives – Sexual Violence Prevention and Student Mental Health
- Internationalization activities and strategies
- An overview of CUE’s capital plan
- Information Technology initiatives and directions

**Table 1: CUE’s Goals and Priority Initiatives Relative to the Adult Learning System Principles**

	Goals	Priority Initiatives
<b>Accessibility</b>	1. Enhance and support a diverse learning culture through compliance with campus diversity initiatives	1. Continue to implement CUE's Indigenous Strategy 2. Continue to implement CUE's Sexual Violence Reduction Strategy 3. Continue to implement and expand CUE's Mental Health Strategy 4. Promote and foster an inclusive campus community that supports LGBTQ2S+ students, faculty and staff through awareness, education, and targeted initiatives
	2. Increase academic supports for underrepresented learners	1. Continue implementation of the Bounce Back Program 2. Continue to provide at-risk students with learning supports 3. Continue to provide students with disabilities with supports and accommodations for learning

<sup>1</sup> The Ministry recognizes the CIP and other accountability reports, such as the Annual Report, as inherently part of the accountability process and therefore does not expect institutions to list goals related to the Ministry’s accountability principle. Although CUE is not reporting specifically on this principle, it is listed here along with the other four principles as it is embedded in the goals and priorities CUE sets in relation to the Ministry’s principles, as well as its own institutional goals.



	Goals	Priority Initiatives
<b>Affordability</b>	1. Increase affordability for students through direct financial supports	1. Increase institutional funding for bursaries and scholarships 2. Increase donor funding for CUE student bursaries, awards and scholarships
	2. Increase awareness of and encourage access to internal and external sources of financial aid	1. Increase student and family access to information on financial aid opportunities 2. Identify and implement efforts to increase the disbursement of funding to eligible recipients
	3. Identify and address gaps in funding for graduate and underrepresented students	1. Continue to implement the Concordia Commitment Program 2. Develop and resource new student financial aid programs that will enable graduate students from marginalized groups to attend CUE
	4. Increase affordability by reducing costs to students for post-secondary resources and supports	1. Increase open-access resources 2. Continue to explore and provide free or lower cost academic supports and services to students
<b>Quality</b>	1. Enhance CUE's community reputation	1. Encourage CUE faculty and students to actively pursue the commercialization of research outcomes 2. Increase community outreach through CUE's Schools and Institutes 3. Increase CUE's student body steadily towards the long-term target of 3000 FLE at least at the sustainable rate of 4% per year
	2. Promote an evolving research culture on campus	1. Identify research priorities and develop a new Strategic Research Plan 2. Increase research capacity and grow external research funding revenue, particularly from tri-council 3. Continue to provide internal research supports that will enhance research culture
	3. Enhance internationalization on CUE's campus	1. Increase the numbers of students going abroad 2. Increase undergraduate international student enrolments 3. Continue to encourage faculty to engage with research partners abroad 4. Continue developing the Centre for Chinese Studies (CCS) by offering additional programming and professional skills enhancement courses 5. Increase the number of students enrolled in the Management International Dual Degrees with Beijing Foreign Studies University (BFSU)
	4. Enhance academic programming and collaboration	1. Increase academic collaboration across campus 2. Continue to require accountability in academic programming 3. Enhance professional programming and associated applied research
<b>Coordination</b>	1. Support coordination of programming across the system	1. Maintain ongoing communication with Alberta partner institutions to support coordination of programming 2. Ensure new program proposals are assessed for need from a systems-wide perspective 3. Assess relevance of programs and fit within the larger system through cyclical program reviews



# ACCOUNTABILITY STATEMENT

## Accountability Statement

“This Comprehensive Institutional Plan was prepared under the Board’s direction in accordance with legislation and associated ministerial guidelines, and in consideration of all policy decisions and material, economic, or fiscal implications of which the Board is aware.”

XXXXX

Russ Morrow  
Chair, Board of Governors  
June 14, 2019



# GOALS, PRIORITY INITIATIVES AND EXPECTED OUTCOMES

## Goals, Priority Initiatives and Expected Outcomes

CUE's 2019-2022 CIP outlines the institution's key goals and priorities within the context of supporting system-wide priorities for post-secondary education in Alberta. More specifically, it outlines the University's alignment and direction over the next three years in relation to the Ministry of Advanced Education Adult Learning System Principles of **Accessibility, Affordability, Quality, Coordination, and Accountability**.

The current CIP builds on the work of internal planning documents and consultative activities undertaken with internal and external stakeholders. It is also guided by a new Academic Plan that was approved by CUE's General Faculty Council in Fall 2018. The new plan paves the university's direction into 2023 and serves as a foundational document to support units across campus develop their own area-specific implementation plans. While the new academic plan lays out some broad-based institutional benchmarks to guide and track our progress, it has been designed to support implementation from the bottom up, allowing each unit across campus to establish their own relevant goals and priorities, and associated metrics and benchmarks.

Because unit-level plans for implementation of new Academic Plan are still under development, their incorporation into this current plan is limited. They, along with a new Strategic Research Plan, to be finalized in the coming year, will be integral in future CIP planning cycles. In this transitional period, the CIP continues to report on those goals, initiatives, outcomes and measures from the 2017-2020 and 2018-2021 plans, where relevant. Some new goals and associated anticipated outcomes and measures have been included to address some key new priorities and gaps.

The overall writing and editing of the plan was coordinated by the Vice-President Academic and Provost and the Director of Institutional Research and Program Development. A draft version of this CIP was presented to the President who contributed additional information and edited the final document prior to presenting it to the Board of Governors for approval.

The next section provides an overview and specifies the goals, priority initiatives, expected outcomes and associated measures established by CUE over the next three years as they relate to increasing accessibility, affordability, quality, and coordination within the context of institutional goals and the Alberta post-secondary system's principles. It should be noted that while much of the planning information in this year's CIP is unchanged from previous years, parts have been rearranged to accommodate the Ministry's reporting template.





## Accessibility

CUE's 2019 – 2022 **Accessibility** goals linked to the adult learning system principles are to:

- 1. Enhance and support a diverse learning culture through compliance with campus diversity initiatives**
- 2. Increase academic supports for underrepresented learners**

CUE is committed to supporting student success and a positive learning experience among an expanding and increasingly diverse student body, as demonstrated through its continued implementation and expansion of campus diversity initiatives. CUE is also committed to providing a welcoming and supportive campus community for Indigenous students and those who face barriers to participation and successful learning outcomes in post-secondary education. Such commitments are reflected in CUE's student services, programs and policies, including its hiring goals where efforts are directed at not only attracting among the most qualified faculty and staff, but also growing a faculty and support staff complement in which CUE's student body sees itself represented.

CUE acknowledges we are located on Treaty 6 territory, and respects the many histories, languages and cultures of Indigenous peoples of Canada which continue to enrich our vibrant community. CUE also acknowledges its obligation to respond to the Truth and Reconciliation Commission of Canada's Calls to Action. In endeavouring to do so, CUE has developed and takes actionable steps to implement its Indigenous Strategy, including steps that both ensure Indigenous students are given supports to achieve academic success, and help Indigenous students reconnect with their own cultural teachings and practices. In support of advancing reconciliation, CUE also makes strides to extend these teachings and practices to the wider campus community as a means of instilling an understanding and appreciation of Indigenous history, including the impacts of colonization, Indigenous ways of knowing, and Indigenous culture. CUE's role in implementing the strategies has also been facilitated and acted on through the establishment of CUE's Indigenous Knowledge and Research Centre (IKRC) and the hiring of its Manager in Fall 2018. The IKRC offers a variety of services and programs to support Indigenous students at CUE, many of which are detailed in Appendix D, along with other supports for underrepresented learners.

Students at CUE are also supported to succeed through a multitude of services provided through its Student Life and Learning programs. In addition to supporting the academic success of all CUE students, these services foster students' intellectual, personal, social, and professional development in preparation for the entirety of their lives. Some examples include: free one-on-one writing consultations and tutoring sessions; the Freshmen Challenge (a semester-long activity designed to help new students transition into university life); free individual counselling services for students to receive support with mental health, academic and other personal concerns that are interfering with positive life experiences; learning accommodation services for students with disabilities; inclusive post-secondary education opportunities for students with developmental disabilities; and career services, including educational and career planning, and supports in searching and applying for jobs.



In 2018, CUE established the combined Office of External Affairs and International Relations. The Office’s main goal is to cultivate and foster meaningful professional relationships with external constituencies such as alumni, community, industry and business, government, funding agencies and international audiences and partners. The Office also serves to support new and aspiring Canadians. The International Office works with Canada Revenue Agency volunteers and settlement services organizations such as the Edmonton Mennonite Centre for Newcomers (EMCN) to provide information sessions and community connections, and hopes to expand services to include campus volunteering and faculty mentorship opportunities for these new professional Canadians.

<b>Goal 1 - Enhance and support a diverse learning culture through compliance with campus diversity initiatives<sup>2</sup></b>		
<b>Priority Initiatives</b>	<b>Expected Outcomes</b>	<b>Performance Measures</b>
1. Continue to implement CUE's Indigenous Strategy (2017)	<ol style="list-style-type: none"> <li>1. More Indigenous students are transitioning into post-secondary programs at CUE and completing their program of study</li> <li>2. Indigenous students are registering in and succeeding in programs where they are traditionally under-represented</li> <li>3. Indigenous staff are recruited, hired and retained</li> <li>4. An Indigenous Leadership Mentorship program is established</li> <li>5. Programs and services in the Indigenous Knowledge and Research Centre are promoted and expanded</li> <li>6. Opportunities to celebrate and recognize Indigenous ways of knowing are planned and carried out</li> <li>7. Opportunities to foster a better understanding of Indigenous peoples, histories and cultures, and the impact of colonization are supported</li> </ol>	<ol style="list-style-type: none"> <li>1. Student enrolment by level and program</li> <li>2. Student retention rates</li> <li>3. Student completion rates</li> <li>4. Total and number of new Indigenous hires; retention of staff</li> <li>5. Programing and events provided through the IKRC</li> <li>6. Staff and faculty participating in cultural training</li> <li>7. Indigenous content in course and program offerings</li> <li>8. Indigenous events and celebrations</li> </ol>
2. Continue to implement CUE's Sexual Violence Reduction Strategy (2018)	<ol style="list-style-type: none"> <li>1. Strategies to raise awareness, educate and promote a culture of consent on campus are implemented</li> <li>2. CUE's policies are evaluated for compliance with the Sexual Violence and Reduction Strategy by the Policy Coordination Committee</li> </ol>	<ol style="list-style-type: none"> <li>1. Strategies and initiatives implemented</li> </ol>

<sup>2</sup> Adapted from CIP 2017 goal: Increase social, cultural and financial supports for students.



3. Continue to implement and expand CUE's Mental Health Strategy (2017)	1. Strategies introduced in 2017/18 and 2018/19 continue to be implemented	1. Strategies and initiatives implemented, including: provision of Mental Health First Aid training for 60 faculty and staff; and recruiting, training and supporting 5 students as peer supports annually
4. Promote and foster an inclusive campus community that supports LGBTQ2S+ students, faculty and staff through awareness, education, and targeted initiatives	1. An equitable and inclusive campus environment is fostered	1. Promote and foster an inclusive campus community that supports LGBTQ2S+ students, faculty and staff through awareness, education, and targeted initiatives

<b>Goal 2 - Increase academic supports for underrepresented learners<sup>3</sup></b>		
<b>Priority Initiatives</b>	<b>Expected Outcomes</b>	<b>Performance Measures</b>
1. Continue implementation of the Bounce Back Program (2017)	1. Undergraduate students struggling academically are provided supports to help them succeed	1. Bounce Back Program enrolment 2. Readmissions into Bachelor programs
2. Continue to provide at-risk students with learning supports	1. Students are supported to succeed at CUE through the provision of learning supports, such as one-on-one advising with Academic strategists	1. Students accessing learning services
3. Continue to provide students with disabilities with supports and accommodations for learning		1. Number of students with disabilities supported through CUE's Learning Accommodation Services 2. Number of accommodated exams

<sup>3</sup> Adapted from CIP 2017 goals: Increase social, cultural and financial supports for students; and Enhance CUE's community reputation.



