



# STATE OF THE UNIVERSITY

OCTOBER 2021

Dr. Tim Loreman

# Acknowledgements

Concordia University of Edmonton (CUE) acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of Indigenous peoples of Canada, whose presence continues to enrich our vibrant community.

We would also like to acknowledge the contributions of our dedicated academic colleagues and support staff who have made the 2021 State of the University possible. Thank you for your time, energy, and commitment to CUE.

# Table of Contents

Introduction.....	5
Board of Governors.....	7
Financial Picture.....	8
1: Academics.....	11
2: Research & Innovation.....	18
3: External Partnerships & Internationalization.....	22
4: Student Life.....	26
Area of Focus and Opportunity.....	32
Conclusions and Final Thoughts.....	35



# Introduction

In March 2020, CUE shifted overnight to a predominately online university as a result of the ongoing COVID-19 pandemic. In the months that followed, we learned a lot about who we are, what we stand for, and who we want to be in the future. Now, as we begin emerging from the pandemic and rebuilding, we are a very different place than we were 19 months ago.

At the end of August, we returned to campus and began, once again, gathering face-to-face, while keeping a number of health and safety measures in place to protect our community. Going into the pandemic, we took a lot of granted, but months of various versions of lockdown have tested our resilience, forced us to change and adapt to new ways of interacting, and, for the most part, brought out the best in us. While the prevalence of clichés like ‘we’re all in this together’ might have, at times, stretched our credulity, we did in fact pull together. We demonstrated generosity and forgiveness, and we provided support to one another during our lowest times. As we press restart and return to some kind of normal, I look forward to retaining the things that have worked well since the beginning of the pandemic, including flexible delivery, flexible work arrangements, and our heightened regard for one another’s wellbeing.

In addition to successfully navigating the pandemic, we have made incredible advancements across our business lines over the past year. We have remained in a strong financial position and found ways to retain jobs, improve and increase our academic offerings, and continue innovating through our technology centres and scholarly research activities. We are about to embark on our largest-ever campus expansion project and we recently received the largest individual donation in our history from Nellie Braaksma when we acquired the historic Magrath Mansion on Ada Boulevard. As we emerge from a period of considerable darkness, it is evident that our future is bright.

*...months of various versions of lockdown have tested our resilience, forced us to change and adapt to new ways of interacting...*

On the pages that follow, I have outlined a several facts and figures, as well as stories of change, growth, resilience, and student life from across campus. I hope that you find this document to be informative and inspiring as we continue to make progress towards realizing our full potential.

Thank you for being an important part of our journey—I can’t wait to see where we go from here.

Sincerely,

Tim Loreman  
 President and Vice-Chancellor  
 Concordia University of Edmonton

# *CUE Board of Governors 2021-2022*



John Acheson



Tolly Bradford



Patricia Bronsch



Lee Danchuk



Amanda Davison



Nicole Dedeluk



Shazib Haque



Navleen Kaur



Jennifer Kruse



Daniel Lindsay



Tim Loreman



Stephen Mandel



Donald Masson



Russ Morrow



Charles Muskego



Andrew Sterne



James Wakelin



John Washington

# Board of Governors

Success isn't possible without strong, focused leadership, and CUE is fortunate to be led by an engaged Board of Governors that is committed to helping us reach our full potential. Due to the ongoing pandemic, our Board of Governors has been meeting virtually to advance a number of key priorities.

In June 2021, Mr. Russ Morrow stepped down as Chair of the Board of Governors to ease the transition to his successor, Mr. John Acheson. He will remain on the Board for the final year of his term. Ms. Jessica Shantz was appointed Vice-Chair, which was vacated by Mr. Acheson.

We said goodbye to a number of wonderful Board members this year who finished their terms, including Mr. David Keppler, Mr. Al Lyons, Dr. Jonathan Strand, Mr. Brad Agnew, Ms. Kayla Sloman, and Mr. Sandeep Bonagiri. We are grateful for their time, leadership, and dedication to the CUE community.

Fortunately, we have welcomed a number of new members, including Ms. Navleen Kaur, Mr. James Wakelin, Mr. Andrew Sterne, and Dr. Tolly Bradford.

Over the past year, our Board of Governors has been focused on ensuring that we emerge from the pandemic in a strong position. They have monitored and participated in decisions to keep our community safe while at the same time preserving

***Thank you to all Board Members who have now completed their terms.***

***Welcome to our new Board Members.***

the quality of our education, research, and student services. Additionally, the Board of Governors made a significant decision in reappointing me for a second term as President and Vice-Chancellor, and have championed our Campus Master Plan, including the acquisition of Magrath Mansion and the approval of our new academic building and student quad.

# Financial Picture

Despite the pandemic, CUE had an excellent year from a financial perspective—one of the best in our hundred-year history.

Despite the pandemic, CUE had an excellent year from a financial perspective—one of the best in our hundred-year history.

We finished the year ending March 31, 2021, by adding \$11.5 million to our fund for future capital projects, an increase of \$3.7 million over the 2019-20 year. This was driven by higher student enrolment and effective management. To ensure our ongoing financial health and fund future growth, CUE must run an annual surplus, and these funds have been designated for capital needs relating to our new academic building.

As an Independent Academic Institution (IAI), we do not receive funds for capital projects from the Government of Alberta. The directive of our Board of Governors is that surplus operating funds are to be applied to capital projects. In addition to

operating a surplus, grants and external financing must be secured to fund capital projects.

During the 2020-21 academic year, revenue grew by 7.5% or \$3.3 million. Revenue from tuition and fees increased by \$4.7 million or 18.3% compared to the prior year. This increase was driven by higher student enrolment (a 10.4% increase from the year prior).

Government operational funding remained the same as the prior year; however, the amount of government funding as percentage of total revenue decreased to 28.4% compared to 30.6% in 2019-20. Auxiliary revenue decreased by \$2.1 million or 76.9% compared to prior year due to less revenue from the bookstore, student housing, facility rentals, and parking as a result of the pandemic.

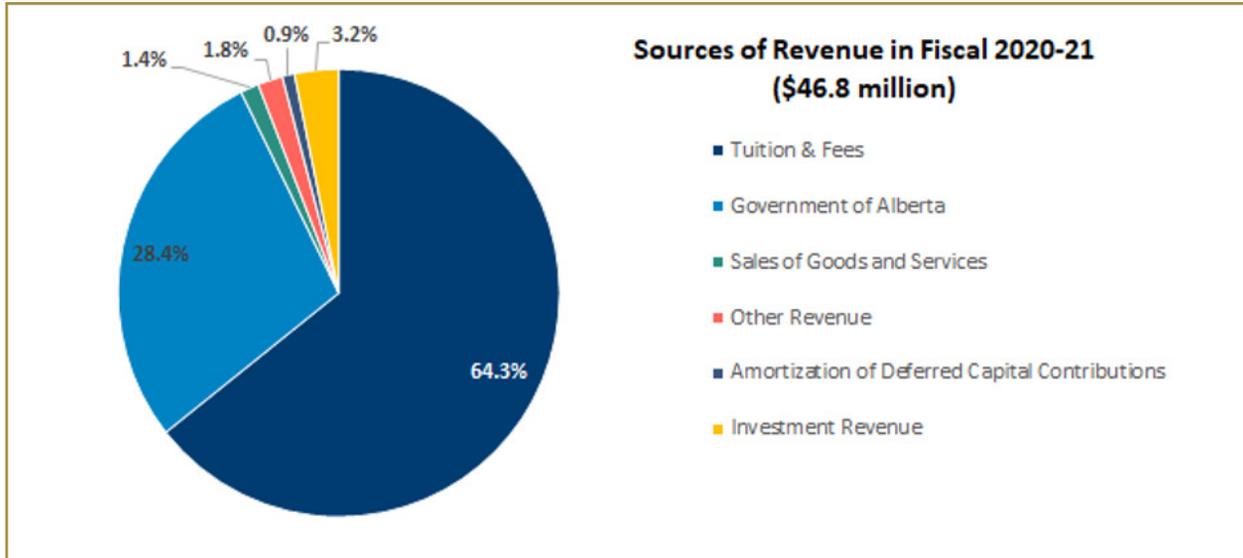


Figure 1

Figure 1 is graph showing breakdown of sources of revenue.

Total expenses for the year ending March 31, 2021 was \$35.2 million—a decrease of 1.2% or \$427 thousand from the prior year. Support program expenses decreased by \$1.2 million or 8.5%, driven by less activity on campus due to the pandemic. Expenses related to our academic programs increased by \$1.8 million or 12.8% due to increased salary costs from new faculty and sessional instructors as result of increased enrolment.

When we breakdown expenses by object, salary and benefits accounted for 74.1% of all operational expenses. Salaries and wages increased by 7.2%, driven by increases in staffing and compensation. A total of 22 positions were added in fiscal 2021.

Figure 2 is a graph showing the breakdown of expenses by object.

