



CONCORDIA
UNIVERSITY
OF EDMONTON

VISION 2027

Setting the Conditions for Success



Tim Loreman, PhD
President and Vice-Chancellor

INTRODUCTION

I am humbled and honoured to serve as the President and Vice-Chancellor of Concordia University of Edmonton (CUE), and I am looking forward to entering our second century—and my second term—with confidence and momentum.

CUE is more than an academic institution—we are a community of scholars, dreamers, doers, people who aren't afraid to lend a hand, to ask questions, to be bold, to make a difference. We are a place where anything is possible, where growth is guaranteed, and where everyone—regardless of who you are or where you're from—is welcome, appreciated, and supported.

As we embark together on our next chapter, we bring with us the lessons we have learned over the past 100 years. We are committed to building on successes, affirming our values, and recognizing the areas where we can do more to support our students, employees, and community. To guide our way, I have developed a ten-point roadmap to support our existing plans, including our Strategic Research Plan and our Academic Plan, and to advance new focus areas that will contribute to our long-term success.

The ten points on this roadmap are as follows:

1. ***Staying true to our mission and vision.*** The decisions we make must be consistent with our institutional mission and vision, providing coherence and direction for our work.
2. ***Putting students first.*** Every student is central to our mission, and every student should be seen and treated as an integral member of our campus and extended community. Whatever approach we take to instruction and support, we will be mindful of the need to devote attention to students as individuals.
3. ***Becoming Canada's pre-eminent small university.*** Accomplished through strong programs, national and international engagement, and research and innovation.
4. ***Emphasizing inclusion.*** We will continue to implement an action-oriented approach aimed at dismantling barriers to participation for any student, employee, or community member who may be experiencing such barriers at CUE.
5. ***Leading change through moderation, collegiality, and kindness.*** We must engage with social issues while maintaining professionalism and exercising decorum with one another to foster a safe, caring, and inclusive work and study space. It takes courage in these times to be open and moderate, and to focus on listening.
6. ***Strengthening Indigenous engagement.*** Universities continue to have an important role to play in supporting reconciliation. We will continue on this journey together with our Indigenous Elders, friends, supporters, partners, and non-Indigenous members of our CUE community.
7. ***Enhancing student supports.*** We need to continue to emphasize mental health and wellness, both for students and employees, and focus on raising funds and encouraging new initiatives with proven effectiveness to support our community.

8. ***Flexible delivery and flexible working arrangements.*** We are not the same institution we were prior to the COVID-19 pandemic—we can't be. The world has changed, and we need to offer a combination of high-quality and deliberately designed in-person, online, and blended learning opportunities for students, as well as opportunities for more flexible work for employees.
9. ***Ensuring sustainability.*** Through managed growth, financial stability, facilities, climate action, and local community engagement. Sustainability needs to be at the core of our practices and a focus of our decision-making processes.
10. ***Strengthening our community.*** Together, we must be intentional in our actions to ensure we are a university comprised of scholarly and professional learners who fashion our interactions with others around an ethos of care and kindness.

As I begin my second term as President and Vice-Chancellor, I am energized and excited to bring these ideas to life across campus in collaboration with you. These ideas are not new—we have been working towards them for several years; however, putting them in a roadmap for our next five years makes us accountable and will lead to deliberate actions.

Building Canada's pre-eminent small university is an aspirational idea that comes closer to reality each year. To be successful, it will take all of us working together to tackle challenges, drive innovation, and find new pathways to explore. We need to continue to evolve as a university and our current strong position, along with discoveries brought about by the ongoing pandemic, has presented us with a major opportunity to permanently improve the ways in which we study and work at CUE. Let's do this together.

Sincerely,

A handwritten signature in black ink, appearing to read 'Tim Loreman', with a small horizontal line at the end.

Tim Loreman, PhD.
President and Vice-Chancellor
Concordia University of Edmonton

BACKGROUND

In January 2021, CUE's Board of Governors announced my reappointment to a second term as President and Vice-Chancellor, an appointment that I have accepted with humility, gratitude, and enthusiasm. This appointment runs through to 2027, at which time I will be stepping down from my administrative role. There is much that I would like to see our community accomplish in that time and I am committed to ensuring CUE is in a healthy and strong position before the transition to the leadership of a new president.