## Affordability

CUE's 2019 – 2022 **Affordability** goals linked to the adult learning system principles are to:

- 1. Increase affordability for students through direct financial supports**
- 2. Increase awareness and encourage access to internal and external sources of financial aid**
- 3. Identify and address gaps in funding for graduate and underrepresented students**
- 4. Increase affordability by reducing costs to students for post-secondary resources and supports**

CUE recognizes that a lack of access to financial means may block qualified students from pursuing studies at a post-secondary level. CUE implements and actively seeks initiatives and resources to help reduce the financial barriers to participation in higher education. The Financial Aid and Awards Office works with students and their families to help make their education at CUE more affordable by not only disbursing monetary aid, but also providing help in understanding and navigating the financial aid process and in identifying funding opportunities. In 2017-2018, CUE disbursed over \$1.6 million in scholarships and bursaries to qualified students. While just over half of funds are provided by the Province, the majority of the remaining funds come from CUE.

Given the size of CUE and level of investment in student financial aid by the institution, combined with donor support, about one in three CUE students receive a scholarship or a bursary. Even with these levels of support in place, CUE continues to seek new opportunities to secure funding for its students to not only help them get through the door, but to also support enhanced educational experiences, such as international exchange and study abroad opportunities. CUE also looks for ways to reduce student's supplemental costs by encouraging use of open access materials and the provision of low- or no-cost services, such as tutoring and counselling.

Currently, undergraduate students are the primary recipients of scholarships and bursaries. CUE is looking at ways of providing more opportunities for graduate students and underrepresented groups. One example is CUE's partnership with the Métis Education Foundation to secure a \$250,000 endowment over 10 years through a matching grant agreement. Another is the provision of continued "free" access for post-secondary students who are unable to secure employment in their area of study soon after graduation, through the Concordia Commitment Program.

Keeping tuition and fees in check is another mechanism by which CUE attempts to ease the cost of post-secondary education to students. CUE voluntarily froze domestic tuition fees for the past four years despite not being mandated to do so and not being eligible for the government funding afforded to public institutions to help offset the financial impact incurred by this freeze. To date, the cost to CUE in imposing a freeze on tuition is in excess of \$1,000,000. Faced with mounting financial pressures, CUE will implement a moderate increase in



tuition in the coming year; however, CUE is fully prepared to revert to freezing tuition, if the Ministry of Advanced Education extends the same “backfill” funding to CUE that public universities currently receive.

<b>Goal 1 - Increase affordability for students through direct financial supports</b>		
<b>Priority Initiatives</b>	<b>Expected Outcomes</b>	<b>Performance Measures</b>
1. Increase institutional funding for bursaries and scholarships	1. Financial barriers to pursuing post-secondary education are reduced for a greater number of students 2. Financial supports are secured to support students’ ability to augment their educational experiences through study abroad and exchange programs	1. Value and percent change in institutional funds allocated to bursaries, scholarships and awards
2. Increase donor funding for CUE student bursaries, awards and scholarships		1. Value of funding received 2. Number of campaigns, events, initiatives undertaken to garner donor support

<b>Goal 2 - Increase awareness of and encourage access to internal and external sources of financial aid</b>		
<b>Priority Initiatives</b>	<b>Expected Outcomes</b>	<b>Performance Measures</b>
1. Increase student and family access to information on financial aid opportunities	1. Financial barriers to pursuing post-secondary education are reduced for a greater number of students 2. Students, prospective students, and families are better equipped to identify and apply for financial assistance from external sources	1. Number of information sharing events and campaigns held
2. Identify and implement efforts to increase the disbursement of funding to eligible recipients		1. Increase the conversion rate of CUE Entrance Scholarships by at least one percentage point YOY

<b>Goal 3 - Identify and address gaps in funding for graduate and underrepresented students</b>		
<b>Priority Initiatives</b>	<b>Expected Outcomes</b>	<b>Performance Measures</b>
1. Continue to implement the Concordia Commitment Program (2018)	1. Financial barriers to pursuing post-secondary education are reduced for a greater number of underrepresented students 2. More domestic graduate students and graduate students from marginalized backgrounds attend CUE 3. More scholarships, awards and bursaries are available to all CUE graduate students -- whether domestic or international	1. Number, percent change in registrations among underrepresented groups 2. Number, percent change in graduate students and students from underrepresented groups receiving financial aid
2. Develop and resource new student financial aid programs that will enable graduate students from marginalized groups to attend CUE		1. Number and total value of new resources for student scholarships and bursaries earmarked for graduate students and underrepresented learners





<b>Goal 4 - Increase affordability by reducing costs to students for post-secondary resources and supports</b>		
<b>Priority Initiatives</b>	<b>Expected Outcomes</b>	<b>Performance Measures</b>
1. Increase open-access resources	1. Students' pay less for learning materials and resources	1. Total number of resources; number of new resources
2. Continue to explore and provide free or lower cost academic supports and services to students	1. Students' costs for supplemental services are reduced or eliminated	1. Cost-savings measures investigated 2. New cost-savings measures implemented 3. Continued free or low cost supports and services provided



## Quality

CUE's 2019 – 2022 **Quality** goals linked to the adult learning system principles are to:

1. **Enhance CUE's community reputation**
2. **Promote a changing research culture on campus**
3. **Enhance internationalization on CUE's campus**
4. **Enhance academic programming and collaboration**

CUE is growing its reputation as Canada's pre-eminent small university. CUE recognizes that its future growth and sustainability relies on a reputation for being a quality academic institution within the context of the Campus Alberta system. Its five faculties of Arts, Science, Management, Education and Graduate Studies offer over 70 different programs. CUE undertakes regular program reviews to identify needed changes in existing program offerings and to identify new opportunities, ripe for developing important new or niche courses and programs aligned with current and emerging industry demand, and /or pathways to further education and research.

CUE's focus on developing research capacity and interest, and local and international partnerships is leading to greater recognition locally and abroad. The newly built Allan Wachowich Centre for Science, Research, and Innovation (AWC), which opened in Fall 2018, and its BMO Centre for Innovation and Applied Research (BMO-CIAR) has helped to bolster the University's reputation. The BMO-CIAR serves as "Edmonton's Community Resource" for all CUE faculty and students by facilitating applied research opportunities between CUE and the community. The BMO-CIAR also assists in the development of an entrepreneurship ecosystem by promoting commercialization of research results and developing business incubation opportunities. The AWC also provides exceptional labs and other research facilities to support faculty and students to engage in research.

In 2018, CUE established the combined Office of External Affairs and International Relations. The Office's main goal is to cultivate and foster meaningful professional relationships with external constituencies such as alumni, community, industry and business, government, funding agencies and international audiences and partners. Through this Office, CUE continues to engage in growing international partners that enrich our research productivity and increase our access to larger-scale research funding. Current partnerships are in place with South America (IT Security, Public Health, Biology and Indigenous Studies), Europe (Sociology, Psychology, Wellness and IT Security), Asia (Public Health, Chinese Language and Culture, Management). Together with the University of Alberta, MacEwan and NAIT, CUE signed an agreement with four institutions in Germany and expects to provide additional research opportunities for CUE's undergraduate students through this agreement.



CUE's commitment to strengthening the research culture on its campus is demonstrated through its support for coordinated networks of thematic research. CUE has established 9 interdisciplinary research clusters that promote collaborative research activity: Travel, Focus on Women, Early Childhood, Public Health, Wellness, Theology and the Sciences, Information Systems Security and Assurance Management, Linguistics and Language Education, and Machine Learning and Artificial Intelligence. Interdisciplinary research clusters bring together faculty, students, and external partners in collaborative research that expands existing networks, utilizes regional resources, and supports both emerging and identified areas of research strength.

<b>Goal 1 - Enhance CUE's community reputation (2017)</b>		
<b>Priority Initiatives</b>	<b>Expected Outcomes</b>	<b>Performance Measures</b>
1. Encourage CUE faculty and students to actively pursue the commercialization of research outcomes (2018)	1. CUE's community reputation as a quality educational institution increases in the community, with community and industry outreach and research partners, internationally, and through our students 2. CUE's financial future is further secured through increased student recruitment and retention, development fundraising, and research grants and commercialization opportunities	1. Hours of teaching time release for research 2. Commercialization activity
2. Increase community outreach through CUE's Schools and Institutes (2017)		1. Types and number of collaborations and partnerships
3. Increase CUE's student body steadily towards the long-term target of 3000 FLE at least at the sustainable rate of 4% per year (2018)		1. Enrolments

<b>Goal 2 - Promote an evolving research culture on campus (2017)</b>		
<b>Priority Initiatives</b>	<b>Expected Outcomes</b>	<b>Performance Measures</b>
1. Identify research priorities and develop a new Strategic Research Plan (2018)	1. CUE's new 5-Year Strategic Research Plan is completed, and activities are undertaken to commence implementation	1. Implementation and planning activities started / completed
2. Increase research capacity and grow external research funding revenue, particularly from tri-council (2018)	1. Increased revenue to support high-quality research activity is generated	1. Funding for research by source (Tri-council, sponsored) 2. 20% increase in the number of research grant applications to tri-council and other external agencies from 2018 to 2021
3. Continue to provide internal research supports that will enhance research culture (2018)	1. CUE's internal research supports (infrastructure and resources) are enhanced 2. A higher number of students are participating in research projects	1. Initiatives and activities undertaken to enhance supports 2. Number of awards dispersed to students (UG, GR) for dissemination activities on research projects



<b>Goal 3 - Enhance internationalization on CUE's campus (2017)</b>		
<b>Priority Initiatives</b>	<b>Expected Outcomes</b>	<b>Performance Measures</b>
1. Increase the numbers of students going abroad (2017)	1. More domestic students are participating in exchange and study abroad experiences	1. Number of students sent abroad 2. Ratio of incoming to outgoing students decreased to 2:1 by 2021)
2. Increase undergraduate international student enrolments (2017)	1. CUE is recognized as an institution of choice for international students and is able to attract higher numbers of international students into undergraduate programs	1. International enrolments increased to 15% of total enrolment
3. Continue to encourage faculty to engage with research partners abroad (2017)	1. Opportunities for international research cooperation among faculty are developed	1. Activities undertaken to encourage research collaboration
4. Continue developing the Centre for Chinese Studies (CCS) by offering additional programming and professional skills enhancement courses (2017)	1. Students have access to more learning and skills development options to support further learning and career pathways	1. CCS program offerings 2. CCS program enrolments
5. Increase the number of students enrolled in the Management International Dual Degrees with Beijing Foreign Studies University (BFSU)	1. Students' learning experience is expanded and career options are increased	1. Program enrolment is increased to 5



<b>Goal 4 - Enhance academic programming and collaboration (2017)</b>		
<b>Priority Initiatives</b>	<b>Expected Outcomes</b>	<b>Performance Measures</b>
1. Increase academic collaboration across campus (2017)	<ol style="list-style-type: none"> <li>1. Program offerings, breadth of programs, and learning pathways are expanded</li> <li>2. CUE's institutional efficiency is enhanced through effective application of integrated information technology, student services, fund development, and academic collaboration</li> </ol>	<ol style="list-style-type: none"> <li>1. New dual degrees programs</li> <li>2. New dual credit courses</li> </ol>
2. Continue to require accountability in academic programming (2017)	<ol style="list-style-type: none"> <li>1. Unit-level implementation plans for the 2018-2023 academic plan are completed and actions are taken to begin implementing them</li> <li>2. Cyclical reviews of academic programs are undertaken regularly</li> </ol>	<ol style="list-style-type: none"> <li>1. Planning and implementation status</li> <li>2. Completed reviews</li> </ol>
3. Enhance professional programming and associated applied research (2017) <sup>4</sup>	<ol style="list-style-type: none"> <li>1. Approval and implementation of the Doctor of Psychology (Clinical Psychology)</li> <li>2. Implementation of the Bachelor of Science in Information Technology</li> <li>3. Approval and implementation of the Master of Science in Information Technology</li> <li>4. Attainment of relevant program accreditation</li> <li>5. Exploration / development of dual-credit courses</li> <li>6. Exploration / development of dual degrees</li> </ol>	<ol style="list-style-type: none"> <li>1. Program proposal, development and implementation activities</li> </ol>

<sup>4</sup> Adapted from a CIP 2017 priority initiative under the same heading.