Capital expenditures totaled \$2.5 million, an increase of \$1.1 million from the prior year. Most of these expenditures related to design costs for the new academic building.

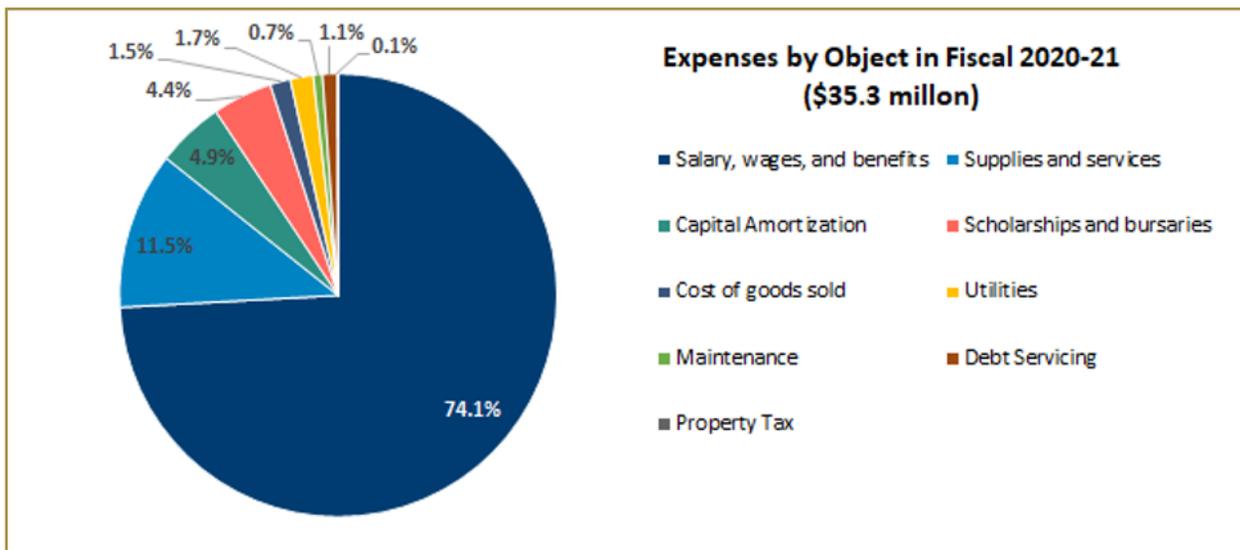


Figure 2



# 1: Academics

Our academic programs are at the core of who we are as a university. With increased enrolment and the introduction of flexible delivery, we are modernizing our approach to delivering academic programs, prioritizing the needs of our students, and introducing new programs to meet the changing needs of industry.

## Faculty of Arts

With the departure of Dr. Tim Heath, the Faculty of Arts is searching for a new Dean. In the meantime, we are fortunate to have Dr. Conrad van Dyk, who is serving as Interim-Dean for the 2021-22 academic year.

The Faculty of Arts proudly welcomed three new faculty members: Dr. John Brough (Music), and Dr. Yuliya Kotelnikova and Dr. Kevin St. Arnaud (Psychology). A new doctorate in psychology program is commencing its first year and is already in high demand, and a new 4-year philosophy major has passed initial reviews and will be submitted for approval. The Faculty of Arts is also completing several program reviews (History, Sociology, and Political Economy) to ensure that our offerings remain current and dynamic.

## Faculty of Education

The Faculty of Education has just over 200 students enrolled in its After-Degree program, and consistently receives more applications than

*A new doctorate in  
psychology program is  
commencing...and is already  
in high demand....*

there are places available. We are proud to offer a strong, in-demand program that is competitive and considered prestigious in the province.

Despite challenges created by the pandemic, students have been able to complete their field experience courses. At the Masters level, there are currently 24 students in the two-year program and increasing interest in the Graduate Certificate in Educational Leadership program. Additionally, the Faculty of Education offers three undergraduate education minors to almost 600 students enrolled in other faculties.

## Faculty of Management

This fall, the Faculty of Management began offering new 33-credit Masters programs in Information Systems Security Management (MISSM) and Information Systems Assurance Management (MISAM). Given that the majority of students are international, courses are being taught online rather than face-to-face until January. It is our hope that the winter semester will be able to be completed on campus.

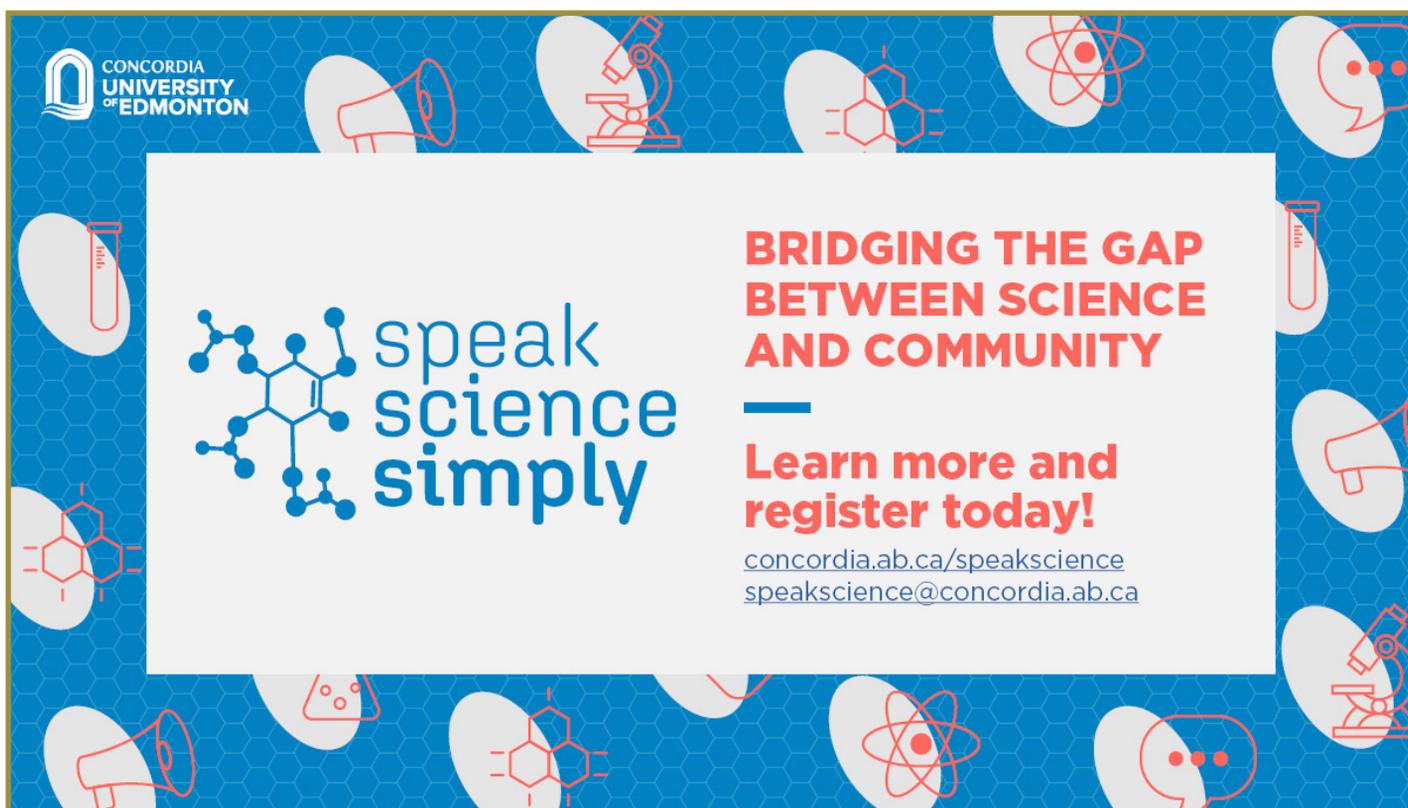
The continued grant support of the MISSM and MISAM programs from the Government of Alberta (Advanced Education) has ensured that students benefit from additional education in the information system fields that are offered at CUE.

Students in the Bachelor of Management program continue to complete internships with a variety of businesses and organizations, and some students have also decided to volunteer, gaining hands-on training and experience. Despite the COVID-19 pandemic, students have found amazing placements for Work Integrated Learning to advance the completion of their degrees and find success post-graduation.

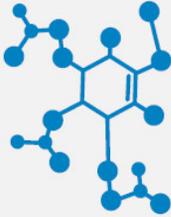
## Faculty of Science

The Faculty of Science now offers a Master of Science in Information Technology, complementing our Bachelor of Science in Information Technology. Both programs are in-demand and helping students meet the changing needs of industry in an increasingly digital world. We were proud to welcome two new assistant professors in information technology: Dr. Apoorva Chauhan and Dr. Nasim Hajari.

