



# Annual Report 2020/2021

For fiscal year end March 31, 2021





Allan Wachowich Center  
for the Study of the History of the United States

## Contents

Section 1. Accountability Statement .....	5
Section 2. Management’s Responsibility for Reporting .....	5
Section 3. Message from the President and Board Chair .....	6
Section 4. Public Interest Disclosure (Whistleblower Protection) Act .....	7
Section 5. Operational Overview .....	9
Section 6. Goals, Priority Initiatives, Expected Outcomes, and Performance Measures .....	13
Section 7. Financial and Budget Information .....	45
Section 8. Capital Report .....	53
Section 9. Research, Applied Research, and Scholarly Activities .....	55
Appendix A: Audited Financial Statements .....	60





## Section 1. Accountability Statement

Concordia University of Edmonton's Annual Report for the year ended March 31, 2021 was prepared under the Board's direction in accordance with ministerial guidelines. All material economic, environmental or fiscal implications of which we are aware have been considered in the preparation of this report.

Original document signed by

Dr. John Acheson

Chair, Board of Governors, Concordia University of Edmonton, September 10, 2021

## Section 2. Management's Responsibility for Reporting

Concordia University of Edmonton's management is responsible for the preparation, accuracy, objectivity and integrity of the information contained in the Annual Report including the financial statements, performance results and supporting management information. Systems of internal control are designed and maintained by management to produce reliable information to meet reporting requirements. The system is designed to provide management with reasonable assurance that transactions are properly authorized, are executed in accordance with all relevant legislation, regulations and policies, reliable financial records are maintained, assets are properly accounted for and safeguarded.

The Annual Report has been approved by the Board of Governors and is prepared in accordance with Ministerial guidelines.

Original document signed by

Dr. Tim Loreman

President and Vice-Chancellor, Concordia University of Edmonton, September 10, 2021



### Section 3. Message from the President and Board Chair

Looking back at the past year, what we have accomplished in a short period of time, and during such a disruptive period, is truly remarkable. This report on our past year’s performance demonstrates our shared resolve to make Concordia University of Edmonton (CUE) Canada’s pre-eminent small university. Despite the ongoing pandemic, we continued to grow and evolve in a direction that brings us closer to realizing our full potential.

This year, we launched a new Master of Science degree with a specialization in information technology and gained Ministry approval to offer our first doctoral program in the field of clinical psychology. Both align with our institutional focus on developing niche graduate programs not offered in the region. Both are in high demand by students and professionals working in the field, and the sectors supporting those professions. Moreover, both incorporate substantive work integrated learning, which aligns with our mission of providing our students the means to gain the knowledge and skills they need to enter their professions with competence.

To support a growing student body and expanded programming, we increased our faculty and staff complement, and invested heavily in student supports. We added 22 new permanent positions, including ten new faculty and ten new staff, of which three of the latter provide direct supports to students and faculty. Because of these hires, and our dedicated staff, we adapted and expanded student supports and services in a multitude of areas, including academic advising, personal counselling, tutoring, and learning accommodations. To address financial barriers to post-secondary studies, we increased our budget for financial aid and secured funds from other sources, including a bursary we created in partnership with our two Students’ Associations.

We continued our work with Indigenous communities to identify necessary areas of action and engagement, and to respond in a meaningful way to the Truth and Reconciliation Commission of Canada’s Calls to Action. We continued to encourage and support research at CUE. This past year we saw increased commitment and engagement in research and innovation by our faculty, students and community partners. We are proud of the work done by our faculty to increase excellence in research at CUE. Their efforts led to our most successful year to date in garnering funding for research.

After successfully pivoting to a virtual learning environment at the onset of the pandemic to ensure the continuation of classes, we became more adept at working from a distance. We worked together as a community to adapt our teaching and delivery of services to meet the needs of our students, and we set conditions to enable us to excel in our ability to respond to the continuing needs of our learning community.

We should rightly be proud of all we have accomplished.