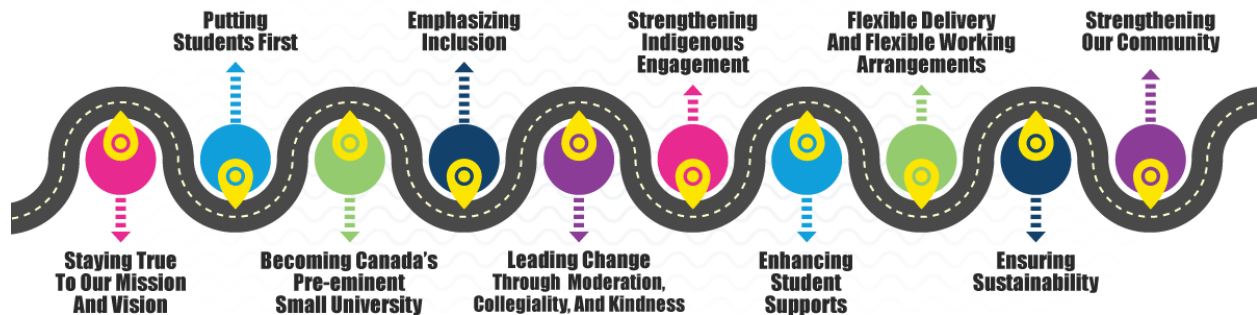
I commenced my presidency in January 2017, succeeding President Gerald Krispin, who set the foundation for CUE to become who we are today. Since that time, we have grown to the point where we are now having to manage, and in some cases restrict, our enrolments. We are welcoming students from around the world to our campus, and have become a stronger community thanks to the diversity of our students and employees.

Looking back at the past four years, there are many moments, milestones, and accomplishments that we have reached together. From the completion of the Allan Wachowich Centre for Science, Research, and Innovation, to our flourishing international partnerships, to the development and implementation of our new Academic and Strategic Research Plans, to our work with Indigenous communities, we have been focused on bridging existing gaps and exploring new paths forward. We have also achieved a strong financial position, which has allowed us to enhance our services and supports, and grow our faculty across departments. Additionally, we have, to date, successfully navigated the COVID-19 pandemic—one of the most disruptive events of our lifetime—without compromising who we are and what we stand for as an institution. We should rightly be proud of all we have accomplished.

We are in an advantageous position and we are continuing to build momentum towards realizing our potential as Canada's pre-eminent small university. As President and Vice-Chancellor, it is important for me to set objectives, advance focus areas, and outline where I see us heading over the coming years. In the pages that follow, I have detailed how I see our vision coming to life across a number of areas, many of which will be familiar to our university community. Rather than going in an entirely different direction, I believe it is prudent to continue working towards existing goals; however, this by no means implies stagnation. We need to continue to evolve and the current pandemic has presented us with a major opportunity to permanently improve the ways in which we study, work, collaborate, and achieve success.

In the pages that follow, I have outlined a ten-point roadmap that we could follow over the course of second term. This roadmap calls on us to continue to do the things that are incrementally making us a better university, stick to our existing plans, and, at the same time, advance into new areas that make sense for our institution and will contribute to our long-term success. I sincerely look forward to working towards these focus areas together.

VISION 2027: A ROADMAP



STAYING TRUE TO OUR MISSION AND VISION

For 100 years, we have been trusted with providing an excellent education and world-class experience to students from around the world. As we enter a new century, I remain committed to advancing our institutional mission and vision.

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

In 2017, Todd Babiak researched and wrote our [master story](#) (See Appendix A) that helped us to articulate our identity. Despite the many changes at our institution since it was written, the story continues to resonate. It details who we are, the sort of community we strive to foster on our campus, and the impact we want to have on our students and the world. I will continue to reference this story as we move forward, and work to ensure the decisions we make are aligned with our mission, vision, and values.

STUDENTS FIRST

Universities, including CUE, are beset by competing interests and agendas. As such, we often are faced with difficult decisions; however, in evaluating where to focus our attention and limited resources, we are guided by the same simple philosophy that has been with us for 100 years: Students first.

Our students choose to come to CUE to learn, and they demand, and deserve, our attention and care. As employees, we need to view ourselves as being in the service of students, treating them with kindness and respect as we devote our energy to educating them and providing them with the services that they need to be successful.

Every student is central to our mission, and their needs should be met with compassion and given priority. Whatever approach we take to instruction, we will be mindful of the need to

devote attention to individual students, typically through smaller class sizes and direct access to faculty and sessional instructors.