The Speak Science Simply project spearheaded by Dr. Cecilia Bukutu was awarded \$19,394 from the Natural Sciences and Engineering Research Council of Canada (NSERC). Additionally, Dr. Bukutu received \$5,000 from the Public Health Agency of



 **CONCORDIA  
UNIVERSITY  
OF EDMONTON**

 **Speak  
science  
simply**

**BRIDGING THE GAP  
BETWEEN SCIENCE  
AND COMMUNITY**

**Learn more and  
register today!**

[concordia.ab.ca/speakscience](http://concordia.ab.ca/speakscience)  
[speakscience@concordia.ab.ca](mailto:speakscience@concordia.ab.ca)

Canada for the COVID-19 VaccINATION campaign, designed to provide post-secondary students with information about COVID-19 and vaccines. Dr. Emmanuel Mapfumo received \$18,135 from the Alberta Conservation Association for a project (Comparison of Three Biological Solutions for Enhancing Perennial Grass Productivity and Soil Carbon Sequestration). Over the past year, several faculty members and students received internal research grants.

## Faculty of Graduate Studies

Dr. Ramses Illaraza has been newly appointed to the role of Interim Dean of Graduate Studies. In this role, he looks forward to supporting graduate students and faculty at CUE and helping them achieve their goals. This year, we were proud to launch CUE’s first doctorate program—a Doctor of Psychology in Clinical Psychology.

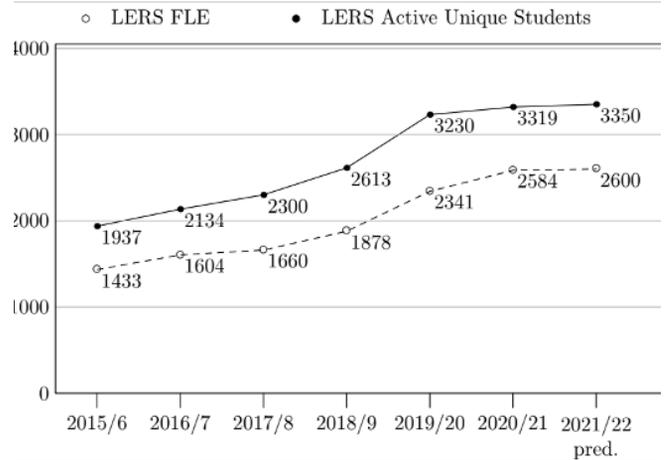
## Library

In spite of several required closures and re-openings, CUE’s library achieved record levels of student satisfaction. Through close collaboration with the Research Office, Indigenous Knowledge and Research Centre, and International Office, it continued to strengthen the support provided to researchers, Indigenous students, and international students. It also saved students up to an estimated \$87,000 through an innovative eBook course readings project.

## Enrolment

The COVID-19 pandemic has had a significant impact on our enrolment. While this is not surprising, it has created a level of insecurity that makes predicting future enrolment more challenging than what we have experienced in recent years. Additionally, a number of changes to our MISSM and MISAM programs have led to reduced numbers of graduate students.

The following chart depicts overall enrolment growth in LERS—our provincially approved programs. These numbers do not include enrolment in certificate or diploma programs:

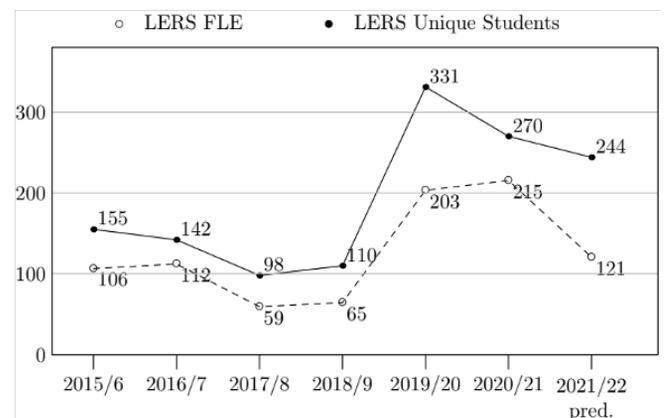


The 2021-22 value is the registrar’s current predication based on the Spring and Summer 2021 and Fall 2021 registrations to date. Changes to the reporting rules have increased this estimate slightly.

## Graduate Degree Programs

In Fall 2019 and Winter 2020, CUE admitted a very large number of students to our graduate programs, particularly our MISSM and MISAM programs, resulting in a large increase from 2018-19.

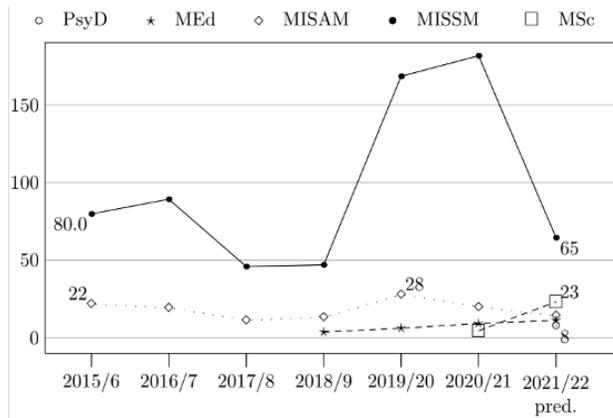
The following chart depicts our LERS-reported graduate student enrolment:



Since the admission to the MISSM and MISAM programs was suspended in the following terms until Fall 2021, the headcount numbers decreased significantly. While we were anticipating the numbers to increase in Fall 2021, the COVID-19 pandemic created challenges for students, with international students being unable to travel to

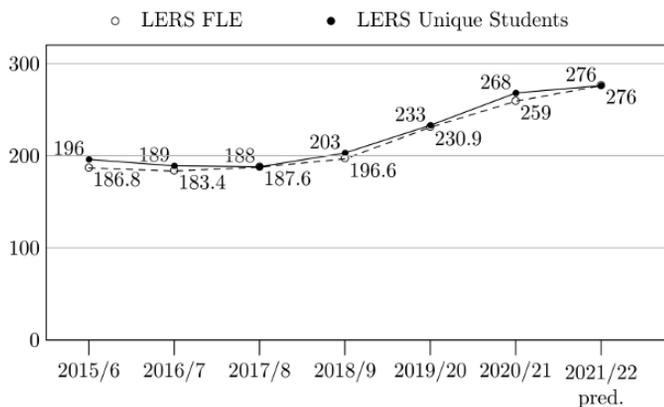
Canada in order to attend courses on campus. However, we were excited to launch our Doctor of Psychology in Clinical Psychology program, which had its first intake of 10 students in Fall 2021.

The following chart depicts our LERS-reported graduate enrolment by program:



### Undergraduate After Degree Programs

Both of our after-degree programs saw a relatively steady enrolment in 2020-21. After adding a new cohort in 2018-19, the Bachelor of Education program experienced an increase in enrolment. The Bachelor of Environmental Health has recently also seen a significant increase. The following chart depicts our after-degree enrolment:

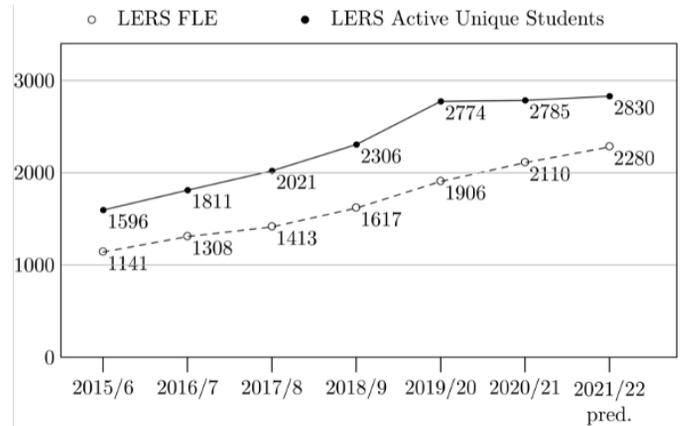


### Undergraduate First Degree Programs

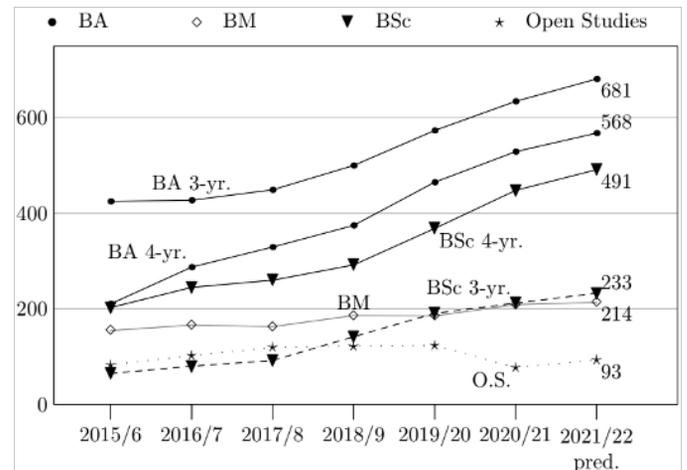
Our first-degree undergraduate programs have been primarily responsible for the significant increase in enrolment that we have experience in recent years. While the percentage increase in undergraduate

enrolment for 2020-21 is smaller than the past few years, we are again seeing a double-digit increase.