## Coordination

CUE's 2019 – 2022 **Coordination** goal linked to the adult learning system principles is:

### 1. **Support coordination of programming across the system**

Ongoing program reviews are instrumental in identifying gaps in existing program offerings and opportunities to develop promising specialty or niche programming linked to professional and research opportunities, and industry needs. CUE prides itself on being a boutique institution that provides, alongside a full suite of undergraduate programs, a growing suite of unique, specialty programs that complement established programs in the Campus Alberta system. CUE is agile and ready to meet changing industry and educational demands through the exploration and development of new programs, and opportunities for learners to build-on or ladder-up through certificate programs and micro-credentialing.

Ensuring the relevance and coordination of CUE's program within the larger post-secondary system is facilitated by:

- Faculty consultations, internally and with external partners
- Adherence to institutional and Campus Alberta Quality cyclical and new program development review policies and procedures
- Consultation with industry and community partners
- Seeking accreditation status for CUE's programs through relevant professional associations
- Ongoing communications with partner post-secondary institutions by faculty and senior administration

More detailed examples of CUE's involvement in establishing partnerships and following through on opportunities to engage in, support and develop coordinated community approaches to enhance access to further education, help improve learner outcomes and increase overall effectiveness across the system are included in Appendix E.



<b>Goal 1 - Support coordination of programming across the system</b>		
<b>Priority Initiatives</b>	<b>Expected Outcomes</b>	<b>Performance Measures</b>
1. Maintain ongoing communication with Alberta partner institutions to support coordination of programming	1. Senior administration and faculties participate in regular meetings with partner post-secondary institutions	1. Meetings / events
2. Ensure new program proposals are assessed for need from a systems-wide perspective	1. Feasibility studies are completed for all new proposed programs to evaluate for need, differentiation for existing programs 2. Compliance requirements for CAQC reporting are met	1. Proposal / review activity and outcomes
3. Assess relevance of programs and fit within the larger system through cyclical program reviews	1. Programs are reviewed every 5 years	1. Review activity and outcomes







# Appendices



# APPENDIX A

## Appendix A: Financial and Budget Information

Table A1: Schedule of Revenue and Expense by Object

	Year ended March 31,			
	Budget 2019	Budget 2020	Forecast 2021	Forecast 2022
<b>Revenues</b>				
<b>Revenues from Government of Alberta</b>				
General Operating Grant	\$ 12,696,773	12,950,712	\$ 12,950,712	\$ 12,950,712
Other grants	87,000	124,192	160,000	160,000
<b>Total Government of Alberta Operating Funding</b>	<b>12,783,773</b>	<b>13,074,904</b>	<b>13,110,712</b>	<b>13,110,712</b>
Government of Canada grants	-	4,200	-	-
	12,783,773	13,079,104	13,110,712	13,110,712
<b>Student Sources of Revenue</b>				
Tuition for accredited courses	14,309,342	18,331,720	18,918,335	19,485,885
Foreign student differential fees	900,332	1,141,496	1,141,496	1,141,496
Miscellaneous fees and student charges	1,880,684	1,012,075	1,042,437	1,073,710
<b>Total Tuition and Fees for Accredited Programs</b>	<b>17,090,358</b>	<b>20,485,291</b>	<b>21,102,268</b>	<b>21,701,091</b>
Tuition and fees for non-accredited programs	35,000	43,710	43,710	43,710
	17,125,358	20,529,001	21,145,978	21,744,801
Other grants, donations, and fundraising	-	-	-	-
Sale of goods and services	2,111,100	2,286,297	2,354,886	2,401,984
Investment revenue	175,000	-	-	-
Gain on sale of capital asset	-	-	-	-
Other revenue	216,664	562,417	584,914	608,310
Amortization of deferred capital contributions	265,000	330,000	293,700	279,015
<b>Total Revenues</b>	<b>32,676,895</b>	<b>36,786,819</b>	<b>37,490,190</b>	<b>38,144,822</b>
<b>Expenses</b>				
<b>Salary and Wages</b>				
Salaries and Wages	18,905,087	21,317,278	21,743,624	22,178,496
Employee Benefits	3,933,676	3,579,389	3,650,977	3,723,996
	22,838,763	24,896,667	25,394,600	25,902,492
<b>Utilities</b>				
Gas	253,250	201,938	212,035	222,637
Electricity	405,126	391,971	411,570	432,148
Other	97,196	89,375	93,844	98,536
	755,572	683,284	717,448	753,321
Maintenance	265,770	297,200	312,060	327,663
Property Tax	30,603	2,600	2,730	2,867
Supplies and Services	4,777,563	7,037,123	7,107,494	7,178,569
Scholarships and Bursaries	757,511	817,500	850,200	884,208
Cost of Goods Sold	874,121	863,596	872,232	880,954
Debt Servicing	665,992	458,280	435,366	413,598
Capital Amortization	1,711,000	1,729,569	1,764,160	1,799,444
<b>Total Expenses</b>	<b>32,676,895</b>	<b>36,785,819</b>	<b>37,456,291</b>	<b>38,143,115</b>
<b>Net Surplus (Deficit)</b>	<b>\$ -</b>	<b>\$ 1,000</b>	<b>\$ 33,899</b>	<b>\$ 1,707</b>



## Revenue

CUE's budget for the 2019/2020 fiscal year reflects CUE's FLE growth assumption of 4% in all undergraduate faculties along with a tuition fee increase of 1% based on the 2018 Consumer Price Index. The increased enrolment assumption is supported by an increase of over 12% in applications for the upcoming fiscal year. Increased awareness of CUE's educational offerings and its reputation for being a quality academic institution has led to increased application. Mandatory and discretionary fees remained unchanged from the previous year. CUE has assumed a 4% increase in ancillary revenue from the previous fiscal year. While CUE consistently receives support from donors, fundraising and other grants, conservative revenue estimates for the fiscal years 2020 through 2022 have been budgeted at zero. Investment income is budgeted to be zero due to the volatility in the market.

**Figure A1: Revenue by Source 2018-2019**

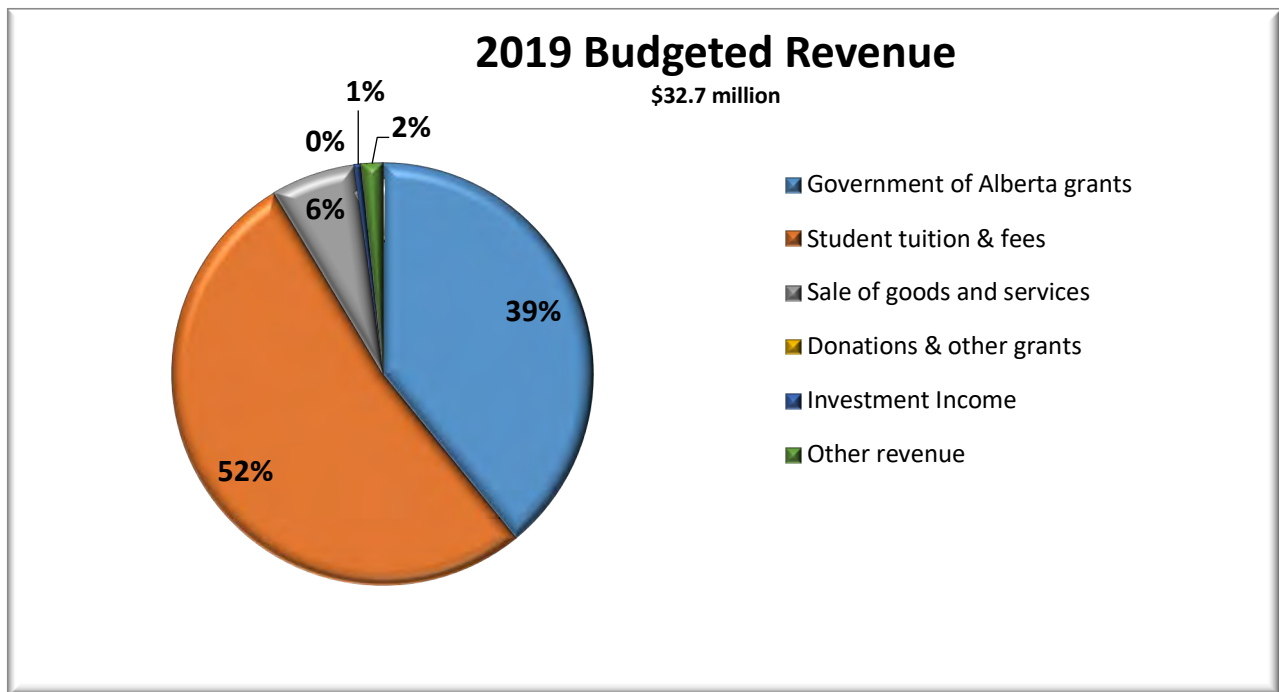
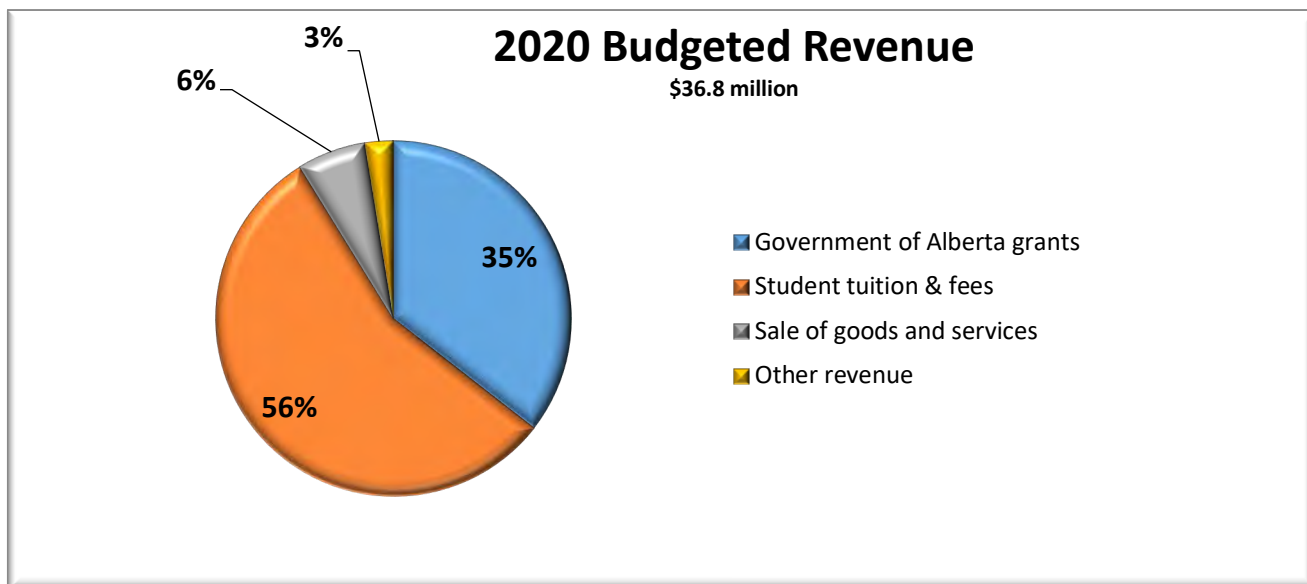




Figure A2: Revenue by Source 2019-2020



## Expenses

CUE operating expenses are human capital intensive with salaries and benefits representing roughly 70% of total expenditures. CUE’s compensation budget assumptions for the 2018/2019 fiscal year reflect a 1% cost of living adjustment plus step increments for staff and a 0% negotiated increase for faculty.