Original document signed by

Dr. John Acheson  
Chair, Board of Governors

Original document signed by

Dr. Tim Loreman  
President and Vice-Chancellor



## Section 4. Public Interest Disclosure (Whistleblower Protection) Act

No disclosures have been made to the designated chief officer.





A CENTURY  
OF PROMISE



## Section 5. Operational Overview

This year we celebrate our 100th anniversary as a community of learning. As we enter our next century, we are proud to be Canada’s preeminent small university, serving a diverse population of students from around the world. We are a member of the Independent Academic Institutions in the Campus Alberta six-sector model. Originally founded as a Lutheran College, Concordia University of Edmonton (CUE) has evolved into a secular post-secondary institution that offers an exceptional learning environment, world-class research centres and facilities, and a premier student experience.

Our operations are guided by our vision and mission, and the strategic direction articulated in key institutional and planning documents, including our Academic Plan (2018-23), Strategic Research Plan (2019-24), Campus Master Plan (2020), and Comprehensive Institutional Plan (2019-22).

### VISION

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

### MISSION

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

Since 2015, CUE has experienced record enrolments, bringing us closer to our target of 4,000 students and 3,000 Full Load Equivalents (FLEs) at a faster rate than planned. In 2020-21, our student body increased at a more sustainable rate rising by three per cent to a total of 3,319 unique students in Ministry approved programs, while our FLE enrolments rose ten percent to a total 2,584.2. The higher FLE count is attributed to the timing of enrolments over the academic year and a higher proportion of students studying full-time.

While it is unclear to what extent the COVID-19 pandemic impacted enrolments, particularly among International students, we do know that deliberate measures undertaken over the past year, at the direction of CUE’s Strategic Enrolment Management Committee, moderated our enrolments. These measures were needed to address unsustainable growth in a handful of highly sought after programs offered at both the graduate and undergraduate levels.



Once again we generated a surplus budget. This was achieved while also building up our academic programming and increasing student support. Our spending on academic programs increased 13 per cent from last year, owing in large part to the addition of ten new faculty members. Over the same period, we also increased student financial aid by just over 24 per cent. Increased expenditures in those areas were offset by reduced spending in other areas, such as on supplies and services, and maintenance costs; costs that CUE would have incurred under normal circumstances, had we not moved classes and most work arrangements to an online environment due to the pandemic.

We remained focused on preparing our students for success in the workplace and future endeavours by delivering an accessible, high quality education through small, student-focused classroom instruction supplemented with opportunities for experiential and work-integrated learning. We offer over 45 Arts, Science, and Management majors and minors; highly regarded after-degree programs in Education and Public Health; master's degrees; and graduate certificates and diplomas. Through our Office of Extension and Culture, we now offer 200 non-credit courses.

In Fall 2020, we welcomed our first cohort of students into our Master of Science in Information Technology program -- the first of its kind in Canada. Our newest program, approved in Winter 2021, is a Doctor of Psychology (PsyD) in Clinical Psychology. It is the only program of its kind west of Manitoba and will welcome its first cohort of students in Fall 2021.

At the onset of the COVID-19 pandemic, our students, faculty and staff responded quickly and decisively to ensure the continuation of classes in Winter 2020, and into the spring and summer terms, while also safeguarding the health and safety of the CUE community. Before COVID-19, very few of our courses were delivered in an online format. The pandemic taught us that we can effectively mobilize and adapt our teaching, technology and delivery of services in order to meet the needs of our students. It also taught us that we need to continue to adapt to meet the evolving needs of our students, workforce and community.

Over this past year, we explored and implemented processes to augment flexibility in both our work and learning environments. We approved a new policy on remote working for CUE staff that provides a model for flexible working arrangements, and we built up our capacity to offer courses in a variety of formats. These include in-person, online, and a new blended format that offers a mixed delivery method encompassing both online and in-person experiences. As we augment our capacity and expertise in delivering courses outside of a traditional face-to-face modality, our focus remains on finding the best path forward to meet the needs of our current and future students without compromising our campus experience.