The following chart depicts our first-degree undergraduate enrolment, including open studies:



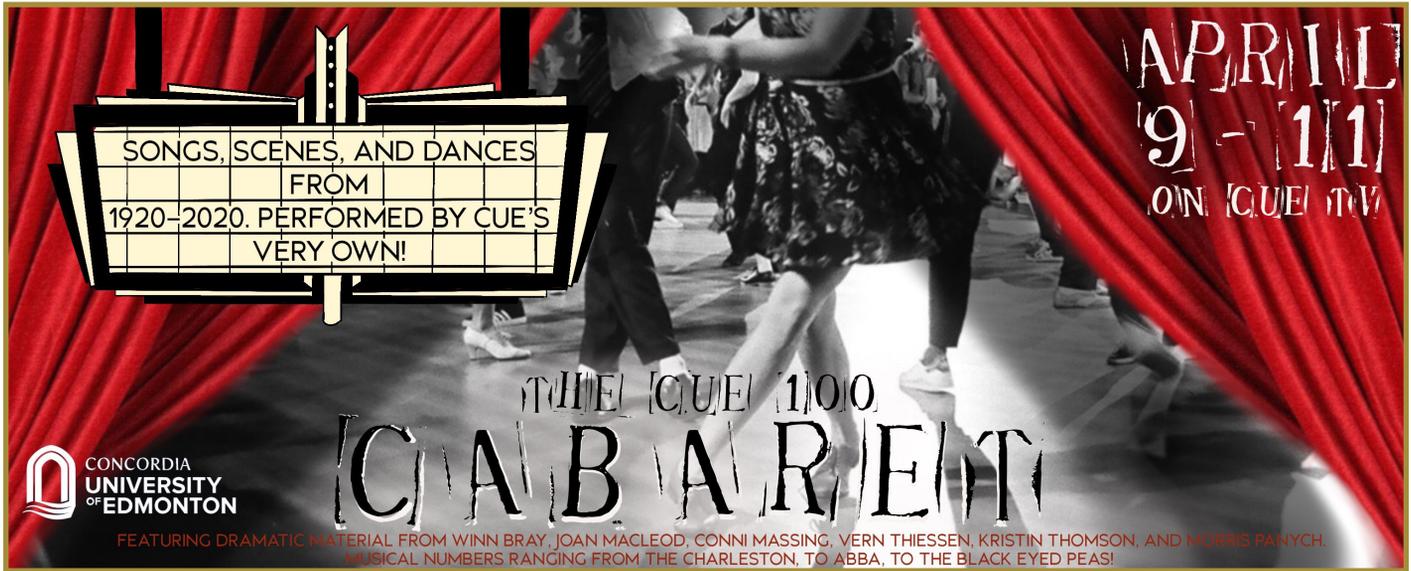
The following chart depicts our first-degree undergraduate enrolment by program:



### Fine Arts

As a result of the pandemic, the past year has been deeply challenging in the Fine Arts sector. Performances have shifted online, with students and faculty rising to the occasion, embracing technology, and generating outstanding work.

Last fall, CUE’s drama program devised a theatre piece with our technical director Josiah Hiemstra taking the lead on using green screens and



livestreaming the program on CUE TV. Too Much Zoom Makes Us All Go Blind was created and performed by students from their homes under the leadership of guest director Dave Horak and dramaturg Mūkonzi wā Mūsyoki.

Over the winter months, Glenda Stirling and Caroline Howarth led 30 students, including international students participating from Colombia and Nigeria, to rehearse and film a cabaret of music, dance, and drama in celebration of CUE's 100th anniversary. Students rehearsed from their homes and submitted recordings that were mixed to create a final version. Some scenes were recorded live on campus in accordance with all COVID-19 protocols, including masking and physical distancing. The CUE 100 Cabaret screened at the kick-off weekend of CUE's 100th anniversary in the spring.

This year, almost all of our musical performances were virtual. Students took lessons from home, music juries were recorded, and two senior student recitals were streamed from Holy Trinity Anglican Church. In addition, our choirs remained online, with choral director Dr. Joy Berg creating virtual concerts with singers submitting song tracks from home that were mixed by audio technician Mike Malone.

As restrictions allowed, Danielle Lisboa was able to lead chamber ensemble rehearsals involving

students and community members from the Concordia Symphony Orchestra. CUE's Hand Bell ensembles were able to ring in person with protocols in place that were carefully developed and implemented by conductor Deborah Rice and maintenance staff.

The major choral project of the year was a Beethoven Project that brought together all three of CUE's choirs, The King's University Community Choir from Edmonton, and the University of Victoria Chorus to create a program of choral music. The virtual concert is available on CUE TV.

In the spring, the difficult decision was made to close CUE's School of Music, including the community music ensemble programs. We are very proud of the work done by the conductors and community musicians over the years, and are happy that the Concordia Symphony Orchestra and the Concert Choir will continue within the Department of Fine Arts.

## Office of Extension and Culture

In collaboration with CUE's academic units and the external community, the Office of Extension and Culture (OEC) delivers a diverse range of extension and culture programs to students, faculty, staff, and the community. Presently, the OEC offers over

200 non-credit programs, including a number of professional development programs in partnership with Mount Royal University, NorQuest College, and industry.

Additionally, the OEC Testing Centre provides safe and high-quality service to students taking a number of exams, including the CELPIP (Canadian English Language Proficiency Index Program), CAEL (Canadian Academic English Language), and Goethe Institute exams. Soon, the OEC will support international students and newcomers by offering the IELTS (International English Language Testing System).

## Campus Master Plan

### *New Academic Building*

Over the past few years, CUE has experienced tremendous growth in enrolment, putting a strain on existing infrastructure. Using the Campus Master Plan as a guide, our Board of Governors has decided to move ahead with the construction of a new academic building and student quad to relieve pressure and meet CUE's capacity needs of 4000 students.

Najfeldt Architects Inc. and Reimagine (formerly Manasc Isaac Architects Ltd.) have partnered to design the buildings and engage the community through consultations. We were successful in obtaining a development permit and a building permit. Having selected Chandos as our builder, we have demolished Faculty House and we are

preparing the site along the west edge of the campus for construction.

The project consists of four major elements:

1. New academic building and two-level underground parkade, along 73rd street on the existing parking lot owned by CUE;
2. Student quadrangle, infill building attached to existing Tegler Centre and Alumni Hall;
3. Bridge connection between NAB and QUAD;
4. Site development around the two new buildings, and along the north-south promenade, connecting the campus core to Ada Boulevard.

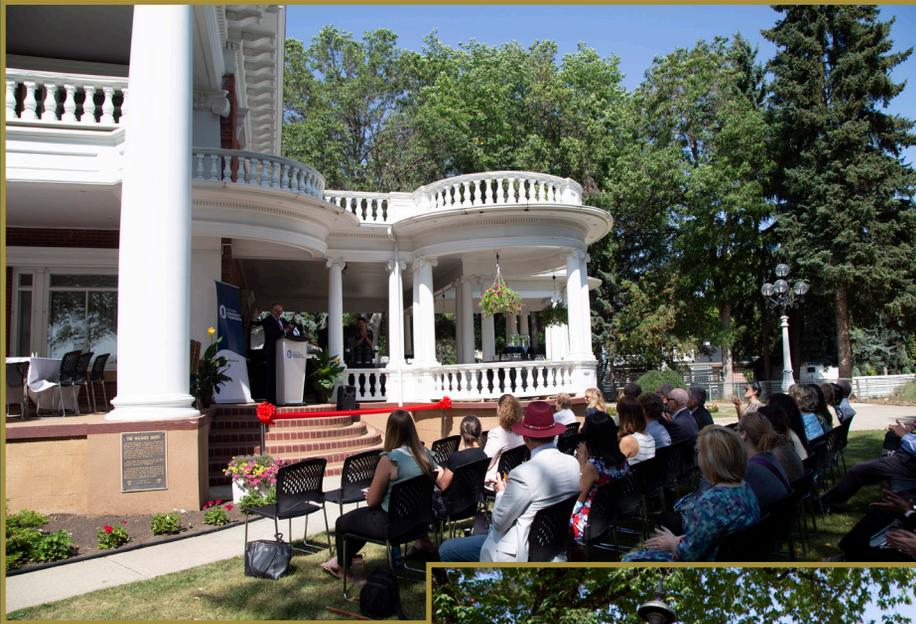
We look forward to opening this new facility in late 2023.