Budget assumptions for utilities, regular maintenance, property taxes and supplies and services expenditures include increases for inflation, increased enrolment and budgeted staff and faculty hires. A decrease in debt servicing costs is budgeted for in the 2019/20 fiscal year and included in the forecast assumption for both fiscal 2021 and 2022. This decrease is due to the reduction in debt load as loans are repaid.

Amortization expense assumptions for the coming three fiscal years include the increased amortization costs resulting from the completion of the Allan Wachowich Centre for Science, Research, and Innovation building and various capital additions in the coming years.



Figure A3: Operating Expenses by Object 2018-2019

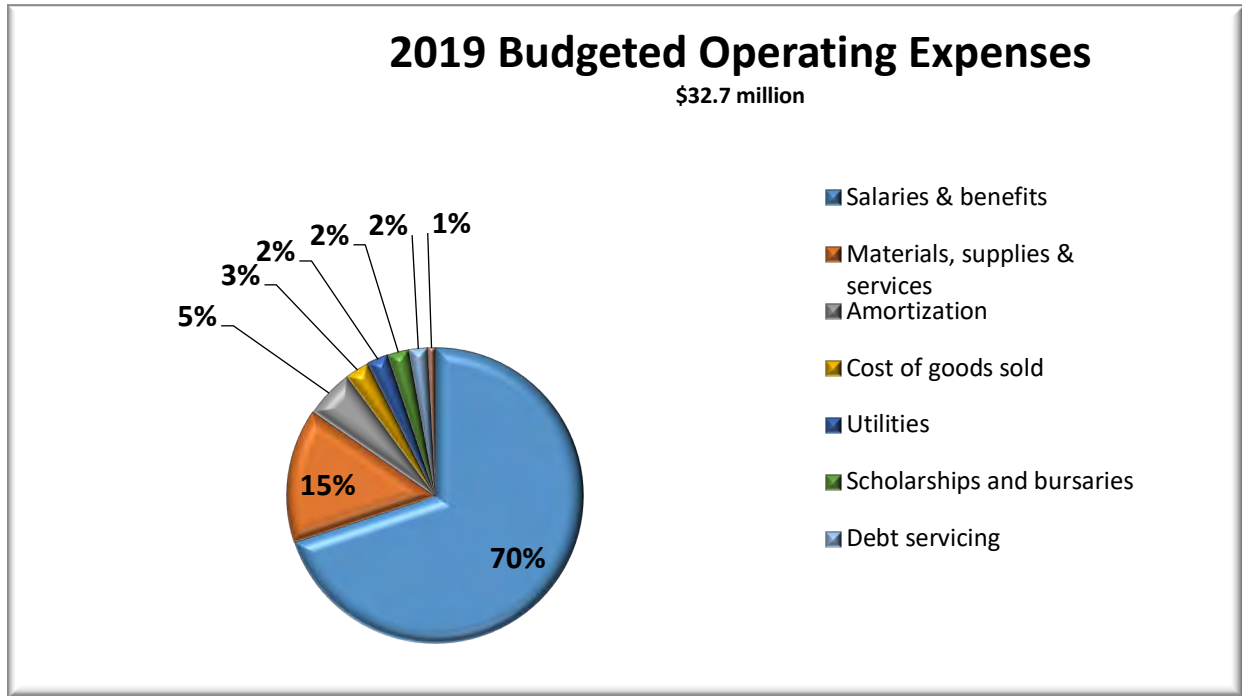
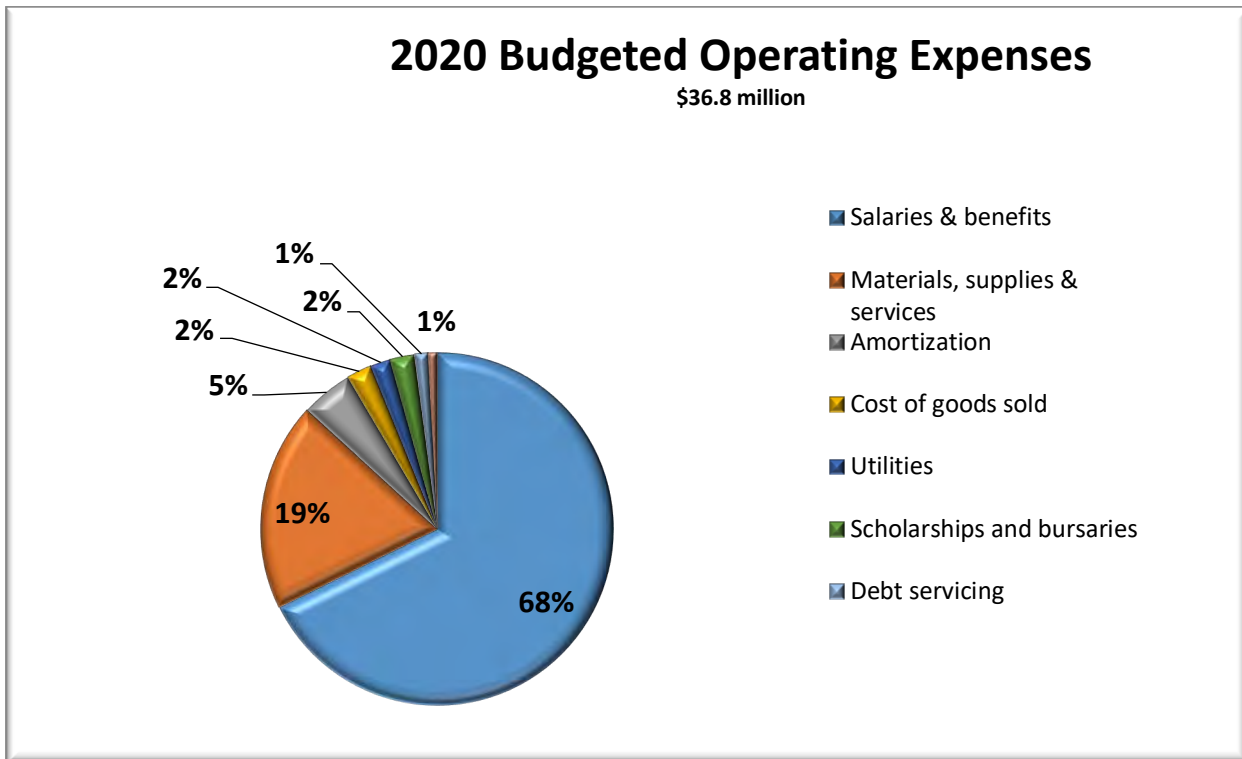


Figure A4: Operating Expenses by Object 2019-2020



**Table A2: Statement of Cash Flows**

	Budget 2019- 2020
Net inflow (outflow) of cash related to the following activities	
<b>Operating</b>	
Excess Revenue over expenses	\$ 1,000
<b>Items not involving cash:</b>	
Employee future benefits	-
Amortization of capital assets	1,729,569
Loss/ (Gain) on sale of capital asset	-
Amortization of deferred capital contributions	330,000
Unrealized (gain) loss in fair value of investments	-
	2,060,569
<b>Change in non-cash working capital:</b>	
(Increase) decrease in accounts receivable	(100,497)
(Increase) decrease in bookstore inventory	9,239
(Increase) decrease in prepaid expenses	(2,520)
(Decrease) increase in accounts payable and accrued liabilities	1,966,025
(Decrease) increase in deferred revenue	84,258
(Decrease) increase in funds held in specially designated funds	131,627
	4,148,701
<b>Investing</b>	
Capital assets purchased	(1,658,221)
Proceeds from sale of capital assets	-
Proceeds from sale of investments	-
Investments purchased	-
	(1,658,221)
<b>Financing</b>	
Increase in deferred capital contributions	1,000,000
Endowment contributions	450
Repayment of demand loans	(135,935)
Repayment capital loan	(535,591)
	328,924
<b>(Decrease) increase in cash</b>	2,819,404
<b>Cash, beginning of year</b>	12,496,833
<b>Cash, end of period</b>	15,316,237







## APPENDIX B

### Appendix B: Enrolment Plan and Proposed Programming Changes

The three-year Full Load Equivalent (FLE) enrolment projections provided in Table B1 are based on CUE's currently increasing student body while taking into account our anticipated budgets (tuition and grants) and physical capacity on the campus.

**Table B1: CUE Enrolments & Projections by FLE and Headcount, 2017-2018 to 2021-2022**

	<b>2017 -2018 Actual</b>	<b>2018-2019 Preliminary</b>	<b>2019-2020 Projected</b>	<b>2020 – 2021 Projected</b>	<b>2021 – 2022 Projected</b>
Total Headcount	2,300	2,611	3,003	3,153	3,310
<b>% Change each year</b>	7.8	13.5%	15.0%	5.0%	5.0%
Total FLE	1,659.7	1,876.7	2,158.2	2,266.1	2,379.4
<b>% Change each year</b>	3.5%	13.1%	15.0%	5.0%	5.0%

A projected institutional level of growth of 5.0% (FLE) per year is seen as sustainable for the period 2019-2022. Following a substantial enrolment growth of 11.8% observed in 2016-2017, which was attributed to student retention and the intake of new students into the 4-Yr BA in General Psychology (introduced in 2014-2015), CUE's enrolment growth dropped to 3.5% in 2017-2018. This lower rate aligns more closely with expected rates. Estimates for the 2018-2019 fiscal year indicate an increase in enrolment beyond the rate observed two years prior and a continued upward trend in enrolment growth carried into 2019-2020.

At the program level, in the period spanning 2016-2017 to 2018-2019, annual enrolment growth in the 4-Yr BA program remained steady (Table B2) as a result of new enrolments combined with continuing enrolments, while the 3-Yr BA program increased from 5.1% to 11%. Rates of growth in both of the undergraduate level Science programs increased. The most substantive increase was observed in the 3-Yr BSc program, with the annual change in enrolment increasing from a strong 14.9% to 54.1% largely as a result of increases in International student enrolments. CUE's BEd After Degree also experienced substantive growth in response to the addition of a third cohort to the program in response to strong demand. CUE plans to continue adding a third cohort to meet anticipated demand, which will further add to overall increases in enrolment. The graduate programs in Management also observed increases in enrolment, reversing the declining program registrations experienced in 2017-18. Between the two programs, the biggest rate of increase (15.9%) was observed in the Information Systems Assurance Management program.





The Master of Arts in Biblical and Christian Studies has experienced enrolment challenges in the past few years. CUE temporarily suspended new enrolments to the program in the Spring of 2018 while undertaking a full program review to assess its long-term viability. Following completion of the review in Winter 2019, a decision was made to terminate the program indefinitely. An application to the Ministry requesting formal approval to terminate the program is forthcoming.