Additionally, it is important to be mindful of how we speak about our students and other younger adults who are navigating the complexity of today's world. The majority of our students are in the 18-25 age range and, for whatever reason, this age group is often met with criticism, negativity, and skepticism. When I encounter negativity, I will speak out and share what I know to be true about our students and other young adults. That is, they are smart, educated, self-motivated, adaptable, and resilient. They make mistakes like all of us, but it is this generation that, perhaps more than any other, will need to step up and repair the chaotic and fractured world they are experiencing and inheriting. I encourage you to join me in coming to the defence of our young people when negative things are said about them.

BECOMING CANADA'S PRE-EMINENT SMALL UNIVERSITY

After becoming president in 2017, I found myself seeking an aspirational target for CUE—I wanted us to work towards something bold and ambitious, without being held back by fear of failure. I wanted us to aim high, and to become known across the Canadian and international university landscape for the quality of our programs and impact in the community.

When considering what was the right step to take, I came across a phrase in Peter MacKinnon's book *University Commons Divided* that, with a little bit of tweaking, seemed to suit us perfectly. CUE would become Canada's pre-eminent small university. Since then, this phrase has become ubiquitous at CUE, and, in most ways, I believe that we have lived up to this aspirational goal. However, a lasting reputation is not built upon only a few years of success. Rather, that success needs to be sustained and advanced over a long period of time. I plan to ensure that CUE not only maintains our current level of success but enhances our reputation through to the end of my term in 2027, at which point I hope that the association between CUE and excellence is so widely recognized as to be automatic.

This will be accomplished in many ways, a few of which include:

- **Programs.** Delivering exceptional programs requires exceptional faculty members and sessional instructors. We will focus on our hiring processes to ensure the very best outcomes, and we will continue to follow our Academic Plan and refine our internal quality control processes with respect to reviewing our offerings. We will provide new study opportunities in areas where they will flourish, and we will be prepared to make difficult decisions and divest ourselves of areas that no longer meet our needs and the changing needs of our students. We will become better known for our boutique approach to education, one that operates within the paradigm of a community of learners. We will seize the opportunity presented by the ongoing pandemic to change how we deliver programs, offering more flexibility to both our students and employees.
- **International and National Engagement.** Our vision is to be recognized nationally and internationally for our graduates' knowledge, skill, integrity, and wisdom. This will guide our approach to partnership development and engagement, understanding that building our reputation starts with our current students and alumni. Our alumni are not only our best advocates, but they are the best examples of the high-quality people that graduate from our university, and we will make a deliberate effort to better connect

with them to help tell our story. As they engage in their own successful careers, CUE will become better known across Canada and around the world. Additionally, CUE will continue to be deliberate in our engagement with international partners, increasing to 100 partners in 2021, ending stagnant relationships, and taking on new dynamic partnerships as time passes.

- **Research and Innovation.** In recent years, CUE has been deliberate in encouraging research and innovation. Faculty research has increased and improved, as can be seen by the number of publications, and research grant applications and successes. Our Strategic Research Plan will continue to drive that momentum, and I am looking forward to continuing to support faculty research in the coming years.

We have also been a leader in our engagement with innovation and applied research, constantly punching above our weight class and redefining what is possible for a small university. We have three centres linking our research work with the external innovation ecosystem: Our BMO Centre for Innovation and Applied Research, Centre for Applied Artificial Intelligence, and McNeil Centre for Applied Renewable Energy. It is important that we continue to enhance the sustainability and productivity of these centres over the coming years.

EMPHASIZING INCLUSION

Inclusion has been a priority at CUE for several years and it will continue to be as we move forward. There are different ways of approaching inclusion but I think we are best suited to an action-oriented approach aimed at dismantling barriers to participation for anyone who may be experiencing such barriers at CUE.

In 2020, our Board of Governors approved a [statement](#) on inclusion and diversity at CUE (see Appendix B). This statement outlines our approach and position, and will continue to guide us in the coming years. In short, everyone is welcome at CUE, and we will endeavour to provide supports and ensure the existence of a diverse, equitable, and inclusive learning and work context. In this way we can best fulfil our purpose as a university.

The inclusive initiatives we undertake (See Appendix C) apply to everyone equally. I will resist making public comments on social media or elsewhere on any of the many specific instances of injustice that too often occur in our society, even as I may personally find them distressing. My focus will be on what we can control, and creating space at CUE for discussion and debate while providing adequate support and ensuring we take meaningful, concrete actions that are aligned with our values and our purpose as a university.