### *Magrath Mansion*

On August 9, 2021, CUE became the official owners of Magrath Mansion. Valued at \$3.175 million, the property covers five municipal city lots, providing ample space for education, research, entertainment, and gathering. While real estate donations are common at other post-secondary universities, this is the largest individual gift (\$1.425 million) that CUE has received to date.

This historical building is a great addition to CUE and expands our current facilities. The building was built in 1912 and, as the new owners, CUE is committed to maintaining and caring for the property, which will serve as a gathering space and venue for events, fundraisers, conferences, seminars, and student-centred programming.





## 2: Research & Innovation

CUE proudly delivers student-focused programs that translate into hands-on experiences. In recent years, we have been focused on expanding and diversifying our research programs and funding to provide our community with more opportunities to push boundaries and explore what is possible through innovation.

### Office of Research Services

For 100 years, Edmonton has been our workshop, and we have worked to make an impact locally while forming meaningful research partnerships and maintaining a global outlook. Guided by our 2019-24 Strategic Research Plan, our Office of Research Services (ORS) has expanded its services and is working to provide more support to researchers, including a Program to Assist in Grant Endeavours (PAGE), led by our Assistant Vice-President Research, to help faculty procure external research funding. In addition to the ORS, PAGE will be supported by the Indigenous Knowledge and Research Centre, BMO-Centre for Innovation and Applied Research, and several researchers who have successfully obtained external funding and are eager to share their experiences and insight.

Earlier this year, Mr. Quinn Carter joined the ORS as a Research Administrator. In this role, Mr. Carter manages the ORS and is preparing to launch a new online grant management system, Romeo, to replace the current system. Romeo will allow the ORS to handle the increasing demand for its services and improve cross-campus communication.

Over the past year, we supported researchers by proudly awarding the full allocation of 108 hours in Reduction in Teaching for Research Purposes, including some multi-year awards, and five sabbatical leaves.

A key priority continues to be research dissemination and, over the past year, we had numerous successful dissemination activities. Our faculty reported 97 publications over the

past 12 months, ranging from original research articles to books. Additionally, we hosted the 2021 Undergraduate Research in Science Conference of Alberta (URSCA), where 165 attendees gathered virtually to watch over 100 presentations from 11 of Alberta's universities. While the ongoing pandemic posed a number of challenges, the ORS was able to pivot and host the conference online, with Dr. Alejandro Adem, President of the Natural Sciences and Engineering Council of Canada, presenting a keynote address.



Building on URSCA's success, CUE's Faculty of Science hosted the Canadian Council of Deans of Science Annual Meeting, where leaders from several post-secondary institutions were able to connect, network, share best practices, and participate in workshops.

In April 2021, we hosted our signature event—the Faculty Research Symposium. This year, the symposium featured a keynote address from Dr. Lorne Tyrell from the Li-Ka-Shing Institute of Virology at the University of Alberta, which was followed by a presentation by Dr. Elizabeth Smythe (CUE) and twelve members of our faculty. The symposium has gained notoriety across our community, and is a great opportunity for researchers to showcase their successful and diverse investigations.

After being cancelled in 2020 due to the COVID-19 pandemic, we proudly brought back our Student

Research Forum and Poster Competition in 2021. It was wonderful to see our students back at their best, albeit virtually.

The 2020-21 academic year was our most successful on record for external and internal research funding. Despite a decrease in the number of applications from faculty members, which may be attributed to the COVID-19 pandemic and online delivery, we were able to restore our dissemination grants in October, and we internally adjudicated 14 grants to faculty and 17 to students for a total of almost \$66,000.

*We are in a phase of expansion and diversification of our research programs and funding as well as consolidation of our successful initiatives.*

We continue to diversify our offer of internal grants and adjudicated the first two Natural Sciences and Engineering (CUE-NSE) grants to support an equal number of researchers seeking support to create applications from the Natural Sciences and Engineering Research Council of Canada (NSERC).

Externally, we saw a large and continuous flow of applications submitted over the past year with 29 in total, 14 of which were awarded funding. This trend extended to our students, with numerous students applying for grants and receiving support, including the first NSERC Indigenous Student Ambassador grant, awarded to Rachel Graham. Additionally, a student in CUE's Master of Science in Information Technology program received a Canada Graduate Scholarship-Masters, funded by NSERC. We have been working to provide more opportunities to our graduate students, and are presently working to secure support for students enrolled in our new Doctor of Psychology in Clinical Psychology program.

Over the past year, we have experienced tremendous growth and a number of our faculty members

have received significant grants. Dr. Bill Hanson, Director of the Doctor of Psychology in Clinical Psychology program, was part of a collaborative grant that received over one million dollars from the Public Health Agency of Canada. Additionally, we surpassed \$100,000 in annual Tri-Agency funding for the first time in our history (\$110,306 in total). Pending official confirmation, we expect that we will do even better in 2021-22, with more than \$126,000 estimated. These are major milestones in our quest to be eligible to host a Tier-2 Canada Research Chair, which will significantly raise our profile as a research university; however, for this to occur, we need to keep building momentum and diversifying our research portfolio.

## Office of Teaching and Learning

Having hired our first Educational Developer in 2020, CUE has broadened our support of high-quality, innovative teaching and learning practices.

The Office of Teaching and Learning (OTL) is led by Dr. Daniel Braun, with Deanna Deveau serving as an Instructional Designer. Deveau brings over a decade of experience assisting instructors through the design and creation of interactive learning modules. These modules will form the core of CUE's shift to embrace flexible and online course delivery as we emerge from the ongoing pandemic.

In addition to instructional design, the OTL supports excellence in pedagogy, course design, and curriculum planning. We consult with instructors, departments, faculties and leadership to collaboratively build the best possible learning experiences for our students. In time, we hope to foster pan-institutional, interdisciplinary cooperation through the OTL that will strengthen CUE's teaching and learning practices in new, innovative ways, complementing the personalized education that we offer and the sense of community that we strive to create across campus.

## Indigenous Knowledge and Research Centre

CUE is working towards achieving decolonization and reconciliation through meaningful action, and the Indigenous Knowledge and Research Centre (IKRC) has an instrumental role in providing support to students and connecting CUE to Indigenous peoples and communities.

This year, the IKRC offered nine campus-wide virtual events on topics including Inuit history and practice, Métis storytelling and politics, powwow fitness, teachings from community Elders, Missing and Murdered Indigenous Women and Girls, intergenerational trauma, and residential school experience.

In partnership with the Suncor Energy Foundation and the Faculty of Arts, the IKRC is developing an innovative post-secondary program—a Minor in Indigenous Studies. This new program will provide students with opportunities to participate in community service, learning alongside First Nation Communities, industry, faculty, and staff.

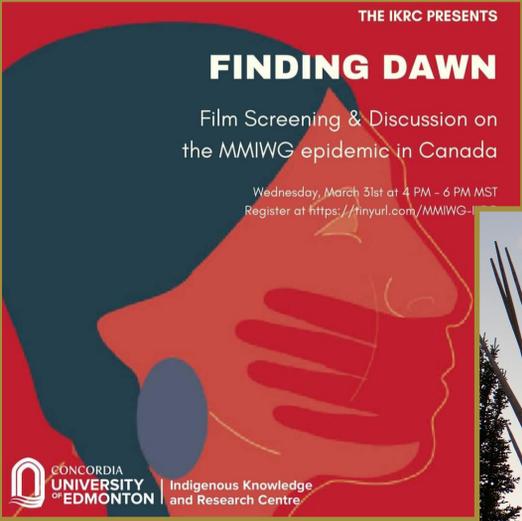
When it comes to engaging in supportive and meaningful partnerships, 2020-21 was an important year for the IKRC. CUE signed a new MOU with Sawridge First Nation, a valued relationship, and we look forward to ongoing collaborations with them. Additionally, we have continued to consult and engage with internal and external stakeholders to create an updated Indigenous strategy, enabling CUE to identify and update priorities and actions.

THE IKRC PRESENTS

# FINDING DAWN

Film Screening & Discussion on the MMIWG epidemic in Canada

Wednesday, March 31st at 4 PM - 6 PM MST  
 Register at <https://tinyurl.com/MMIWG-I>



CONCORDIA UNIVERSITY OF EDMONTON | Indigenous Knowledge and Research Centre

## T I P I TEACHINGS W/ ELDER PHILIP CAMPIOU

WEDNESDAY, JUNE 23 | 2:00-3:30 PM

**REGISTER HERE**  
[tinyurl.com/cue-tipiteaching](https://tinyurl.com/cue-tipiteaching)

In celebration of National Indigenous Peoples Month. Learn about the structure and setup, traditional uses and values associated with each tipi pole. This is a free and virtual event open to everyone interested in learning.



CONCORDIA UNIVERSITY OF EDMONTON

Tuesday, Mar. 23 | 12 pm MST

## MMIWG Dialogue with Stephanie Harpe

A DISCUSSION ON THE EPIDEMIC OF MISSING AND MURDERED INDIGENOUS WOMEN AND GIRLS.