Inclusion continues to be a priority at CUE. Our approach is action-oriented, 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 that outlines our approach and position; making it clear that everyone is welcome at CUE, and that we will endeavour to provide supports and ensure the existence of a diverse, equitable, and inclusive learning and work context.

The Truth and Reconciliation Commission of Canada's (TRC) report makes it clear that universities have an important role in supporting and advancing reconciliation. We remain committed to implementing the TRC's recommendations and fostering a space where Indigenous students and scholars feel supported, heard, cared for, and valued. As of the end of 2020, we implemented 12 of the 15 recommendations of our first Indigenous Strategy developed in 2016 by Lewis Cardinal and Faron Cahoon. While continuing to respond to the final recommendations, we are devising a new plan in close consultation with Indigenous communities and individuals.

While still in its early stages, research at CUE has experienced success and growth over the past year. We continued to encourage and support faculty, student and community engagement in research and scholarship. Despite the challenges presented by the pandemic, faculty and student engagement in research was as strong as ever. We had a higher volume of applications for funding, an increase in funds awarded and greater diversity in our research programs, making fiscal 2020-21 our most successful to date.





## Section 6. Goals, Priority Initiatives, Expected Outcomes, and Performance Measures

This section highlights CUE’s attainment of goals, priority initiatives, expected outcomes, and associated measures in the 2020-2021 fiscal year. These are reported against the backdrop of the four themes of CUE’s Academic Plan 2018-2023:

- Our Past, Our Present, Our Future;
- An Ethic of Comprehensive Inclusion;
- Treaty 6, Edmonton, and the World; and
- A Boutique Experience.

Our Academic Plan serves as a framework to highlight our strategic direction by integrating the main goals and priorities articulated in CUE’s institutional planning documents.

The goals, priority initiatives, strategic actions, and success measures listed under each theme in this section of the report are the result of a synthesis of the strategic priorities conveyed in our most recent Academic Plan, Strategic Research Plan, Comprehensive Institutional Plan, and Campus Master Plan.

Because each of the initiatives, actions and metrics associated with goal are part of a multi-year planning cycle, some were intentionally not addressed in this reporting year, and therefore are not reported on below.

### THEME 1: OUR PAST, OUR PRESENT, OUR FUTURE

**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.**

At CUE, we are proud of the land we occupy, and of the Indigenous heritage and presence on this land. In reflecting on our past, where we are now, and where we want to go, we are steadfast in meeting our ongoing commitment to provide the strong foundational post-secondary education for which we are known, while also developing programs to meet the evolving knowledge and business needs of the future.



## Goal 1.1: Prepare CUE students for the future

A main priority for CUE is setting students up for success, whatever their futures may hold, whether it is a career or further studies, through the delivery of high-quality and relevant academic programming.

### Priority Initiatives & Strategic Actions

- Ensure our learning outcomes are appropriate and relevant
- Develop new and distinctive degree programs that build on our strengths and respond to societal needs
- Ensure quality, viability, and relevance in our academic programs
- Expand options and pathways to help students complete their programs, including via online courses and the expansion of course sections
- Continue to implement the Concordia Commitment Program

### Success Measures

- Implementation of CUE's new institution-wide learning outcomes into all programs in year 1 of the Academic Plan 2018-2023
- Metrics evaluating students' success transitioning into careers and/or advanced studies
- Year-on-year improvement in timely degree completion and completion rates
- Implementation of a minimum of three new innovative programs during the period of the academic plan
- Adherence to a five-year schedule for cyclical reviews of academic programs
- Metrics demonstrating students have sufficient choice in setting and moving through their programs

## Progress made in the last 12 months

### Obtained Ministry approval to offer our first doctoral program

Over the past year, we worked closely with the Campus Alberta Quality Council (CAQC) to obtain approval of our first-ever doctoral program—a Doctor of Psychology in Clinical Psychology (PsyD) program. The five-year program will welcome its first cohort of 10 doctoral students in Fall 2021.