**Table B2: Annual Enrolments (FLE) and Percent Change by Program, 2016-17 to 2018-2019**

Program Specialization	2016-2017	% Change	2017-2018	% Change	2018-2019
Bachelor of Arts 4 Yr	287.4	14.6%	329.4	13.8%	374.7
Bachelor of Arts 3 Yr	427.5	5.1%	449.3	11.1%	499.1
Bachelor of Education After Degree	141.1	2.7%	144.9	14.4%	165.8
Bachelor of Environmental Health After Degree	42.3	1.1%	42.7	-28.0%	30.8
Bachelor of Management	166.2	-2.0%	162.8	14.3%	186.1
Bachelor of Science 4 Yr	245.0	6.2%	260.2	12.2%	292.0
Bachelor of Science 3 Yr	80.1	14.9%	92.0	54.1%	141.7
Master of Arts in Biblical and Christian Studies	3.7	-40.9%	2.2	-61.6%	0.8
Master of Education					3.7
Master of Information Systems Assurance Management	19.3	-41.5%	11.3	15.9%	13.1
Master of Information Systems Security Management	89.2	-48.6%	45.9	2.3%	46.9
Open Studies (Non-credit)	102.2	16.6%	119.2	2.5%	122.2
<b>Total</b>	<b>1,603.8</b>	<b>3.5%</b>	<b>1,659.7</b>	<b>13.1%</b>	<b>1,876.7</b>

Within the Faculties of Arts and Science, enrolments remained steady in most areas of specialization. In Arts, exceptions are the 4-Yr Psychology and 3-year Sociology programs. These two programs attracted an extra 44 FLEs and 27 FLEs in 2018-2019, respectively, compared to the previous year (representing annual increases of 18% and 26%). In Science, notable increases in areas of specialization were observed in the 4-Yr Biology, and the 3-Yr Environmental Science and Mathematics programs, where 2018-2019 enrolments were up by 53, 71, and 46 FLEs, respectively (representing for each discipline an annual increase of 26%, 61% and 192%). The substantial increase in the 3-Yr Mathematics program is largely attributed to increasing enrolments of International students in the 3-Yr Bachelor of Science program.

Table B3 shows CUE enrolment projections (FLE) by program for the period 2017-2018 to 2021-2022. CUE is in a strong position to increase both the undergraduate and graduate seats available in Campus Alberta. As indicated above, the after degree program in Education will continue to add a third enrolment cohort which will contribute to increased projected enrolment growth and a number of other programs are



projected to experience significant growth leading into the coming year (2019-2020), most notably the 3-Yr Bachelor of Science program. Program areas that are projected to maintain steady enrolment are the Bachelor of Management, include Master of Information Systems Security Management, Master of Information Systems Assurance Management, Education and the Open Studies program.

As new programs (such as Bachelor of Science in Information Technology) are launched and programs currently going through the Campus Alberta Quality Council (CAQC) process (such as Doctor of Psychology and Master of Science in Information Technology) are approved and introduced, the initial growth in those programs will enhance the student graduate and undergraduate numbers respectively.

**Table B3: CUE Enrolments & Projections (FLE) by program, 2017-2018 to 2021-2022**

Program	2017-2018 Actual	2018-2019 Preliminary	2019-2020 Projected	2020-2021 Projected	2021-2022 Projected
Bachelor of Arts 4 Yr	329.4	374.7	430.9	456.8	484.2
Bachelor of Arts 3 Yr	449.3	499.1	549.0	560.0	571.2
Bachelor of Education After Degree	144.9	165.8	189.0	192.8	196.6
Bachelor of Environmental Health After Degree	42.7	30.8	36.9	38.7	40.7
Bachelor of Management	162.8	186.1	193.5	201.2	209.3
Bachelor of Science 4 Yr	260.2	292.0	327.0	358.0	388.5
Bachelor of Science 3 Yr	92.0	141.7	226.6	249.3	274.2
Master of Arts in Biblical and Christian Studies	2.2	0.8	0.0	0.0	0.0
Master of Education		3.7	7.4	7.4	7.4
Master of Information Systems Assurance Management	11.3	13.1	15.7	16.3	17.1
Master of Information Systems Security Management	45.9	46.9	56.3	58.5	60.9
Open Studies (Non-credit)	119.2	122.2	125.8	127.1	129.0
<b>Total</b>	<b>1,659.7</b>	<b>1,876.7</b>	<b>2,158.2</b>	<b>2,266.1</b>	<b>2,379.4</b>

## International Students

Table B4 shows CUE's three-year projections for international student enrolment (FLE) as a percentage of our total projected enrolment. CUE's overall international representation is projected to reach the 15% threshold for Alberta institutions in the coming year.





**Table B4: International student enrolment (FLE) for all programs, 2017-2018 to 2021-2022**

	2017-2018 Actual	2018-2019 Preliminary	2019-2020 Projected	2020-2021 Projected	2021-2022 Projected
Total FLE	1,659.7	1,876.7	2,158.2	2,266.1	2,379.4
Total International FLE	145.8	241.5	323.7	339.9	356.9
% of Total FLE	8.8%	12.9%	15.0%	15.0%	15.0%
% Change each year	-12.0%	65.7%	34.08%	5.00%	5.00%

The decrease in international student enrolment in 2017-2018 is mainly due to a decrease in the proportion of international students in two graduate programs, namely Master of Information Systems Assurance Management (MISAM) and Master of Information Systems Security Management (MISSM) (Table B5), which have historically had a higher proportion of international students. CUE's intent is to encourage the growth of international students in the undergraduate programs, most especially in the areas of Management and the Arts. Some progress in being made. After a 4% decrease moving into 2017-18. International enrolments (FLE) in the Bachelor of Management were up by 59% in 2018-19. Substantial international enrolment growth (FLE), at the undergraduate level, of 39% and 38% was observed in 2016-2017 and 2017-2018 respectively. International enrolments in Arts are also on the rise with a 94% and 129% increase in each of 2017-2018 and 2018-2019.

CUE also continues to actively advertise and promote our two Masters in Information Systems programs to Canadian students. With the development of a stand-alone undergraduate Bachelor's degree in Information Technology (BScIT) that serves as a foundational preparatory degree for admission into the MISAM and MISSM degrees, CUE students will have an internal pathway into these graduate programs.

### Proposed programming changes

CUE is developing programming in fields where it already has established expertise. A new program, recently approved by CAQC, is the Bachelor of Science in Information Technology. This new program is on track to start in Fall 2019. It builds on CUE's minor in Information Technology and Computing Science (ITCS) and responds to the labour market demand for IT professionals. The proposed IT degree is envisioned to also serve as a foundational preparatory degree for admission into MISAM and MISSM programs, as well as a proposed Master of Science in Information Technology program that is currently under review with CAQC.

Another program currently under review by CAQC is a proposed Doctor of Psychology, which builds on the 4-year Bachelor in Applied Psychology and provides advanced education in the critical area of clinical psychology. CUE is anticipating its first intake into this doctorate program in 2019.



The Faculties of Arts and Management created new dual degrees programs that were brought on board in Fall 2018. One is with Beijing Foreign Studies University through the Faculty of Management and the other is with the Université de Bretagne Sud through the Faculty of Arts. The Department of Literature and Languages continues to focus attention on integrating their current course offerings across the campus and introducing other options for students who desire language learning, such as the inclusion of Indigenous language(s).

**Table B5: International student enrolment exceeding 15% by program, 2017-2018 to 2021-2022**

<b>FLE</b>	<b>2017 -2018 Actual</b>	<b>2018-2019 Preliminary</b>	<b>2019-2020 Projected</b>	<b>2020-2021 Projected</b>	<b>2021-2022 Projected</b>
<b>Bachelor of Science 3 Yr</b>					
Total students	92.0	141.7	226.6	249.3	274.2
Total International	15.9	66.6	117.9	134.6	156.3
% International	17.3%	47.0%	52.0%	54.0%	57.0%
<b>Master of Information Systems Assurance Management</b>					
Total students	11.3	13.1	15.7	16.3	17.1
Total International	10.5	11.4	14.9	14.7	15.3
% International	92.9%	87.0%	95.0%	90.0%	90.0%
<b>Master of Information Systems Security Management</b>					
Total students	45.9	46.9	56.3	58.5	60.9
Total International	41.1	43.7	53.5	52.7	54.8
% International	89.5%	93.2%	95.0%	90.0%	90.0%
<b>Open Studies</b>					
Total students	119.15	122.15	125.8	127.1	129.0
Total International	31.7	38.4	50.3	54.6	58.0
% International	26.6%	31.4%	40.0%	43.0%	45.0%





# The subtle effect of MCPA-Ester on the growth and florescence of *Brassica napus* L.

Maxwell Kyzorowik Supervisor: Dr. Yin Chen

Department of Biological and Environmental Sciences

## BACKGROUND

Herbicide application is considered an important modern agronomy practice. However, herbicide application can have both positive and negative effects on crop growth and yield.

## EXPERIMENTAL APPROACH

Herbicide application is considered an important modern agronomy practice. However, herbicide application can have both positive and negative effects on crop growth and yield.

## CONCLUSION

A low (50 mL) dose can accelerate growth at times, while a higher dosage (100 mL) can retard growth.

## DISCUSSION

Degrade herbicide concentrations have before been seen to cause rapid leaf growth which can weigh down stems.

# The Inhibitory effects of Acetaminophen on (Human Cytochrome) CYP1 Enzyme at human body temperature extremes (32 °C, 37 °C, 42 °C)

Liam McKenna

BIO 489 Department of Biology

## Introduction/Background

Acetaminophen is a common over-the-counter pain reliever and fever reducer. It is used to treat pain and reduce fever.

## Experimental Questions and hypothesis

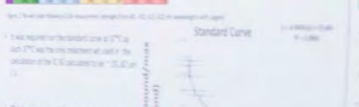
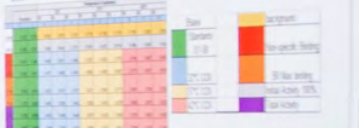
Acetaminophen is a common over-the-counter pain reliever and fever reducer. It is used to treat pain and reduce fever.

## Methods and plate set-up

Acetaminophen is a common over-the-counter pain reliever and fever reducer. It is used to treat pain and reduce fever.

## Results & Discussion

Acetaminophen is a common over-the-counter pain reliever and fever reducer. It is used to treat pain and reduce fever.





## Appendix C: Research, Applied Research and Scholarly Activities

Concordia University of Edmonton is still in the early phases of developing a prominent research record. As a smaller institution, we continue to make strides towards growing a vibrant research and scholarship culture that supports excellence in faculty research and provides funding and opportunities for student engagement. As faculty develop more sustainable research programs, students will continue to benefit from being immersed in an environment where education grounded in research is enriched by innovative teaching, and where students become more involved in research training experiences.

Concordia University of Edmonton is developing a vibrant research culture that supports discovery research, creative activity and applied research and innovation. As stated in our current strategic research plan – to be replaced in 2019 – CUE’s main focus is to develop a strong research culture that facilitates collaboration, increasing partnership agreements, supports investigators through internal research awards, and participates successfully in external research grant competitions. Located in Edmonton, a traditional meeting place for many Indigenous peoples, we place particular emphasis on culturally respectful community-engaged scholarship. Our Indigenous Knowledge and Research Centre housed in the new Allan Wachowich Centre for Science, Research, and Innovation (AWC) will foster Indigenous knowledge production and increase capacity for Indigenous scholarship. In addition, CUE proudly supports the Tri-Agency of Canada framework for Equity, Diversity and Inclusion (EDI), which promotes, and expects from funding-eligible institutions, a commitment to integrate such considerations in institutional policies, processes, and more.