Register at: [tinyurl.com/MMIWG-Harpe](https://tinyurl.com/MMIWG-Harpe)



CONCORDIA UNIVERSITY OF EDMONTON | Indigenous Knowledge and Research Centre



# 3: External Partnerships & Internationalization

## **BMO-Centre for Innovation and Applied Research**

Launched in 2016, the BMO-Centre for Innovation and Applied Research (BMO-CIAR) is contributing to the advancement of innovation and applied research at CUE. The BMO-CIAR is actively leading the development of new partnerships and strengthening existing industry connections. Over the past year, the BMO-CIAR led the development of a framework for industry connections, intellectual property, commercialization procedures, and successful entrepreneurial initiatives.

Highlights from the 2020-21 year include:

1. Facilitating CUE's first industry-sponsored research project between Adventus Lifefoods Inc. and Dr. Makan Golizeh (Faculty of Science).
2. Obtaining external funding from Biotalent Canada and Venture for Canada that supported five student positions.
3. Supporting CUE faculty members, the International Office, the IKRC, and the Centre for Applied Artificial Intelligence in obtaining funding for numerous programs and initiatives, including Speak Science Simply, outbound mobility at CUE, âniskômohcikewin: Finding Connection through Relationship and Research, and Machine Learning for Business Strategy.
4. Delivering the Innovation Launchpad sprint with participation from ten students who are working on advancing their ideas towards commercialization.
5. Participating in the Edmonton Regional Innovation Network program and securing support for CUE's executive-in-residence.

**RENEWABLE ENERGY SPEAKER SERIES**

**15** April 2021  
**10-11AM**  
Register at Eventbrite

**RENEWABLE NATURAL GAS AT THE GOLD BAR WASTEWATER TREATMENT PLANT**

With Guest Speaker  
**Derek Hollman**  
*Senior Manager, Project Development (Sustainable Energy), EPCOR*

CONCORDIA UNIVERSITY EDMONTON | BMO Centre for Innovation and Applied Research

**INNOVATION LAUNCHPAD@CUE**  
**ADVANCING IDEAS INTO SOLUTIONS IN A VIRTUAL ENVIRONMENT**

Our virtual 2021 program starts soon. For more info and to sign up, visit: [concordia.ab.ca/innovation-launchpad](https://concordia.ab.ca/innovation-launchpad)

**AI PATHWAYS PARTNERSHIP**  
Creating pathways into the economy of tomorrow  
January 20, 2021

- Supporting three members of the CUE community in obtaining business development support from the Edmonton Regional Innovation Network.

### McNeil Centre for Applied Renewable Energy

Established in January 2020, the McNeil Centre for Applied Renewable Energy is creating awareness about energy transition, and renewable and clean energy solutions while providing a meaningful platform for industry engagement. Since being established, we have recruited a volunteer advisory board, successfully launched a renewable energy seminar series, and launched three extension programs in the areas of energy management and sustainability. We have also hired a program and partnership development associate using funding from Biotalent Canada and CUE's generous donors.

### Centre for Applied Artificial Intelligence

The Centre for Applied Artificial Intelligence (CAAI) is taking a two-pronged approach to building CUE's artificial intelligence (AI) capacity.

- Internal: Build programming and academic partnerships.

Our internal capacity will allow us to build academic programs and create opportunities for students, faculty, and staff. Recent successes include CUE taking a leadership role within the AI Pathways Partnership with post-secondary institutions to increase programming, and a collaboration with NorQuest College on a proposal to create and offer microcredential courses in AI.

## 2. External: Grow our industry partnerships.

Working with industry partners allows CUE to assist in the adoption of AI, and share its benefits and advantages within the Alberta market. Recent successes include the establishment of a number of external service agreements, including with MIC, Carbeeza, Mosaic Sensors, and NeuroBot.

## International

Internationalization continues to be a key priority for our university. We recognize the importance of having a diverse community, and we are committed to finding creative ways to recruit international students while building collaborative academic, research, and social partnerships around the world.

### *International Office*

Over the past year, the International Office (IO) has largely been focused on supporting students and helping them navigate the COVID-19 pandemic. The IO created a COVID-19 Readiness Plan for international students, which was approved by the government and allowed international students enrolled at CUE to begin entering Canada. As part of the plan, the IO created a database of students planning to enter Canada and supported them with their entry (providing documentation, ensuring students were aware of restrictions, etc.) and throughout their mandatory quarantine periods.

### *International Partnerships*

CUE reached 100 international partnerships this year. New partnerships include Hong Kong Shue Yan University, University of Montpellier, and Comenius University. We are now focused on strengthening our partnerships, and creating new collaborations and opportunities for the CUE community to engage internationally.

### *International Mobility*

Outbound mobility was cancelled during the 2020-21 academic year; however, CUE received \$25,000 in grant funding from Universities Canada through their Global Skills Opportunity program

to create an online resource for students seeking to participate in mobility programs. The IO has submitted two more applications for funding and hopes that Erasmus+ activities will be able to resume in the near future.

## Centre for Chinese Studies

Our Centre for Chinese Studies (CCS) and Centre for Chinese Teacher Development (CCTD) operated throughout the 2020-21 year, providing services virtually and supporting students. Last year, there were two students enrolled in the 1+2+1 Dual Degrees Program in Management who participated in remote learning with our Chinese partner, Beijing Foreign Studies University.

Throughout the pandemic, the CCTD supported over 600 Chinese teachers and educators virtually through seminars and presentations.

## Alumni Relations

We continue to work on strengthening our alumni network, and we are focused on correcting historical gaps in alumni relations; gathering information on, and reaching out to, alumni; and building strong relationships.

The Concordia Alumni Association (CAA) held its annual general meeting on May 6th, 2021, and reelected CAA President, Ryan Danyluik. Ryan is a CUE alumnus and a Senior Data Analyst with EPCOR, and has been a strong supporter of CUE's alumni and fundraising efforts for years. Stephanie Bratt was elected to serve as Vice President, Shannon Peacocke was reelected as Vice President of Engagement, and Willow Frissell as Vice President of Finance.

The CAA Executive has been connecting with alumni through events and supporting a number of CUE's events, including Innovation Launchpad, the renewable energy speaker series, and various fundraising initiatives.



# 4: Student Life

Our students are at the centre of everything we do. We take pride in providing a personalized experience that prioritizes the needs of our students and fosters a community that is inclusive, supportive, and, most importantly, kind. Since 1921, we have been committed to the same ultimate goal: To be more than students and professors, to create a community of active citizens, of good and honourable people.

## Student Life and Learning

Our Student Life and Learning (SLL) team is dedicated to supporting the academic and personal development of our students, providing a number of services and being available throughout their time at CUE.

### *CUE Commitment*

The CUE Commitment is a program unlike any other in Alberta, providing additional support to students to help them achieve academic and career success. Students who take part are given opportunities to enrich their time at CUE, completing a number of requirements to position them for success after graduation. Any student who completes all of the requirements and does not secure career-related employment within six months of graduation, or

move on to a professional program or graduate studies, is eligible to return for an extra year of undergraduate classes for free.

In 2020-21, there were 34 students in the CUE Commitment program. The breakdown of students was as follows: 11 students in Year 1, 16 students in Year 2, and 7 students in Year 3. Since its launch, retention has increased significantly, and the program now includes both synchronous and asynchronous content, allowing students to tailor the program to meet their needs and fit within their schedules.

The annual CUE Commitment lecture in February 2021 was successful and we look forward to hosting another exciting speaker on campus in 2022. The CUE Commitment team will continue to recruit new students to the program, and support students



in completing the requirements and becoming actively involved across campus.

### ***Peer Support and Counselling Services***

Recognizing the need to foster and strengthen a supportive community, the Peer Support program provides students with a confidential and safe space to talk about issues with a trained peer who can then refer them to campus and community services.

In 2020-21, the team was composed of four student volunteers who offered one-on-one support. In total, the volunteers dedicated over 200 hours to their peers, providing support for a wide range of issues including mental health challenges, relationship issues, and challenges adapting to university life. Using their listening

and communication skills, the Peer Support team worked tirelessly toward reducing stigma around mental health and promoting 24-hour access to services. CUE would like to thank the 2020-21 team members: Christian, Kariena, and the two team leads, Rebecca and Mayrane.

Our counselling team has also been providing professional support, employing empirically-based approaches to address a wide range of concerns impacting the wellbeing and academic performance of students.

In 2020-21, counselling services experienced a 63% increase in demand for appointments. As a result of this demand, a new counsellor position was added, despite budget cuts in many mental health services across the province. This is a testament to CUE's dedication to the wellbeing of students and support of mental health initiatives.