### **Continued to implement CUE's Academic Program Cyclical Review Policy and Procedures**

CUE adheres to a regular and systematic review of its Ministry approved programs to ensure their academic quality, relevance and viability. In 2020-21 we:

- completed the review of CUE's Bachelor of Science in Environmental Science.
- made substantial progress in bringing the review of our Bachelor of Science in Mathematics programs to the final stages of the review process.
- launched and made substantial progress on the reviews of our Bachelor of Arts programs in History, Sociology and Political Economy, and Bachelor of Science in Environmental Health (After Degree) program.
- completed a review of our cyclical review processes, which included soliciting feedback from the Campus Alberta Quality Council, and resulted in the refinement of our self-study template and improved processes for evaluation and reporting.

### **Continued implementation of a learning outcomes approach**

Since CUE's 2017 adoption of a learning outcomes approach at all levels (institution, faculties, departments, programs) and subsequent implementation of new [Institutional Learning Outcomes](#), CUE has worked to ensure our program curriculum adequately addresses them. All learning outcomes have been integrated into programs and program level learning outcomes are supported by individual courses. Additionally, they are evaluated as part of our cyclical program reviews and may be subject to annual departmental reviews. The new Office of Teaching and Learning has become a pivotal resource in supporting this work. The Campus Alberta Quality Council approved new learning outcomes in two graduate management programs that were revised in conjunction with a load reduction to the programs.

### **Expanded teaching and learning resources**

In response to the shift to online learning necessitated by the pandemic, CUE hired a Senior Educational Developer on a temporary basis to help with our need to pivot rapidly to remote teaching. Since that time our Educational Developer has worked with every Faculty and Department across campus, and one-on-one with dozens of individual instructors. CUE subsequently made this position permanent and formalized plans to create an Office of Teaching and Learning (OTL) and hire an Instructional Designer.

### **Supported and expanded student options and pathways to program completion**

Toward this objective, we continued implementation of our Concordia Commitment program. This year marked the third year of the program. It had an intake of 11 new students, as well as 23 continuing students. We also had our first program completion -- a student who successfully completed the program with a 3-year Bachelor of Arts degree and was subsequently accepted into our Bachelor of Education After Degree program.



We also expanded options and pathways to program completion:

- through the work of CUE’s Flexible Delivery Working Group, which was convened in December 2020 and charged with augmenting CUE’s excellence in teaching and learning through flexible delivery—ranging from in-person, to blended, to online—and through its use of high impact teaching practices (HIP). The group worked closely with academic units to identify suitable courses for conversion to a blended learning format with the intention of delivering the first set in Fall 2021.
- by increasing course sections by 12.7 per cent (or 135 sections) between 2019-20 and 2020-21; including 68 new sections in undergraduate programs and 65 new sections in graduate programs, representing a year-over-year increase of 7.7 and 59.6 per cent, respectively. Over the same period, the course sections offered in our after-degree programs remained virtually unchanged given these programs were already at capacity.

Evidence of CUE’s impact in supporting student’s transition into careers and further studies is provided in surveys of our alumni. The following highlights encouraging results:

- 92 per cent rate of employment reported by CUE alumni that participated in the 2020 Graduate Outcome Survey (GOS) of the class of 2017-18; a rate unchanged from the previous GOS survey administered in 2020 to the class of 2015-16.
- 32 per cent of the CUE 2017-18 alumni that participated in the 2020 GOS survey were studying full-time, up from 24 per cent among respondents to the 2018 survey.
- 95 per cent of the CUE respondents to the 2020 GOS reported that they were satisfied with the quality of their program, of which 51 per cent reported being very satisfied.

## **Goal 1.2: Grow and plan for an expanded student population**

CUE has set a goal of increasing its student population to 3000 full load equivalents (FLEs) through a sustainable growth trajectory. As the number of students on campus increases, CUE also needs to expand the services and size of its campus to accommodate the academic, administrative, and ancillary staff and supports required to deliver on Goal 1.1.