LEADING CHANGE THROUGH MODERATION, COLLEGIALITY, AND KINDNESS

Recently, I have spent a lot of time thinking about our approach to inclusion (as detailed above) and wondering how future historians will characterize today's world. We are living in a time of polarized viewpoints, radical thoughts and actions, violence, and protests, and there is a shortage of both empathy and kindness. While some argue that universities should be at the forefront of leading radical change around the social issues of today, we need to ensure we are making space for discussion, analysis, and a diversity of perspectives. I believe that addressing social issues can be an important role for the university, but there are right and wrong ways of going about this.

I want our students, faculty, and staff to feel safe and supported to engage in critical thinking and reasoned, scholarly, open dialogue. An aggressive approach is not, in my view, a legitimate way of making change happen at a university, and it is dangerous to be unyieldingly certain of the correctness of one viewpoint to the exclusion of all others. Shaming others into silence or compliance doesn't create change—it only causes people to keep their opinions to themselves, which is counter to the university tradition.

There is another way. At CUE, we can distinguish ourselves by adopting a mature and professional approach of leading the discourse on issues through moderation, collegiality, and kindness. Addressing social change should be part of our agenda, but a university should not be mistaken for something it is not. A university is a community of scholars—an institution of learning and knowledge production. Social issues and injustices are therefore best addressed through what a university does: Conducting research, engaging in critical thinking, considering different and perhaps uncomfortable viewpoints, providing arguments supported by evidence or logic, and coming to any discussion with respect for those who might not agree with us. It involves having the humility and courage to admit that perhaps our own long-held viewpoints and underlying assumptions are wrong. All of this must occur in a context of safety, kindness, professionalism, and humility.

We live in a country with freedom of expression embedded in the Charter of Rights and Freedoms, and, as a university, we actively support and uphold the academic freedom of our faculty members. It must be known that all members of our academic community are free to speak out as they please; however, rights and freedoms come with responsibilities. Our faculty and instructors have a responsibility to our students through teaching, research, and service. In doing our jobs, we should act professionally, put students first, and exercise decorum with one another to provide a safe, caring, and inclusive work and study space. It takes courage to be moderate in these times.

STRENGTHENING INDIGENOUS ENGAGEMENT

In recent years, CUE has renewed our focus on Indigenous engagement and focused on establishing strong relationships with individuals and communities. Together with our Indigenous partners, we have experienced many successes (see Appendix C); however, there is much work to be done.

The Truth and Reconciliation Commission of Canada's (TRC) report makes it clear that universities have an important role in supporting and advancing reconciliation. I am determined and committed to leading CUE on this journey with our Indigenous Elders, friends, supporters, partners, and non-Indigenous members of our community. We must act to address historical wrongs and implement the TRC's recommendations, and to foster a space where Indigenous students and scholars feel supported, heard, cared for, and valued.

I am pleased to share that, as of the end of 2020, we have completed all substantive elements of our first Indigenous Strategy, which was developed in 2016 by Lewis Cardinal and Faron Cahoon. Our campus is a better place for having done this work, and we are now devising a new plan in close consultation with Indigenous communities and individuals. While I cannot predict at this point what that plan will call for, I can commit to advancing that work in good faith and with sincerity.

ENHANCING STUDENT SUPPORTS

No matter the situation or circumstance, we must remind ourselves that we are an inclusive university where students come first. As such, we need to ensure we are monitoring and adapting our approaches to providing support in order to meet the needs of our students inside and outside of the classroom.

The COVID-19 pandemic has changed the way we think, act, and make decisions. While everyone has been impacted by the pandemic, it is important to recognize that some groups have been impacted disproportionately, including our students. In recent months, we have adjusted and adapted our services to meet the growing demand for mental health support from our students and our employees. I do not see these challenges improving even as we emerge from the ongoing pandemic. Rather, I anticipate the demand for mental health services will continue to increase, and I am committing to emphasizing mental health throughout my second term as president. This will include fundraising for mental health initiatives, services, and programming with proven effectiveness, and encouraging students and employees to take care and be well—your mental health matters and should always be prioritized.