## *Wellness*

CUE is committed to promoting health and wellness. The Campus Wellness Coordinator contract was renewed for another year to support CUE's Mental Health Strategy and the signing of the Okanagan Charter: An international charter for health promoting universities and colleges. This position continues to be instrumental in increasing training and programming opportunities for students, staff, and faculty to improve their resilience and wellness.

## *The Peer Wellness and Support Team tripled in size to 22 student volunteers*

Despite the challenges presented by COVID-19, 3581 community members participated in CUE Wellness programming and workshops over the past year. Examples include training programs (including Applied Suicide Intervention Skills Training, safeTALK, Mental Health First Aid, sexual violence prevention, and bystander intervention training), awareness campaigns, and other educational initiatives.

The Peer Wellness and Support Team tripled in size to 22 student volunteers to help meet wellness programming demands. In addition, the Campus Wellness Coordinator is leading the development of the CUE Mental Health and Wellness Strategic Framework, which aims to improve the health and wellness of the CUE community by embedding wellness into all aspects of campus culture, and across administration, operations, and academic mandates.

## *Learning Accommodation Services*

In 2020-21, Learning Accommodation Services (LAS) worked to improve access to, and awareness of, learning accommodations. LAS helped faculty and students with the unique challenges presented by online learning, and implemented various initiatives to destigmatize the use of learning accommodations.

LAS saw a 14.8% increase in the number of accommodated students in 2020-21, with 98.4% of those students having exam accommodations. Moreover, LAS helped 72 prospective students obtain documentation by making referrals for free psycho-educational assessments through Alberta Works.

One of LAS' primary goals over the past year was improving access to student funding, especially during a global pandemic. Over the 2020-21 year, LAS applied for \$212,854 in funding for services and equipment for students with disabilities through Student Aid Alberta. Additionally, LAS applied for \$24,400 to help students with educational costs, such as tuition fees, reducing the amount of student loan debt.

## *Tutoring Services, Writing Centre, and Learning Services*

Tutoring Services and the Writing Centre continued to support academic success throughout the 2020-21 academic year, and while the number of appointments dropped in comparison to last year, advisors hosted workshops and collaborated with instructors to provide targeted support. There was a 63% increase in tutoring hours compared to 2019-20, and Tutoring Services hired and trained 16 students to provide support.

With the majority of courses being delivered online, appointments were virtual, with a new booking tool making online sessions easier for students, tutors, and advisors. Going forward, online Tutoring Services and Writing Centre sessions will continue to be an option, with the booking tool allowing students to choose how they prefer to meet their tutor.

Students were also supported through Learning Services in other ways: Instructors submitted 127 Early Alerts for students who were struggling academically or personally—an increase of 34% from the previous year—and students sought support individually, accessing more than 65 hours of academic advising. By completing the Bounce Back Program, 13 students who would have otherwise been required to withdraw from CUE were eligible for readmission to their programs this year. The Bounce Back Program

provided these students the opportunity to continue working toward their desired degree while building academic skills and improving their GPA.

## Student Experience

The 2021 Survey of Graduating Students is the 37th cooperative study on student experience conducted by the Canadian University Survey Consortium (CUSC). The 2021 edition is the 12th annual survey that CUE has participated in.

The CUSC surveys run on a three-year rotation, alternating between surveys of first-year students, middle-year students, and graduating students. The surveys allow us to see how we compare to the average for all participating Canadian post-secondary institutions. In order to remain accountable, CUE also compares the data collected through the surveys to past results for comparable student groups.

This year, 96 CUE students completed the survey. Of those, 59 indicated that they did not expect to graduate in 2021. Those students, based on CUSC's reporting protocols, were excluded from the national dataset, leaving 37 CUE respondents in the pan-Canadian analysis, which includes over 15,000 students at 32 universities. We know from the results of all 96 CUE respondents that over one in four (26%) reported that their plan to complete their program was delayed because of the COVID-19 pandemic.

### Survey Results

According to the data, the typical graduating student at CUE is a 21-year-old female from Canada. Compared to students nationally, they are more likely to be Indigenous, to come from abroad, and to report being a first-generation student, and they are slightly more likely to report having a disability. Compared to three years ago, a higher number of CUE respondents are international students (22% compared to 3% in 2018), and more than twice as many self-identify as being a visible minority.

CUE students tend to report higher ratings of their overall educational experience and of their professors than students at other universities. CUE students reported higher ratings on all 13

professor interactions in the 2021 survey, and on eight of those interactions, CUE's ratings exceed those of respondents nationally by more than 10 percentage points.

## CUE students tend to be more positive about their university outcomes

More than 95% of graduating students at CUE stated that they agreed or strongly agreed with the following statements:

- Most of my professors communicate well in teaching;
- Most of my professors are well-organized;
- Most of my professors are consistent in grading; and
- Most of my professors look out for students' best interests.

CUE's 2021 ratings on these four items exceed ratings nationally by 13 to 18 per cent, and they are higher or on par with CUE's ratings in 2018.

Additionally, CUE students were more likely (by 11 to 22 percentage points) to state that most of their professors are intellectually stimulating, provide useful feedback, provide prompt feedback, and take a personal interest in academic progress.

The CUSC survey also explored 30 items related to growth and development. Among the top five skills reported by CUE respondents are working independently, thinking logically and analytically, the ability to find and use information, dealing successfully with obstacles, and the ability to interact with people from different backgrounds. CUE students also rated three out of four Communications Skills higher (by more than 10%) than students nationally.

CUE students tend to be more positive about their university outcomes and are more likely to be promoters of their university than students elsewhere. Overall, 98% of CUE students agree that they are satisfied with the quality of teaching

they received, which is slightly higher than the proportions reported nationally (84%) and by CUE respondents in 2018 (93%).

About eight in ten CUE graduating students reported being satisfied or very satisfied with concern shown by the university for them as “an individual”. This is substantially higher than students nationally, where less than six in ten are likely to report this.

CUE students were more likely to report that they feel as if they belong at their university than students at other universities, but less likely to report this than CUE respondents in 2018. This decline may, in part, be due to the impact of the shift to remote learning in their final year of studies due to the pandemic.

When it comes to student expectations, more than a third of CUE students reported that their university exceeded their expectations, which is 15 per cent higher than students nationally, but lower than what our students reported in 2018. Again, this calls into question the impact of the pandemic in disrupting student experiences and expectations.

Despite the challenges faced in 2021, institutional brand identity, as measured by the Net Promoter Score, held steady for CUE and continued to stand above the national average. The Net Promoter Score was added to the CUSC surveys in 2018 to measure customers’ core perceptions of their brand. It has shown to be a significant predictor of engagement and commitment to brand.

The respondent groups for this measure are:

- Promoters: These are loyal enthusiasts who will refer others and help foster growth;
- Passives: Those who are satisfied but unenthusiastic; and
- Detractors: Those who are unhappy and can damage brand through negative word of mouth.

When asked to rate how likely they would be to recommend their university on a scale from 0 to 10, CUE received a Net Promoter Score of +27 compared to a score of 0 for universities nationally.

Our results indicate that CUE students continue to have a stronger institutional identity than students nationally, and are more likely to say positive things about CUE and promote our institution to others.

## Athletics and Recreation

Despite losing an entire season across all sports due to COVID-19, the Department of Athletics and Recreation still had a lot to celebrate. With strong protocols in place that were aligned with recommendations from the Government of Alberta, Alberta Health Services, the City of Edmonton, and CUE, our athletics teams resumed training. This resulted in over 50 days of training and more than 225 practice sessions without any transmission or outbreaks of COVID-19.

The ACAC held an inaugural Esports event for the Super Mario Brothers Smash Ultimate game, where CUE student Colin DeMaere rose to the top and won the tournament. The tournament was hosted in partnership with the Alberta Esports Association (AESA) with nearly 40 participants from across the ACAC competing.

Due to COVID-19, times were tough on our community, financial stress impacted many families, and people dealt with physical and mental health disruptions. The cancellation of the 2020-21 ACAC competitive season impacted our staff, coaches, and student-athletes. Our teams and athletes decided to make a positive difference in the lives of those less fortunate and launched an 11 Days of Giving campaign on November 15, 2020. In the spring, CUE was recognized with the 2021 CCAA Community Service Award for the campaign.

On the Recreation side, fitness classes were offered virtually three times a week. Due to the pandemic, the fitness centre remained closed all year.



### Campus Recreation Schedule March 23 – 25

Zumba Class  
Tuesday March 23 @ 12:15 PM  
[meet.google.com/ihs-srhw-bst](https://meet.google.com/ihs-srhw-bst)

Foundational Flow Yoga  
Wednesday March 24 @ 12:00 Noon  
[meet.google.com/vpr-mggh-ntt](https://meet.google.com/vpr-mggh-ntt)

Essentrics Fitness Class  
Thursday March 25 @ 12:15 PM  
[meet.google.com/uam-zetf-toq](https://meet.google.com/uam-zetf-toq)

Classes are free for all CUE students,  
staff, and faculty.  
Just log into Google Meet with your  
CUE email address!