### Priority Initiatives & Strategic Actions

- Meet ongoing enrolment and accountability reporting requirements to Alberta Ministry of Advanced Education
- Ensure sustainable hiring of faculty and non-faculty staff to keep pace with enrolments
- Develop and implement a student recruitment plan that is both more targeted/ deliberate and more broad-based to draw more students from underserved populations
- Implement CUE's 2020 Campus Master Plan priorities for immediate growth to support infrastructure development.

### Success Measures

- Movement toward 4000 students (3000 FLEs), through sustainable enrolment increases averaging 5% per year
- Year-on-year increases in student enrolment among underserved groups
- Maintenance of optimal faculty- and staff-to-student ratios
- Attainment of Campus Master Plan priorities related to infrastructure development for immediate growth

### Progress made in the last 12 months

#### Continued to increase student enrolments toward 4000 students (3000 FLEs)

Over the past year, CUE had a three per cent increase in the total number of unique students (head count) in Ministry approved programs and a ten per cent increase in full load equivalents (FLEs) as shown in Table 1 below.

- Head counts totaled 3,319, up by 89 students from the previous year.
- FLEs totaled 2,584.2, up by 244 FLEs from the previous year.
- FLEs increased in both bachelor's and master's programs, by 14 per cent and six per cent, respectively; however, actual student counts decreased among master's students.

**Table 1 – Head Count and FLE Enrolments by Program, 2019-20 and 2020-21**

Degree Programs	Head Counts			FLEs		
	2019-20	2020-21	% Change	2019-20	2020-21	# Change
<b>UNDERGRADUATE</b>	<b>2,589</b>	<b>2,857</b>	<b>+10%</b>	<b>2,013.4</b>	<b>2,291.8</b>	<b>+14%</b>
Bachelor of Arts (Four-year)	644	709	+10%	465.1	529.1	+14%
Bachelor of Arts (Three-year)	785	843	+7%	573.4	634.5	+11%
Bachelor of Education (After Degree)	196	209	+7%	194.5	206.6	+6%
Bachelor of Environmental Health (After Degree)	37	59	+59%	36.4	52.5	+44%
Bachelor of Management	231	252	+9%	185.3	209.0	+13%
Bachelor of Science (Four-year)	484	584	+21%	368.3	448.0	+22%
Bachelor of Science (Three-year)	265	265	0%	190.6	212.1	+11%
<b>GRADUATE</b>	<b>331</b>	<b>270</b>	<b>-18%</b>	<b>203.4</b>	<b>215.3</b>	<b>+6%</b>
Master of Arts in Biblical and Christian Studies	1		-100%	1.0		-100%
Master of Education in Educational Leadership	12	19	+58%	6.1	9.2	+51%
Master of Information Systems Assurance Management	41	27	-34%	27.9	20.0	-28%
Master of Information Systems Security Management	277	217	-22%	168.4	181.6	+8%
Master of Science in Information Technology		7			4.5	
Open Studies	365	257	-30%	123.8	77.1	-38%
<b>Total</b>	<b>3,230</b>	<b>3,319</b>	<b>+3%</b>	<b>2,340.5</b>	<b>2,584.2</b>	<b>+10%</b>

**Continued to increase faculty and staff hires to keep pace with a growing student population**

22 new staff positions were added in 2020-21, including:

- ten new faculty positions at the Assistant Professor rank, plus two laboratory instructors to support growth in high demand programs; including:
  - three in the Faculty of Arts (one in English and two in Psychology);
  - one in the Faculty of Education (in Physical Education and Wellness);
  - three in the Faculty of Management (two in the bachelor program, and one in the Master of Science in Information Systems Security Management program); and
  - three faculty members in the Faculty of Science (one each in Biology, Chemistry, and Mathematics).
- ten new staff positions, including three to provide direct support to faculty and students (Senior Educational Developer, Admissions Advisor and Student Life Counsellor).