As an institution, we are in the process of developing research hubs in areas where we have emerging loci of expertise. These thematic Research Clusters strengthen and promote CUE’s identity, but also serve as platforms for research engagement and fruitful partnerships, including industry partnerships that move beyond disciplines, institutions, and traditional academic models of knowledge production, and knowledge mobilization. CUE is actively engaged with the priorities outlined in the Alberta Research and Innovation Action Plan 2017-2020 (ARIF Action Plan), and over the next three years, CUE will continue to focus on enhancing supports and research capacity-building activities that align with current provincial objectives for a strong economy, including Economic Diversification and Job Creation; Environmental Stewardship and Climate Leadership; Effective Resource Management; and a focus on Engaged Individuals and Communities for a Healthy Alberta.



## Research Strategic Directions

In 2019, CUE will finalize and implement a new Strategic Research Plan that will provide guidance and direction in achieving the next phase of the institution's vision as Canada's pre-eminent small university.

In the 2014-2018 Strategic Research Plan, we identified four main objectives:

1. Promote an institution-wide culture of scholarship and research,
2. Facilitate collaboration,
3. Enhance the profile of research and scholarship at Concordia University of Edmonton internally and publicly, and
4. Focus on areas of research strength while respecting individual research agendas.

For the remainder of 2019, our work on implementing the existing objectives will continue. Under the Strategic Research Plan 2019-2024, a new 5-year plan that builds on and replaces the 2014-2018 Plan, we have defined seven Strategic Priorities:

1. Supporting researchers
2. Facilitating and supporting research excellence
3. Expanding research partnerships, collaboration and networks
4. Enhancing research impact
5. Improving research competitiveness through areas of strength, priority areas
6. Enhancing library research supports
7. Supporting Indigenous Knowledge and Research

Research at CUE is defined broadly, and is inclusive of basic research, applied research, creative activities, and innovation and knowledge exchange. CUE's Office of Research Services will support new research clusters, enhance capacity building through assistance and training for competitive grant applications to the Tri-Agency, optimize internal supports for grant facilitation, promote student research via the Annual Research Forum and more, and continue to evaluate and improve the infrastructure for grant administration. The BMO Centre for Innovation and Research (BMO-CIAR) will continue to facilitate community-engaged research and industry partnerships and agreements, thus encouraging applied research in areas of regional, national, and international relevance.



## Three-Year Research Objectives – 2019-2022

### 1. New Allan Wachowich Centre for Science, Research, And Innovation (AWC) Building

Concordia University of Edmonton was awarded \$6.72-million from the Government of Canada Post-Secondary Institutions Strategic Investment Fund for the construction of the Centre for Science, Research, and Innovation. Now called the Allan Wachowich Centre for Science, Research, and Innovation (AWC), in honour of CUE's first Chancellor, the building officially opened on May 10th, 2019. This 30,000 square foot facility provides state-of-the-art infrastructure for research and innovation activities, including the addition of new labs in the Department of Biological and Environmental Science. The facility also serves as an industry and an innovation hub enabling international research collaborations, and the commercialization of innovative technologies through the BMO-CIAR. In addition, the AWC houses the Indigenous Knowledge and Research Centre, the Design Thinking Space, and the Office of Research Services. This significant investment represents a pivotal milestone in propelling CUE forward in meeting its commitment to become a leader in applied research and innovation.

### 2. Research Administration Infrastructure

The Office of Research Services (ORS) is continuously working to develop processes and policies to strengthen administrative support for research, and to assist with the development of strategies to increase research capacity. The institution's full-time Research Officer position was created back in 2017, in order to provide support and assistance for research capacity building. The Research Officer works directly with faculty members with the objective of increasing successful applications to Tri-Agency grants competitions. The collaboration of CUE Faculty with the ORS has already come to fruition, with significant achievements in securing competitive funding from SSHRC, including a SSHRC Institutional Grant, and our first, five-year NSERC Discovery Grant, awarded in 2019. Additional goals for our upcoming years are to increase the funding obtained from the Research Support Fund provided by the Tri-Agency, and to successfully apply for one or more Canada Research Chairs.

The ORS also administers the Internal Research Grant Program, which now includes two major streams: Seed, for research projects, and Impact, aimed at knowledge mobilization activities. Administrative supports and institutional policies are also being refined to maintain compliance with regulatory standards including Tri-Agency Policy on the Ethical Conduct of Research, the Framework for the Responsible Conduct for Research, the Tri-Agency Financial Administration Guide, and additional grant funds financial management. The Office of Research Services also plays a major role in the development of the new Strategic Research Plan.



### 3. Thematic Research Clusters

Thematic Research Clusters promote engagement and collaboration in established and emerging areas of research strength that intersect and inform directions outlined in the Strategic Research Plan. Research Clusters facilitate and catalyze interdisciplinary basic and applied research activities, and a broad range of scholarly and creative practices among faculty, students, and partners from the community, as well as other academic institutions locally and globally. Research Clusters are intended to bring greater internal and external attention to faculty and student research, deepen its cumulative impact, and help leverage external funding for sustained collaborative efforts.

CUE has established ten interdisciplinary Research Clusters and Institutes. Of the ten clusters, at least seven will remain active and include a recently formed cluster that will expand research capacity in the area of Artificial Intelligence and Machine Learning and contribute to ARIF Action Plan's priority of Economic Diversification and Job Creation. Thematic Research Clusters aligning with ARIF Action Plan directions include:

ARIF Action Plan Priority: Engaged Individuals and Communities for a Healthy Alberta:

- CUE's Interdisciplinary Research Focus on Women: Investigating political and personal issues, historical and contemporary, concerned with women
- CUE's Interdisciplinary Research on Travel: Exploring social and personal issues related to travel of not only people, but also social movements and ideas
- CUE's Cluster on Child and Youth Development and Mental Health Research: To investigate the complex interaction between psycho-social and environmental factors that affect children's emotional, social, and academic development, in order to remedy the impact of these factors
- CUE's Interdisciplinary Research Cluster on Wellness: Exploring issues related to wellness as it relates to physical activity, physical literacy, healthy eating, mental health, comprehensive health programming, financial issues, and social health
- CUE's Research Cluster on Science & Religion

ARIF Action Plan Priority: Economic Diversification and Job Creation:

- CUE's Interdisciplinary Research Cluster of Linguistics and Language Education
- CUE's Research Cluster in Information Systems Security and Assurance Management
- CUE's Research Cluster in Artificial Intelligence and Machine Learning

Indicators of success include the establishment of new thematic Research Clusters as well as the increased participation of guest researchers, including our international constituency as well as industry, community and government partnerships.





#### **4. Knowledge Mobilization and Knowledge Translation**

Concordia University of Edmonton recognizes the importance of demonstrating the relevance and benefits of research to internal and external stakeholders, and to the communities we serve. Research impact and effective knowledge translation and mobilization ensures that CUE research reaches not only the academic community but knowledge users in all sectors. The bi-directional exchange of knowledge contributes to innovation that can help advance Alberta's social, cultural, and economic prosperity. Community-engaged research at CUE is concentrated in the Faculty of Education, with internationally recognized research on inclusive education, and in Public Health where faculty work closely with industry partners to develop innovative approaches to real-life problems. CUE aims to raise the profile and awareness of research programs and scholarly activity throughout the institution. Indicators of success include an increase of high-impact faculty publications including open-access publications, high-quality research dissemination, and an increase in community and industry research collaborations.

#### **5. Strengthening Student Engagement and Interaction with Faculty**

Recognizing the synergetic and interdependent relationship between teaching and research, CUE is committed to providing students at all levels of their undergraduate and graduate degree programs adequate opportunities for research training and engagement. Research-intensive graduate programs such as the Masters of Information Systems and the Master of Education in Educational Leadership provide students with high-quality research experiences that complement program curriculum. CUE seeks to enhance research opportunities for undergraduate students through internal funding opportunities for student-led research projects and dissemination activities. The Office of Research Services coordinates an annual Research Forum, aimed at promoting student and faculty research activities, and held its first Annual Poster Competition in 2019, to acknowledge the impact of the research done by our Undergraduate and Graduate Students. Indicators of success include increased numbers of student-led research projects, as well as increased interest and participation in the annual Research Forum.

#### **6. National and International Research Collaborations**

CUE faculty are engaged in international research partnerships with universities across Canada and around the world. Regionally, CUE has partnered with other Edmonton post-secondary institutions to create a consortium of universities dedicated to facilitating effective internationalization activities where the strengths, expertise, capacity, and resources of consortium participants are optimized. International partnership building is a unique strength to CUE and dedicated Internationalization strategies have resulted in strong and active research collaborations with partners in Brazil, France, Portugal, Germany, Spain, Australia, India, UK, Poland, and China. Our aim is to leverage these partnerships further to enhance research productivity in areas of applied research, as well as encourage international student research training opportunities. Indicators of success include greater engagement through formal and informal international research collaborations, and increased outreach initiatives to engage broader communities at the local and global levels.



## 7. Applied Research and Innovation

The mission of the BMO-CIAR is to advance industry and community interests by building and strengthening connections between CUE and external partners, turning knowledge and ideas into solutions.

The BMO-CIAR coordinates applied research, entrepreneurship and community outreach activities for students and faculty at CUE. It matches research teams, which can be created with representation from multiple disciplines, with industry and community needs. This develops a comprehensive, holistic approach and ensures the best solution is created. This approach results in graduates who are prepared for the workforce and who become responsible citizens, working on challenges directly affecting their communities that ultimately grow and diversify the economy.

### BMO Centre for Innovation and Applied Research 8 Pillars of Activity

1. **Industry and community relations:** Enables meaningful connections between CUE and external partners.
2. **Research Commercialization:** Mobilizes CUE research results into the market.
3. **Intellectual Property Protection:** Facilitates the protection of viable intellectual property created by CUE's research results.
4. **Entrepreneurship Development:** Assists students, recent grads, young and Indigenous entrepreneurs to identify and develop alternative career paths through one-on-one mentorship, workshops, seminars, and networking events.
5. **Business Incubation:** Transitions entrepreneurial ideas into reality through business development support, infrastructure, and mentorship.
6. **Global Business Acceleration:** Provides youth based local start-up businesses the resources to compete globally, and opportunities to collaborate with international businesses.
7. **Customized Training:** Responds to industry and community needs by creating adaptable and innovative industry and corporate training.
8. **Community Outreach:** Finds opportunities in the community to develop research collaborations.

The BMO-CIAR also assists in the “business process requirements” of research allowing faculty to focus on the research itself, thereby creating a team approach in developing and commercializing research opportunities.



It can provide assistance in any of the following areas:

- Identifying potential industry and community partners
- Developing project collaborations
- Guiding project scope and budget creation
- Providing project contract negotiation
- Protecting intellectual property
- Providing commercialization services

CUE's BMO-CIAR functions as a coordinating hub for applied research using the faculty and student research talents of Arts, Management, Science and Education. Since its inception in 2016, the Centre has assisted 11 CUE faculty, staff and sessional instructors in commercialization activities and applying for applied research grant activities. BMO-CIAR assisted in CUE faculty securing \$185,000 in grant funding in 2017-2018. Additionally, BMO-CIAR secured funding of \$20,708 from Alberta Innovates to offer programming in entrepreneurship and innovation. This funding has been used to award students demonstrating interest in starting their businesses.

BMO-CIAR has been successful in establishing connection with key innovation players in the community and globally. In summary, BMO-CIAR has facilitated 10 Memorandums of Understanding (MoU), 9 non-disclosure agreements (NDAs) and connected with at least 30 industry and community players in discussing their research needs and/or customized training requirements. Some examples include the Alberta Machine Intelligence Institute (AMII), Edmonton HealthCity, Alberta Health Services-innovation team, TEC Edmonton, Alberta Innovates, Business Link, Alberta Women Entrepreneurs, Kehewin First Nation, etc.

Over the next year, BMO-CIAR will work on developing and implementing an intellectual property (IP) policy and related procedures, such as report of invention, a commercialization policy and procedures. A robust IP policy and processes at CUE will assist in engaging the CUE community in applied research activities that are aligned with industry needs. This will also help in attracting and retaining skilled faculty and industry partners at CUE.