## 11 Days of Giving

Day 3 – Curling  
The Today Centre & Edmonton Food Bank



THE  
TODAY  
CENTRE



### ACAC SUPER SMASH BROS ULTIMATE ESPORTS EVENT

Saturday November 21, 2020  
FREE for all CUE Students\*

Check out [www.gothunder.ca](http://www.gothunder.ca) for detail  
(\*some eligibility rules apply)



## CCA COMMUNITY SERVICE AWARD 2021



CONCORDIA UNIVERSITY OF  
EDMONTON

# Area of Focus and Opportunity

As we emerge from the COVID-19 pandemic, we are doing our best to see challenges as opportunities. We have made a number of changes to better support our community and, as President and Vice-Chancellor, I am optimistic about the direction in which we are heading as an institution.

Having recognized the value of more flexible modes of study and work, we are embarking on a new era that will result in more flexible working arrangements in terms of hours and location for our employees. For our students, our recent focus on adapting some of our courses to incorporate flexible delivery represents an opportunity to experience high-impact teaching practices assisted by technology and pedagogical innovation. Additionally, we are introducing what is known as Work Integrated Learning into more of our programs, including our new Doctor of Psychology program. This will, we hope, allow more of our students to explore employment opportunities and connect the relevance of their academic programs to future careers. With all of these changes you may wonder: Is the traditional university lecture dead? I don't think so, but it might start to transform and look slightly different to better serve our community.

Another opportunity for CUE is a social one. Very few of us could claim to have enjoyed the social isolation, anxiety, and, sometimes, illness that the pandemic imposed upon us. For a scholarly community to be healthy and engaged, social experiences are essential. It is time to get back to that. Learning is a social activity, both in and out of the classroom, and as long as we continue to listen to public health recommendations, we have an opportunity to reconnect with old friends, make new ones, and, once again, enjoy the benefits that our CUE community has to offer.

Reflecting on the past year, it is impossible not to talk about the ongoing discovery of Indigenous

children in unmarked graves at the sites of former Residential Schools across Canada. I want our community to know that we intend to act and engage meaningfully with Indigenous peoples and communities to advance reconciliation and decolonization. I look forward to sharing our updated strategic plan for our work with Indigenous communities both on- and off-campus in the near future.

Although our acquisition of Magrath Mansion and our new building project will, by necessity, require a lot of institutional focus this year, we must always remind ourselves of the reasons for this expansion. Our students need appropriate spaces in which to learn, study, and socialize. We need adequate space to teach, research, and work. All of this will amount to opportunities for much-improved student and employee experiences, but we must never forget that CUE is about its people. The quality of our interactions with one another must continue to be our priority.

Finally, we are now in the midst of celebrating one hundred years as a community of scholars gathering in Edmonton and growing into the world. All students, faculty, and staff, past and present, are invited to join in CUE's 100th anniversary celebrations. A centennial book, installation of historic exhibitions throughout campus, and other exciting celebrations are well underway.

Please ensure you keep updated on all of the events and activities that we have in store by visiting: [concordia.ab.ca/CUE100](https://concordia.ab.ca/CUE100).

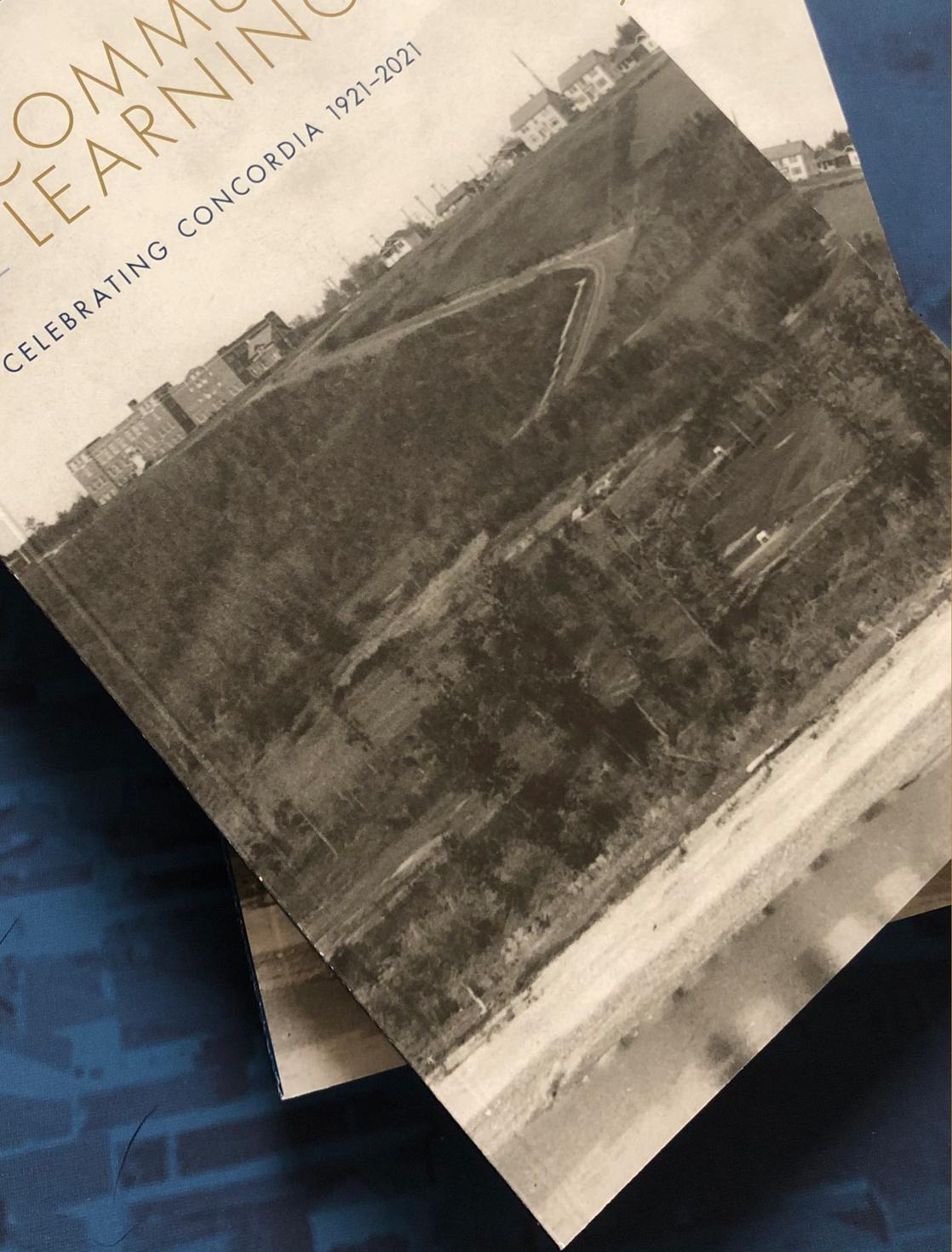
CONCORDIA



A COMMUNITY  
OF LEARNING

CELEBRATING CONCORDIA 1921-2021

VITY





CONCORDIA  
College

# Conclusions and Final Thoughts

At CUE, we are on the verge of achieving our full potential. We have the right plans in place, and we have focus, vision, and momentum.

Still, there are a number of risks: The COVID-19 pandemic continues to pose a threat to our campus community, and the best way to ensure that we can continue to gather in-person and keep our campus open is vaccination. We have a plan in place to support our community, and we are trusting that common sense and critical thinking will prevail in order to prevent further illness, death, and grief.

A related risk is the increase in mental health challenges that our community has experienced stemming from the pandemic. First, there was social isolation and now, there is anxiety related to the return of in-person work and study. Last year, we expanded our student mental health services to account for an increase in student numbers and mental health challenges, and we will continue to provide enhanced services moving forward.

Finally, our enrolment has cooled relative to the dramatic growth we have experienced in recent years. A combination of factors is responsible for this, including our own efforts to more sustainably

manage our growth, real and perceived challenges for international students, and the ongoing disruptions caused by COVID-19. Unfortunately, fewer students will cause further budget challenges in what has already proven to be a tight financial year.

For many of us, the years 2020 and 2021 have been marked by illness, grief, anxiety, and loneliness. Despite the resilience we have all shown in the face of such adversity, it is difficult not to feel some reluctance as we once again return to in-person work and study, especially given that the pandemic is not over yet. Just as the strength of our community pulled us through the worst days of the pandemic, it will continue to be a support as we enter what I hope is the final phase of the COVID-19 pandemic. I am confident that our university will continue to exemplify what it means to truly be a supportive and positive community of learners in the year to come and beyond.



CONCORDIA  
UNIVERSITY  
OF EDMONTON



concordia.ab.ca  
@CUEdmonton  
🐦 📘 📷 🌐

7128 Ada Boulevard  
Edmonton, Alberta  
Canada T5B 4E4