### **Monitored and implemented changes to support sustainable growth and targeted recruitment**

CUE engages in strategic enrolment management (SEM) to help us better manage our growth, limiting student numbers in some programs and encouraging growth in others. This year we reduced enrolments to a more manageable and sustainable level in our two highly sought-after Master's programs in Management in Information Systems Security Management and Information Systems Assurance Management. To achieve this, we cancelled intake into the two programs in the Fall 2020 and Winter 2021 terms, and implemented a competitive admission policy and enrolment caps. We also received Ministerial approval to reduce the programs loads for the two programs from 60 credits to 33 credits, making them better aligned with comparable programs and more attractive to domestic students. Through the work of the SEM, we also implemented enrolment caps to be applied in Fall 2021 to high demand undergraduate programs including our Bachelor of Arts in Psychology 3-year and 4-year programs, and Bachelor of Environmental Health After Degree program.

### **Continued implementation of CUE's 2020 Campus Master Plan priorities for immediate growth**

The Campus Master Plan includes immediate, intermediate, and long-term plans for expansion. Our immediate priorities for infrastructure development, which includes a new academic building, are necessary to meet our capacity needs of 4000 students. Planning began in 2019. To bring our idea to life, we engaged with an architectural firm to prepare a conceptual design and gather stakeholder input on the functional needs of the new building, such as learning environments, offices, and community and outdoor spaces. Based on the identified needs and desires, a schematic design for a new building was developed for our campus. Over this past year, we:

- finalized the design of the new building.
- presented a comprehensive analysis of planned growth to the City of Edmonton.
- obtained a development permit application to the City of Edmonton for the development of a new academic building and quadrangle.
- obtained (UI) Urban Institutional Zone designation in order to allow CUE to grow in accordance with their long-term expansion plans.

## THEME 2: AN ETHIC OF COMPREHENSIVE INCLUSION

**We have always been a strong community. We care for one another. We know each other's names and we're open to new experiences, new ways of seeing the world. Our plan is to be the most welcoming small university in Canada. That is, genuinely inclusive.**

At CUE, being ethical is about working to be our best selves. It is about being respectful of diversity, acting with integrity, and being honest and accountable. We are committed to supporting student success, creating a positive learning experience, as well as providing a welcoming and supportive campus community for all.

### **Goal 2.1: Promote and provide a safe and inclusive environment**

Offering a safe, healthy, and inclusive environment, as well as supporting the mental health and well-being of students, faculty, and staff, continues to be one of the highest priorities for CUE.

#### **Priority Initiatives & Strategic Actions**

- Implement and expand initiatives and strategies that promote and provide an inclusive culture, as well as a safe and healthy work and learning environment, including continued implementation of Violence Reduction and Mental Health Strategies
- Promote and foster an inclusive campus community that supports LGBTQ2S+ students, faculty, and staff through awareness, education, and targeted initiatives
- Implement CUE's Discrimination, Harassment, and Accommodation policy, which was approved by CUE's Board of Governors in August 2018

#### **Success Measures**

- Increases in the proportion of faculty and staff who have received training in mental health, diversity, and disability support, aiming for 100% by year 5 of the Academic Plan 2018-2023
- Metrics demonstrating that faculty, staff, and students are exposed to ethics instruction early in their time at CUE



## Progress made in the last 12 months

### Continued to implement CUE's Violence Reduction and Mental Health Strategies

As of 2020-21, we implemented 22 out of 25 of the recommendations articulated in CUE's 2017 Mental Health Strategy and continued to implement CUE's Sexual Violence Reduction Strategy. These were realized through the work of CUE's Student Life and Learning Centre and include:

- renewing CUE's Campus Wellness Coordinator position, which made it possible to offer more existing programming and add new programs, events and campaigns in the areas of Sexual Violence Prevention and Mental Health Strategies.
- continuing to deliver Mental Health First Aid, Applied Suicide Intervention Skills Training, safeTALK, Livingworks Start, and The Inquiring Mind as part of our Mental Health programming.
- expanding our Sexual Violence Prevention & Bystander Intervention training and partnering with the Sexual Assault Centre of Edmonton to offer additional programs. 231 members of our CUE community completed the Sexual Violence Prevention & Bystander Intervention Training.
- delivering sessions on the Code of Student Conduct, sexual violence prevention, and academic integrity at new student orientation.
- engaging with 762 members of the CUE community through programs and/or events in the areas of Violence Prevention and Mental Health Strategies, despite COVID-19 restrictions. This programming was offered in an inclusive space where acceptance and safety are priorities.