FLEXIBLE COURSE DELIVERY AND FLEXIBLE WORKING ARRANGEMENTS

Prior to the COVID-19 pandemic, CUE demonstrated very little enthusiasm for online and distance learning, as well as remote working. Very few of our courses contained any element of online learning beyond basic tools, and we emphasized in-person interactions as being more consistent with our community culture and ethos. Faculty and sessional instructors have always worked between home and the office on their own schedules, but the majority of our employees have kept regular hours on-campus as a requirement of their positions. This has now very quickly become an outdated way of viewing the work and study experience, and COVID-19 has given us a boost in transitioning to a more blended model.

While we are still collecting information to make an informed decision about how this could look, it is increasingly clear that, moving forward, students will expect a variety of blended delivery opportunities. That is, a carefully planned, thoughtful approach to instruction that takes advantage of the best features and aspects of online and face-to-face teaching, course design and delivery, and learning. It is neither fully online or in-person—rather, it is a mixed delivery method that includes the flexibility of offering both online and in-person experiences according to the demands of the course and needs of the students. We are not becoming a virtual university, nor are we rushing to implement an approach without proper engagement, debate, and discussion. We are, however, [seeking to determine the best path forward](#) as we rebuild from COVID-19.

Blended working will also be increasingly emphasized, and our new policy on remote working for CUE staff, approved in February, 2021, outlines the criteria and expectations around this model.

ENSURING SUSTAINABILITY

Our long-term sustainability can be assured if we continue to be prudent and nimble. The following areas of sustainability will garner much attention over the course of my second term:

- **Growth.** Since 2012, we have been working towards the goal of welcoming 4,000 students to our campus. During my first term, we went from approximately 1,600 students to the near desired 4,000. This rapid growth is exciting but also presents challenges. We cannot continue to grow at such a rapid pace year after year (our growth in 2019-20 was 23%) and expect to maintain our quality.

For this reason, in 2020 we, for the first time, engaged in a process known as Strategic Enrolment Management (SEM). This process will help us to better manage our growth, limiting student numbers in some programs and encouraging growth in others. We need to allow our SEM work to play out for a couple of years, as we stabilize our enrolment and see what impact COVID-19 has on our student numbers in the longer term. At that point, it may be time to once again ask the question: "What is the right number of students for CUE?"

- **Financial Sustainability.** At universities, nothing happens until money happens. For this reason, we must do everything in our power to ensure that we are financially sustainable. It is critical to reach our goals and realize our potential, and we cannot put students first if we do not have enough money to provide for them.

In my first term as president, we were able to contribute over \$14 million to current and future capital projects, and we are looking at a further sizable contribution at the end of March 2021. This has been accomplished through a combination of careful spending and successful revenue management, and while I do not envision such large capital contributions in the future as a result of the pandemic, my approach to our budget remains the same; minimizing expenditures without harming operations, and maximizing the raising of revenues. It's a simple, logical, and effective formula. We also need to grow our endowment (I would like to see \$10 million in it), which remains very small for an institution of our size and may impact our future prosperity and ability to provide financial relief for our students. We want to create a culture of philanthropy at CUE, and are seeking partnerships and developing initiatives internally and externally to help us reach our goals and maintain sustainability.

- **Providing Adequate Facilities.** Connected to our goal of welcoming 4,000 students to CUE is the need for new facilities, including a new academic building and a dormitory. Plans are already well underway to construct a substantial new academic building replacing the current parking lot on the west edge of campus. We need this classroom, laboratory, and office space to meet the needs of our growing campus community. Additionally, our dormitories are inadequate, and the construction of new dormitories has been discussed for approximately 10 years now. These are both large and complex projects, and I will devote considerable attention to these needs in my second term.
- **Climate Leadership.** To date, CUE has done little in the way of climate leadership and it is time to act. Over the past year, we have taken steps to lead initiatives, and my intent is to build and improve on the work that has started. We are now participants in the City of Edmonton Corporate Climate Leaders Program and have proudly launched our own McNeil Centre for Applied Renewable Energy. We have also been awarded a grant from the Government of Canada to assist in making our new academic building more energy efficient. In my second term, I will focus on making

CUE a greener university.

- **Community Engagement.** Our recent growth and evolving needs have prompted the desire to engage more with our neighbours and surrounding community. In 2020, we developed a new administrative policy to facilitate local community engagement and inclusion at CUE, and we are now working to implement the policy. Our local community partners are important, and CUE can become much more positively embedded in neighbourhood development and enhancement plans and activities.