Additionally, BMO-CIAR offers programs and resources to engage CUE students in learning about entrepreneurship and innovation. Over the next year, it will work on strategically including workshops for educating and supporting CUE students in innovation and entrepreneurship in classrooms.







## Appendix D: Underrepresented Learners

### Supports for Indigenous Learners

CUE acknowledges the location of its campus on traditional Treaty 6 Territory and a major trading centre of the Métis nation, as well as being the home of a significant Inuit population today. Accordingly, it engages Indigenous peoples in productive and supportive relationships. Following extensive consultation and planning, the Board of Governors approved in November 2015 an Indigenous Strategy that contained 15 recommendations. Indigenous strategic planning is an ongoing process and will require continual engagement with Indigenous communities to identify necessary areas of action and engagement.

Over the last two years CUE made substantive strides to respond meaningfully to the TRC 94 Calls to Action and our Indigenous Strategy. Diverse Indigenous histories, cultures and perspectives were garnered through the development of an Indigenous Student Council, an Elders Advisory Counsel, as well as a broad-based Indigenous Steering Committee. In 2018, CUE opened the Indigenous Knowledge and Research Centre (IKRC), an inclusive space for Indigenous learners and Indigenous-specific learning for all members of the campus, and hired a Métis woman (and a CUE alumna) as its Manager.

Since September 2018, the IKRC has successfully hosted 31 programs with over 1,500 participants from our school community and beyond. Programs featured research presentations, speaker panels, crafting, awareness campaigns, and cultural activities such as Sweatlodge and pipe ceremonies, in addition to large community gatherings such as Round Dances and the first Tea Dance to be held in Edmonton since the 1800s. We have also participated in or hosted initiatives such as National Indigenous Peoples Day, Métis Week, Orange Shirt Day, and Missing and Murdered Indigenous Women and Men Awareness; plans are underway for additional events, such as Inuit Day and Treaty Six Recognition Day.

CUE's IKRC works hard to ensure there is accessibility to Indigenous resources, knowledge, perspectives and contacts in the community for our students as well as for our faculty who are conducting research or working towards Indigenizing their curriculums across a variety of program areas. The IKRC has collaborated with 7 classrooms since its launch, helping incorporate traditional practices and/or historical knowledge in English, Sociology, Indigenous Studies, Psychology and Education. In 2018, CUE solidified two new partnerships with neighbouring communities: Cold Lake First Nation (CLFN) and the Métis Nation of Alberta (MNA) and anticipates collaborative projects and initiatives in the areas of language, culture and history.





## Other Supports for Underrepresented Learners

CUE's Bounce Back Program is aimed at addressing an identified gap of supports for vulnerable populations, as well as student retention. It is a one-year academic intervention program that supports undergraduate students who are required to withdraw to re-establish satisfactory academic standing. Students are able to take up to 9 credits per term while enrolled in the Bounce Back Program, and upon successful completion can apply to return to their chosen program of study in the Faculties of Arts, Management or Science. 2018-19 marked the first year for the Bounce Back Program, which saw 16 students enrolled in BB 197, with 11 students meeting requirements to progress into BB 198, and 8 students in BB 198 successfully completing requirements for readmission to Bachelor programs. CUE supports at-risk students with one-on-one advising from Academic Strategists offering the opportunity to assess their academic choices, analyze challenges, strengthen skills, and develop strategies for personal and academic success.

Through Learning Accommodation Services (LAS), CUE University of Edmonton continues to provide opportunities for academically qualified persons with documented disabilities to have access to assistive supports and services, helping to remove barriers that could otherwise prevent them from participating on an equitable basis. CUE's smaller size and quality teaching environment are often expressed as desirable features that draw students with disabilities looking for a less intimidating classroom/campus experience. The availability and personal approach of LAS staff to students helps make their experience a positive one - students feel individually supported and know that advocacy is available in a timely fashion.

During the 2018-19 academic period, CUE supported more than 169 individual students with disabilities who have required various levels of support, a number that has more than tripled since 2009-2010; equating to approximately 8% of the current student population. LAS supervised more than 2,350 accommodated exams in its 36-seat Testing Centre, along with other rooms, during the 2018-19 academic year. Supervision in the Testing Centre was provided by a full-time staff member and students, employed as Academic Aides. The LAS office collaborated with CUE's IT department to increase the capacity of the internal system for online exam bookings to simplify the process for both students and faculty. As the number of accommodated students rise, CUE strives to continue delivering superior service and encourages universal design for learning educational framework to accommodate the learning differences of all students.



This year, the LAS area also facilitated disability grant applications for approximately half of the students it supports, to help cover exceptional costs of those individuals requiring assistive services and equipment (i.e., academic strategist, tutors, alternate format, assistive technology, etc.). Because students, instructors, and LAS staff all share in the responsibility for the provision of accommodations, communication and feedback between all parties is important and always welcome. Advocacy for one student's particular need often opens the door to better access for all students with disabilities and facilitates understanding with faculty.

Affiliation with PADRA—Alberta (Post-secondary Accessibility and Disability Resource Association) allows for collaboration between Alberta post-secondary Colleges and Universities to provide support, sharing, developing of policy and best practices, and facilitate communication between disability service providers and other stakeholders. A desire to benefit more and more students with the universal application of some supports (i.e., assistive software, course delivery), will, hopefully, benefit all students in the future and not just those with disabilities. It is expected that as the general student population grows, so, too, will the number of students with disabilities and the demands placed on the LAS area and the institution as a whole.







Nicole Ness



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## Appendix E: Community Initiatives

CUE recognizes the value of partnerships both internally and with the larger community of Edmonton and beyond. CUE actively seeks and builds strong relationships and collaborations with community partners to support improved outcomes for students and respond to broader community, industry and societal needs. Several examples of collaborations and partnerships pursued and undertaken by CUE faculty, staff and students are interspersed throughout this report. They include examples aimed at driving innovative research, enhancing international learning opportunities and partnerships, coordinating programming across the system to address need and support efficiency, providing collaborative oversight to increase the quality of programming, and working in concert with community partners to support the health and wellbeing of students and staff.

Some additional examples involving cross-university collaborations among senior leadership include:

- The participation of CUE's President at the quarterly meetings of the Council of Post-Secondary Presidents of Alberta (COPPOA). The meeting brings together the 26 presidents from post-secondary institutions in Alberta to discuss common concerns, respond collectively to shared opportunities, and strengthen research and teaching partnerships across the province to the benefit of their respective students and communities, as well as the province as a whole. CUE's President also serves as member of the Executive of COPPOA.
- The participation of CUE's Vice-President Academic and Provost at monthly meetings with her counterparts across Edmonton. These meetings bring together senior academic officers in the Edmonton area. In addition to CUE, they include: King's, MacEwan, NAIT, Norquest, Athabasca, and U of A. These meetings provide an opportunity to discuss learner needs, share ideas and best practices, create a support system, build relations and networking between the post-secondary institutions, and market Edmonton as a learning destination.
- The participation of CUE's Vice-President Academic and Provost at quarterly meetings of the Alberta Council of Senior Academic Officers (ACOSAO). These meetings bring together academic leaders from all 26 post-secondary institutions in the province. They provide an opportunity to discuss learner needs, share ideas and best practices, create a support system, and build relations and networking between the post-secondary institutions. Among the issues discussed are: addressing barriers to accessing and moving through post-secondary and lifelong learning; and developing community infrastructure to support lifelong learning and economic diversification and development.



Some examples of internal faculty consultations and collaborations aimed at supporting the coordination and quality of programming include:

- Through CUE's Faculty of Education, the Program Advisory Committee (PAC) holds meetings twice a year with the following stakeholders: Alberta Education; Advanced Education; Alberta Teachers' Association; partner school districts from across the province; College of Alberta School Superintendents (CASS); Alberta post-secondary institution(s); University Field Experience Facilitators; Cooperating Teachers; and Graduates of the program. Among the topics discussed are program directions and initiatives, and student enrolment and graduate employment.
- The Faculty of Management Advisory Board meets semi-annually to discuss topics of interest for the Mihalcheon School of Management. Among the topics discussed are gaps in the curriculum and supports for international exchanges for Management students.
- The Faculty of Graduate Studies consults with the following stakeholders on common initiatives: Edmonton Catholic School District, Department of Religious Studies at the University of Alberta twice a year on common initiatives; and the Board of Canadian Registered Safety Professionals (BCRSP) Alberta Construction Safety Association and Psychologists Association of Alberta three times a year.

CUE also builds community relationships to help strengthen student support services. Some specific examples of collaborative activity undertaken and planned to support mental health are highlighted here:

- CUE was among the 26 publicly funded post-secondary institutions that contributed to the creation of the Alberta Post-Secondary Mental Health and Addiction Framework. Further to this work, CUE created a Mental Health Action Team and developed a multi-year Mental Health Strategy launched in September 2017. Among the priorities for 2019-20 are working with Advanced Education, Alberta Health Services, and external community partners to provide 24-hour mental health services (see Appendix F for more information on CUE's Mental Health Strategy).
- Another community collaboration aimed at supporting learner outcomes by being responsive to students' mental health is through the Counsellor Emergency Preparedness Consortium (CEPC). The Consortium began in 2008, and involves representatives from the six Edmonton post-secondary institutions. Participating institutions have a reciprocal agreement documenting that counselling departments will provide assistance at another institution in the event of a crisis.





The following is an example of a university – industry partnership aimed at developing student talent and supporting industry (and societal) needs:

- CUE and Health City entered into a university-community partnership to advance community health initiatives through the development of customized training and opportunities for CUE students. Health City is an economic development organization created to catalyze and accelerate health innovation in Edmonton. The collaborative partnership is intended to boost research and collaboration activities, and foster student talent, within the area of health innovation. These goals are facilitated through CUE’s unique offerings in applied artificial intelligence, as well as the entrepreneurship and business incubator space. This is just one of many examples of existing and potential collaborations made possible as a result of the increased research capacity at CUE afforded through the construction of the Allan Wachowich Centre for Science, Research, and Innovation and the establishment of dedicated spaces to enable and foster collaborative research and community development initiatives. including the Indigenous Knowledge and Research Centre; the BMO Centre for Innovation and Applied Research, and the Centre for Chinese Studies.





#WE BELIEVE YOU

## Appendix F: Current Ministry Initiatives

### Sexual Violence Prevention

CUE's Board of Governors approved the Sexual Violence Policy and Procedures in November 2015. This is a key element in CUE's sexual violence reduction strategy that also includes creating a culture of consent and a focus on gender equity. The policy communicates CUE's commitment to such an environment and establishes the principles and procedures that support this commitment. Further, this policy informs members of the CUE community about behavioral expectations, so incidents of sexual violence are dealt with quickly, effectively and fairly. CUE participated in the #IBelieveYou campaign by the Alberta Association of Sexual Assault Services because the institution agrees that believing is a powerful defense against sexual violence. The Vice-President of Student Life and Learning participates in the Campus Alberta Sexual Violence Knowledge Exchange and is a trainer for the Enhanced Assess, Acknowledge, and Act Sexual Assault Resistance Program. Additionally, the Vice-President of Student Life and Learning and the Director of Security are trained first responders to sexual assault by the Alberta Association of Sexual Assault Services.

In 2015, CUE created a Mental Health Action Team (MHAT), key stakeholders responsible for addressing mental health on campus. The MHAT looks at mental health more broadly than just the absence of mental illness, but instead how to build and sustain mental wellness and flourishing. This coalition of diverse members created CUE's mental health strategy, and oversee ongoing program efforts. The MHAT was guided by the National College Health Assessment 2016 survey results, and await the results of the 2019 survey. The strategy has six key priorities: increased mental health awareness, identification of at-risk students, life- skill development, social network creation, adequate and accessible mental health services, and a supportive campus environment. Three ongoing initiatives are mental health first-aid training for staff and faculty, the peer support team, and a Movies for Mental Health event with short films created by CUE students. Since August 2017, 105 faculty and staff received Mental Health First Aid training, and are better prepared to help a person developing a mental health problem or experiencing a mental health crisis.