### Continued to promote and foster an inclusive campus community that supports LGBTQ2S+ students, faculty and staff

To support this work CUE:

- gained representation on the Queer Support Services Network (QSSN), which supports queer/trans/intersex programming and students/staff/faculty on campus. This network provides queer student advisors, develops and analyzes policy as it relates to gender, sexual and relationship diversity, provides workshops and other learning opportunities, and plans queer-specific events. increased partnership and collaboration between Western Canada post secondary institutions (PSIs) as part of the QSSN.
- partnered with local Edmonton PSIs for Pride Month events, which reached an audience of 480.
- conducted a Temperature Check: Diversity and Inclusion survey in November 2020 to learn about the CUE community's experiences, perceptions, and priorities regarding diversity, equity, and inclusion at CUE and to inform the development of an Equity and Diversity Framework for CUE.

### **Implemented CUE’s Discrimination, Harassment, and Accommodation policy**

We are committed to providing a safe, supportive, and inclusive learning, living, and working environment with resources and services available to the campus community. This environment is the responsibility of all members of the CUE community, and we are pleased to report that all current and new staff completed Respect in the Workplace training. Our Discrimination, Harassment, and Accommodation Policy ensures CUE meets its legal and ethical responsibilities to foster and protect a work, study, and living environment that is free of discrimination and harassment, including the duty to accommodate members of the CUE community who require accommodation based on a protected ground.

### **Goal 2.2: All CUE students are supported**

CUE is committed to providing targeted and intentional services, so that all students are supported in achieving their post-secondary goals.

#### **Priority Initiatives & Strategic Actions**

- Reduce barriers to academic success by improving both access to and awareness of student services
- Reduce financial barriers to success by increasing direct financial aid, and by increasing awareness of and supports to help students seek financial aid
- Minimize cost barriers for students by supporting and increasing use of open-access resources
- Continue to implement CUE’s Bounce Back Program, first implemented in 2018/19
- Continue to provide students with disabilities with necessary supports and accommodations for learning
- Provide supports to meet the particular needs of CUE’s international students

#### **Success Measures**

- Metrics demonstrating increased awareness of, use of, and satisfaction with student support services
- Increase in institutional funding for bursaries and scholarships
- Year-on-year increases in the number of open-access titles available through the CUE Library
- Year-on-year increases in the conversion rate for CUE Entrance Scholarships



## Progress made in the last 12 months

### Improved access to and awareness of student services

In response to a 63 per cent increase in demand for counselling appointments in 2019-20, we hired a second full-time counsellor in January 2021 to give students greater access to individual learning support.

Additional actions undertaken to support students included:

- improving the coordination of supports between Counselling Services, Learning Services, and Learning Accommodation Services to more quickly and effectively respond to students' needs.
- delivering 39 in-class presentations to provide information on available services.
- launching a new Tutoring Services and Writing Centre booking tool to provide students easier access to services.
- increasing total hours of tutoring support by 63 per cent, which included increasing access to course-specific support for higher-risk courses.
- pairing the Writing Centre with an Education course (Introduction to the Profession of Teaching) to provide enhanced writing support for students.
- continuing to run the Early Alert service, which allows instructors to identify at-risk students and make referrals to Learning Services staff who refer them to relevant services. Over the past year referrals increased by 34 per cent.