STRENGTHENING OUR COMMUNITY

When I joined CUE in 2003, we were a very different institution but still had the same closeness and connectivity that is experienced on campus today. At that time, many said it was the result of the Christian context in which we worked and studied; however, we are no longer a religious institution but the sense of community has remained strong. I believe the CUE described in our master story (see Appendix A) is an accurate description of who we are, and since 2017, I have been active in trying to expand that sense of community by paying personal attention to our students, faculty, staff, partners, neighbours, alumni, and friends. At the same time, I have opted to build new relationships and partnerships with groups offering new and diverse perspectives to help us grow and evolve.

As President and Vice-Chancellor of CUE, I cannot control how our community develops, interacts, and sees itself, but I can set an example and articulate expectations that I think will help to define the kind of place that we want to be. Moving into my second term, I want to encourage the kind of community that accords with the mission and vision of our university. A community that places our students in the foreground of our work, takes our role in scholarship and knowledge dissemination seriously, understands our place in the Edmonton post-secondary ecosystem, and is innovative and nimble. Above all, I want to see a university comprised of scholarly and professional people who fashion their interactions with others around an ethos of care and kindness.

We need not always agree or avoid difficult decisions and conversations when they are necessary. What is essential is to continue to approach one another assuming only good intentions, acting at all times with empathy and compassion, and prioritizing decorum and respect. Ultimately, we need to support one another. I have work to do to consistently employ these behaviours personally and I'd invite you to join me so that, together, we can build a community that we are proud to be a part of. CUE will always be a work in progress—let's continue to come together and make that work pleasant, effective, rigorous, and joyful.

APPENDIX A

MASTER STORY (WRITTEN BY TODD BABIAK)

In the ordinary university, students move from lecture theatre to massive hall. Scientists stay with scientists, educators with educators, philosophers with philosophers. Marketers share ideas with other marketers.

Concordia University of Edmonton was born to be different.

For almost one hundred years, our students came together through a shared belief, despite their varied interests and fascinations, their majors and minors. It created a unique culture, where we could learn and create with anyone. CUE is no longer a faith-based campus but it remains a gathering place — a place of spirit — no matter what drives us.

At CUE we apply what we learn, in and out of our formal programs of study, working together to solve problems on campus and beyond. We earn a broad education, intellectually and emotionally, even as we specialize. We live and work on a small campus, a river valley oasis, but Edmonton is our workshop.

CUE is a boutique university, small enough that every student is essential yet large enough for a global outlook. In and out of our classrooms and lecture halls, we translate what we learn into extraordinary hands-on experiences. We can sit in the back. But at CUE, someone will always invite us to the front.

If we're scientists, we can follow our curiosity into drama. A business student can graduate with a foundation in history, philosophy, and Indigenous knowledge. We can all learn new languages and traditions. We can test our ideas with people from every department and course of study, from around the world. We can try anything. We can change directions. We can be our best selves.

At CUE a centre for innovation blends science and business with the liberal arts and Indigenous studies. At CUE the president might sit down at our table in the Tegler Centre with coffee and ask us why we chose this school, how it could be even better. The close friends we meet at CUE, the friends we remain with our entire lives, could be from five different faculties and five countries.

We're constantly seeking the right balance between teaching and research, between specialization and adventurousness. But our ultimate goal has not changed since 1921: to be more than students and professors, to create a community of active citizens, of good and honourable people.

APPENDIX B

INCLUSION AND DIVERSITY STATEMENT

Concordia University of Edmonton is committed to fostering a diverse, equitable, and inclusive environment for work, study, and living. We actively promote dignity for all, rejecting action and language that are harmful to mutual respect. Thoughtful scrutiny and the civil debate of a variety of ideas and approaches are vital to the fulfillment of CUE's purpose, and are encouraged as essential elements of inclusion. Together we create a community that supports a diversity of perspectives.

Many forms of diversity, and the differing perspectives they offer, are embraced and supported at CUE. These include, but are not limited to, race, ethnicity, nationality, gender identity and expression, class, religion, disability, age, economic status, geographic location, and language/linguistic ability. To facilitate an inclusive university, all forms of discrimination are strictly prohibited, and all members of our community share in the responsibility of recognizing, preventing, and responding appropriately to incidents of discrimination, along with engaging in the promotion and ongoing evolution of an accepting, supportive, and welcoming campus culture.

As a member of Universities Canada, CUE subscribes to the seven Inclusive Excellence Principles and works in good faith to uphold the commitments enshrined therein. In doing so we enforce strict policies against discrimination and harassment and adhere to codes of conduct for employees and students that align with our inclusive values.