CUE also hosts an annual President's Fundraiser Breakfast for Mental Health with funds used to help finance much-needed student mental health initiatives on campus.



## Student Mental Health

In order to be responsive to reaching and supporting the increasing number of students dealing with mental health and wellness issues, CUE participated in the 2015 Wellness Summit and contributed to the creation of the Alberta Post-Secondary Mental Health and Addiction Framework. This framework resulted from collaboration among the 26 publicly funded post-secondary institutions, students, government, and community partners. CUE created the Mental Health Action Team in 2015, a committee of key stakeholders responsible for addressing mental health on campus, comprised of students, faculty, staff, and administrators. The Mental Health Strategy launched in September 2017, with the goal of promoting the core values of CUE, including support, collaboration, and school/work-life balance to optimize mental health.

The eight priorities from 2017-19 are:

- Mental Health First Aid training for faculty and staff;
- Creation, training and supervision of the peer support team;
- Movies for Mental Health event annually;
- Strengthen targeted mental health supports for Indigenous students;
- Offer Inquiring Minds training to faculty and staff to increase resiliency;
- Enhance support during critical transitions for students, staff and faculty;
- Promote web-based screenings for students, staff and faculty;
- Promote broad-based compliance with policy and legislative requirements

The five priorities for 2019-20 are:

- Develop anti-stigma initiatives;
- Increase availability of resiliency programming to students, faculty and staff;
- Increase support during critical transition times;
- Increase awareness of the Early Alert program; and
- Work with Advanced Education, Alberta Health Services, and external community partners to provide 24-hour mental health services.

CUE is grateful to Advanced Education for the mental health grant, without which we could not achieve these lofty goals.









### Appendix G: Internationalization

Since 2012, CUE has adopted the strategy of working towards the internationalization of CUE through our key themes: “People, Ideas, Places, Programs and Global Awareness”. The Internationalization task at CUE is comprehensive, ongoing and forward-looking. Our primary efforts focus on three major regions of the world: Asia, Brazil and Europe, with plans to expand into the Australian market.

Our primary internationalization initiatives include: developing shared programs and curriculum with strategic partners, fostering international opportunities for business acceleration, growing our Erasmus+ and opportunities for mobility, expanding our supports for faculty and international students, managing international student enrolment, ensuring program quality, retaining international students and focusing on accessibility.

#### Developing Shared Programs and Curriculum with Strategic Partners

CUE International Office offers faculty internationalization opportunities through funding received through the CAGFIL (Campus Alberta Grant for International Learning) grant. This grant helps us promote the internationalization of Albertan students’ curriculum through international opportunities in terms of international visits, international interactions or international synergies in curriculum and delivery.

Additional goals include:

- Organizing a third and fourth successful faculty-led study abroad mission for Spanish language and for environmental biology;
- Creating customized classes for an MBA of University La Salle, Canoas, RS.;
- Sending students to industry and research internships with Univates, PUCRS, UNOCHAPECO and other partners; and
- Creating workshops in music and drama and have a drama tour in Brazil.



## International Opportunities for Business Acceleration

Overall, CUE, with its Centre for Innovation and Applied Research (CIAR), will capitalize on our rich web of international partnerships in view of linking scholar communities and research clusters with joint projects reaching out to industry and community development. After our successful Brazil mission in 2019, the BMO-CIAR manger will go on a Europe mission in 2020 and a China mission in 2021 to foster international business acceleration. Our next steps include:

- Fostering innovation and student entrepreneurship development via interaction with the techno parks and industry links of partner universities around the world; and holding a second round of workshops for students for entrepreneurship, after having successfully held in ones in 2017-2019;
- Building on the recent visit of our BMO Centre for Innovation and Applied Research (BMO-CIAR) to south Brazilian technoparks to establish first industry collaboration;
- Creating concrete project(s) of collaboration with our new Centre for Applied Artificial Intelligence (CA2I);
- Fostering knowledge transfer between institutes, as follow-up to CUE's first mission to Brazil held in the spring of 2019; and
- With the official opening of our AWC, we will link joint international projects with Edmonton and region, for student entrepreneurship, community development and indigenous entrepreneurship, development of joint AI project.

## Growing our Erasmus+ Agreements and Opportunities for Mobility

We currently have close to 70 active partnerships around the world and are focused on growing our range of Erasmus+ agreements.

In order to ensure the quality of our partner universities, CUE only accepts partnership proposals that come through one of three channels, including: (1) Meeting at an international conference; (2) Introduction by a common university partner; and (3) introduction by an embassy, consulate or government official. This approach guarantees that our partner universities are in good standing and will provide quality education to our outbound Albertan students. We also monitor our partners with regular site visits and maintain ongoing dialogue through the International Office and/or visiting faculty/staff.

Before leaving on an exchange or international dual degree program, every CUE student has a mandatory meeting with the Transfer Credit Coordinator and International Office at CUE to ensure that the courses that the outbound students are planning to take at the partner university are transferable and credible to receive transfer credits at CUE upon their return. This ensures that students' international experience is aligned with their overall educational goals at CUE. In this regard, our goals include:



- Signing 3 new Erasmus+ Agreements
- Increasing the numbers of students going abroad to 3:1 (including Study Abroad, Faculty-led Study Abroad and Short-Term Programs)
- Continue to encourage faculty to engage with research partners abroad
- Increase students enrolled in the Management International Dual Degree from 3 (2019-2020) to 5 enrolled in 2020-2021
- To expand the existing Centre for Chinese Studies (CCS) at CUE, in cooperation with strategic partners, in number of programs and visiting students, in areas of teacher training for teachers of Chinese language and courses of English language including summer programs.
- Find internships for CUE students in Germany.
- Establish a successful collaboration in Information Security with new partner Turku Univ. in Finland
- To continue the successful teaching and research exchange through Erasmus+ with the University of Applied Sciences Mittweida, Germany, the University of the Basque Country, Spain, the University of Porto, Portugal, the University of Szczecin, Poland
- To establish a first international dual degrees program in Science.
- Establishment of a testing centre for German from the Goethe Institut, and for Portuguese, along with Portuguese classes, with Camoes Institute. To establish formal cooperation with the British Council for language and culture.
- To double the number of outgoing exchange students (that has been tripled in the last 12 months)
- To offer a variety of models for study abroad (semester, short-term immersions, internships).
- To organize a third and fourth successful faculty-led study abroad mission for Spanish language and for environmental biology.

## Expanding Supports for Faculty and International Students

As enrolments reach unprecedented numbers, CUE will need to be very deliberate in developing structures and support services to meet the unique needs of these international students, if it is to maintain its reputation for being a pre-eminent small university.

We have aimed at rounding out the global competencies and intercultural skill-set of our faculty, staff and students by introducing a broader range of culturally-themed events on campus and have deepened our connection with partners among the heritage circles in Edmonton. The 2019 Intercultural Day was the largest event at the university in terms of student attendance and is only expected to grow in the coming years.



## Managing International Student Enrolment

CUE has been successful in its effort to attract more international students, with international student enrolment approaching 15% of the entire student body. International competition for students and resources will likely increase. CUE will need to be very deliberate in developing structures and support services to meet the unique needs of these international students, if it is to maintain its reputation for being a pre-eminent small university.

Certain programs such as IT and Management are very sought-after by international students and CUE is proactively responding to demand by offering the first BSc IT degree in the province of Alberta. We are redesigning the MISSM and MISAM programs to be more competitive in the world of IT graduate programs in Canada and more attractive to international students seeking graduate education in Information Technology.









### Appendix H: Capital Plan

CUE as an Independent Academic Institution is not eligible for capital grants from the Government of Alberta. Funding sources for CUE's capital expansion and capital maintenance come from operations, investment income, Government of Canada grants and generous donors. Increased student enrolment creates capacity issues, resulting in a need for more faculty, staff, classrooms, labs and research space. Most capital expenditures are related to normal upgrades, improvements and renovations as needed to meet the needs of the growing university and maintain the aging CUE facility.



Construction of the new \$16.3 million Allan Wachowich Centre for Science, Research, and Innovation building began in January 2017 and was completed in October 2018. The facility supports a number of new research initiatives at CUE and is supported by a Federal Government Strategic Initiatives Fund (SIF) grant for \$6.7 million. CUE is covering the remaining portion of the building cost with residual reserves, bank financing, and fund-raising.

CUE anticipates building a new residence building on either the property that CUE owns along 112 Avenue or possibly on the current Northlands site north of the CUE campus. Further planning and construction are postponed until funding for the residence is secured.

Budgeted capital expenditure for the 2019-2020 fiscal year and forecasted capital expenditures for the following two years are detailed in the schedule below (Table F1).

**Table F1 Budgeted Capital Expenditure (2019-2020) and Forecasted Expenditure (2020-2021 and 2021-2022)**

	Year ended March 31,		
	Budget 2020	Forecast 2021	Forecast 2022
<b>Capital Expenditures</b>			
CSRI Building		\$ -	\$ -
Capital upgrades and maintenance	830,000	200,700	200,700
Renovations	500,000	32,000	32,000
Equipment	328,221	582,720	582,720
<b>Total capital expenditures</b>	<b>\$ 1,658,221</b>	<b>\$ 815,420</b>	<b>\$ 815,420</b>

The schedule above does not include the new residence building.







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- Protect
- Restrict

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## Appendix I: Information Technology

As in past years, Information Technology plays an increasingly important role throughout Concordia University of Edmonton. By its nature, information infrastructure requires continual upgrades and maintenance. Beyond that, CUE has identified numerous opportunities for improved process automation and workflow management, and there are many ways in which student self-service opportunities continue to be enhanced, especially for our graduate students. The continued focus on mobile devices motivates further enhancement of our web-based services to better meet the desires of our students. As always, demand for bandwidth and connectivity continues to increase.

### Initiatives & Directions

- Enhancement of internal communication facilities continues to be a focus. The development of the “Inside CUE” site and related web resources have greatly facilitated institutional communication with faculty and staff, and these resources will be extended to our students in the near future. As our Learning Management System, Moodle continues to be a central focus for students and their interactions with faculty members and instructors; enhancements to our virtualization infrastructure and server hardware are required in order to maximize the responsiveness and utility of this critical service. Likewise, hybrid cloud options are being explored to allow CUE to accommodate particularly high-activity periods without performance degradation or significant hardware investment.
- The recent establishment of dedicated fibre optic connectivity to the downtown Edmonton area presents CUE with a number of opportunities to significantly increase the quality of our connectivity with research networks, government, industry, and others. While CUE has taken steps to take advantage of this increased connectivity, the intentional exploration of new collaborative opportunities facilitated by these resources will be a focus over the coming years, including peering and interconnection with current and future partner organizations. The establishment of the BMO Centre for Innovation and Applied Research (BMO-CIAR) creates additional demand for access to research and industry networking, and this dedicated fiber connectivity has been instrumental in meeting the needs of the BMO-CIAR and its partners.



- Workflow and process management benefit from increased internal coordination and alignment. CUE's IT resources, including available software, will be expanded in order to realize the efficiency and predictability of CUE's varied processes. Relatedly, a unified approach to Service Desk operations will require investment but result in an improved student experience. Significant improvements to our Enterprise Content Management (ECM) systems are required and will be realized in the near future.
- Collaboration with other post-secondary institutions continues to be enhanced via initiatives such as ShareIT, and other such initiatives enabled via AAHEIT, Cybera, and others.







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