(Approved by the CUE Board of Governors, August 2020)

APPENDIX C

INCLUSION AND DIVERSITY INITIATIVES (2017 to Present)

Creating an inclusive and welcoming environment.

- Adopted an institutional [statement](#), approved by the Board of Governors, on inclusion and diversity at CUE in 2020.
- Reaffirmed commitment to Universities Canada's seven [Inclusive Excellence Principles](#) in 2019.
- Focused on inclusion and diversity in CUE's [Academic Plan](#) (2018-23) and demanded concrete work in areas of inclusion and diversity.
- Implemented a robust [Discrimination, Harassment, and Accommodation](#) policy, as well as a [Sexual Violence](#) policy.
- Hosted an unconscious bias presentation as part of the leadership series offered to employees in 2019-20.
- Created inclusion and diversity micro-grants that saw six projects funded on topics including advancing women in scholarship, BIPOC students and theatre, and women and entrepreneurship.
- Changed faculty hiring process to include an inclusion and diversity statement on applications.
- Changed the General Faculties Council's bylaws in 2020 to ensure diverse representation on standing committees.
- Partnered with universities across Canada in the [National Dialogues and Action for Inclusive Higher Education and Communities](#) in October 2020 and will continue to be a partner in future years. The event was attended by the president, senior administration, and others in the CUE community.
- Created the UFDN 199 course to support student successful transition to post-secondary, critical for students who experience barriers to education.
- Provided consistent financial support for CUE's foodbank, which supports students experiencing food insecurity.
- Human Resources is leading an initiative to better track diversity (in progress).
- Creation of a framework to promote inclusion and diversity at CUE (in progress).

Partnering with Indigenous students, faculty, staff, and communities.

- Opened the [Indigenous Knowledge and Resource Centre](#) (IKRC) in a prime space in the new Allan Wachowich Centre with a special HVAC system to allow ease of smudging and dedicated study and learning spaces for Indigenous students.
- Created an IKRC manager position to support our work. The manager's primary focus is providing excellent student services to Indigenous students.
- Attended Treaty 6 recognition at meetings and events.
- Approved the [Strategic Research Plan](#) (2019-24) that prioritizes Indigenous leadership in research, supporting Indigenous research, and cultivating and expanding research partnerships with Indigenous communities.
- The Student Life and Learning team engaged in a professional learning series called: "Pulling Together: A guide for indigenization of post-secondary institutions" in 2019 to better support Indigenous students.
- The Student Life and Learning team spends time in the IKRC to address and remove barriers Indigenous students face in accessing their services and to deepen relationships with Indigenous students.

- Commenced implementation of the CUE Indigenous Strategy created by Lewis Cardinal and Faron Cahoon in 2015. After successfully implementing the recommendations in that strategy, a new Indigenous Strategy is currently in development, to be completed by January 2021.
- A wide variety of programming takes place in the IKRC, including speakers, research presentations, monthly soup and bannock, potlucks, homework help nights, debates, beading circles, sharing circles, etc.
- The IKRC provides an orientation and welcome specifically for Indigenous students, and speaks to all students at orientation to invite and inform their engagement in the IKRC.
- Created an Indigenous Elders Advisory Council to ensure that Indigenous students feel connected to and culturally nourished by their university.
- An Elder provides cultural and spiritual support one day per week in the IKRC.
- Created an IKRC Steering Committee that includes the president. The Steering Committee advises CUE on respectfully accommodating and integrating Indigenous worldviews, knowledge, practices, and perspectives.
- Commissioned a CUE Eagle Staff and integration of the Staff in convocation ceremonies.
- Inclusion of Elders and Indigenous elements, including cultural attire and ceremonial items, in convocation ceremonies.
- Partnered with Cold Lake First Nation, Sawridge First Nation, and the Métis Nation of Alberta (Rupertsland Foundation). There have been multiple visits by CUE's president and senior administration to these partners.
- Created enhanced financial supports for Indigenous students, including \$500k+ in new scholarships.
- Increased faculty hiring of Indigenous scholars.
- The IKRC partners with Recruitment and other departments to liaise with prospective students from Indigenous communities. This work has resulted in an increasing percentage of Indigenous students attending and graduating from CUE each year. CUE has a higher transition of Indigenous student admissions to registrations than other Campus Alberta institutions.
- Developed a minor in Indigenous Studies.
- Hosted numerous events and activities, including an annual Round Dance, a Tea Dance with CLFN (first in 100 years in Edmonton) and regular pipe ceremonies and smudges.
- Support for student- and community-led initiatives.
- Completed an anti-racism project supported by a government grant. This project (Miyo Pimatisiwin) engaged staff and faculty, and culminated in the creation of two permanent art features in the IKRC.
- Constructed additional flagpoles to fly the Treaty 6 and Metis flags on campus.
- Received the Suncor Energy Foundation grant for the "âniskômohcikewin – Finding Connection through Relationship and Research" an initiative focused on providing experiential learning activities for Indigenous entrepreneurship.
- Hosted a book launch for *Indigenous People and the Christian Faith* (Anderson & Muskego, 2020).
- Offered a free cybersecurity course to Indigenous communities in October 2020.

Promoting gender equity.

- Created a research cluster focused on women in research.
- Generated awareness of the need for women and BIPOC employees to be appointed to senior positions.
- Introduced mandatory sexual violence and consent education for all students during orientation, with an additional mandatory session for student athletes.
- CUE was the first Canadian university to implement Flip the Script, an empirically evidenced sexual assault resistance education program. Flip the Script and Bystander Intervention Training are offered multiple times during the fall and winter semesters.
- Selected as the only Edmonton post-secondary institution to host a [He for She](#) event in 2019. This event was part of an ongoing United Nations global solidarity movement for gender equality.
- Athletics and Campus Recreation increased hiring of female coaches and assistant coaches, including minority and female athletes on hiring committees, and regular engagement with Canadian Women & Sport.
- Board of Governors is actively and intentionally seeking more diverse representation.
- Contributed to the SWAAC Equity Framework, and will become a signatory when it is released to Canadian post-secondaries.
- Supported a presentation from Parity YEG to students to encourage more self-identified females to run for student leadership positions.
- As part of our culture, we provide flexibility for parents or staff in caregiving roles to ensure work-life balance.

Welcoming and supporting LGBTQ2S+ students, faculty, and staff.

- Increased learning services to ensure students who experience intersectionality have access to supports focusing on their personal and academic success.
- Widened residence policies to ensure gender non-conforming students feel welcome and supported.
- Placed notices on all campus washrooms to ensure individuals can safely use the facilities reflecting their gender identity.
- Established a Price Club, later SAGA, in collaboration with the students' association.
- Flying of Pride Flag during Pride Week.
- Support for events, initiatives, and activities on campus.
- Participated in the Edmonton Pride Parade for the first time in 2017.
- Employment and retention of openly LGBTQ2S+ faculty and staff.

Welcoming and including people with disabilities.

- Partnered with [Inclusion Alberta](#) on post-secondary education and employment at CUE for people with developmental disabilities.
- Provided additional funds to Learning Accommodation Services to ensure all students with disabilities receive excellent services.
- Focused design of new spaces and buildings on campus to be accessible.

International, religious, and cultural outreach.

- Focus on [internationalization](#) has led to an increase in the number of incoming and outgoing student, staff, and faculty exchanges through over 90 international partnerships.
- Celebration of important cultural events such as Christmas, the Holi Festival, Chinese New Year, with future plans to host an Iftar during Ramadan. CUE is open to hosting a wide variety of cultural events.
- Decommissioning of the Lutheran Prayer Chapel and creation of the Multi-Faith Space in its place to better serve our whole community.
- Removal of Christian symbols from our signage, branding, and campus. This is not to deny our Lutheran Heritage, which we continue to honour, but rather to create a physical environment that is more inclusive of all faiths, or no faith.
- Adopted a working policy of welcoming religious events and ceremonies in private areas on campus.
- Provided refugees from Syria with free English for Academic Purposes courses for one academic year to assist with their transition to Canada.
- Promoting international research partnerships is a focus of CUE's [Strategic Research Plan](#) (2019-24).

Supporting campus mental health.

- Established the [Shaughn O'Brien Fund for Mental Health](#) and implemented a Mental Health Strategy.
- Developed Peer-to-Peer mental health support services.
- Established the annual President's Fundraising Breakfast for Mental Health.
- Offered Mental Health First Aid courses to interested staff and faculty (138 employees participated as of November 2019).
- Implemented Respect in the Workplace mandatory proactive education for all staff (awaiting implementation for faculty).
- Developing a mens' mental health and support strategy.