### Continued to provide necessary supports and accommodations for students with disabilities

Learning Accommodation Services (LAS) had higher numbers of students inquiring about services and accessing services than in the previous year. In 2020-21:

- the number of students accessing LAS increased by 15 per cent (from 213 to 245) and the number of students referred to a free psycho-educational assessment from Alberta Works rose by 20 per cent (from 60 to 72).
- exam accommodations were provided to 98% of the students who accessed the LAS.
- LAS implemented a new booking tool and payment processes to help students with disabilities find and hire a tutor more easily. Students accessed 68 per cent more hours of individual learning support compared to 2019-20.
- LAS received a total of \$21,2854.27 for services and equipment for students with disabilities through Student Aid Alberta. LAS also applied for and received a Disability Grant in the amount of \$24,400 to help with educational costs, including tuition.

### Continued to implement CUE's Bounce Back program

The program delivered course components and one-on-one meetings online in 2021-21. This enabled 13 students, who would otherwise have been required to withdraw, to be readmitted to their degree programs.



### **Continued to secure, promote and distribute financial aid**

CUE increased the 2020-21 budget for financial aid by 20 per cent. Other initiatives that helped address financial barriers to participation in post-secondary education over the past year included:

- creating a COVID-19 Support Bursary to support students facing financial hardship due to the pandemic. The bursary was created in partnership with CUE and its Students' Association (CSA) and Graduate Students' Association (GSA). The institution matched funding contributed by the CSA and the GSA. In total, \$50,000 was awarded to undergraduate students and about \$20,000 was awarded to graduate students.
- initiating a Student Relief Fundraising campaign, which brought in close to \$10,000 in donations that were disbursed to students in the past year, and that will continue to raise needed funding in the years ahead.
- contributing an additional \$26,500 in direct need-based support to students.
- increasing awareness of Government of Canada COVID-19 supports for students through the weekly news, targeted emails, and direct contact with students to encourage eligible students to apply for grants. The number of students receiving grant-only funding increased 185 per cent from the previous year.
- approving a January Intake Undergraduate Entrance Scholarship program.

### **Increased supports for international students**

In 2020-21, CUE hired a full-time International Student Advisor. This added resource helped reduce wait times and increased programming and support available to international students, including helping international students with (re)entry into Canada and quarantine during COVID-19.

Minimized cost barriers by increasing the use of open-access resources:

In the past year, CUE expanded its open-access resources by adding 5,679 ebooks and ejournals to its collection, bringing the total collection of those e-resources to 31,821. Other cost-saving initiatives included:

- facilitating access to open educational resources by maintaining and promoting a list of curriculum-relevant open resource repositories on the CUE library website.
- providing advice for course instructors seeking to identify open-access alternatives to paid textbooks.
- adding all newly published titles to the database of Canadian university press open-access books.
- reducing student costs by ordering ebook alternatives to print textbooks where possible.



## Goal 2.3: Reflect CUE’s commitment to inclusion in recruitment and hiring practices

While merit remains the primary criterion for faculty hiring, CUE will make every effort to attract, recruit, and retain faculty members who reflect the diversity of Canadian society and CUE’s student population.

### Priority Initiatives & Strategic Actions

- Support recruitment and retention of faculty and staff from underrepresented groups as part of CUE’s sustainable faculty hiring practices

### Success Measures

- Increased number of new hires from underrepresented groups

### Progress made in the last 12 months

#### Developed mechanisms to measure diversity at CUE

This past year we developed a Workforce Diversity Poll for implementation in Spring 2021 to help us benchmark diversity at CUE. Information collected from the poll is a first step in helping us understand the representation of our work community and develop plans to address gaps. Groups captured in the poll include: Indigenous peoples, persons with disabilities, members of racialized/visible minority groups and gender groups.



## THEME 3: TREATY 6, EDMONTON, AND THE WORLD

**At CUE, we aim to practice and model full citizenship. As treaty people, whether settler or Indigenous, we work together to create improved relationships. As active and engaged members of our communities, students, faculty and staff exercise our shared democratic responsibilities and contribute to the betterment of society.**

CUE acknowledges the location of its campus on Treaty 6 lands. In 2018, CUE opened the Indigenous Knowledge and Research Centre (IKRC). The IKRC facilitates access to Indigenous resources, knowledge, perspectives, and community contacts for students, as well as for faculty members who are conducting research and/or working towards Indigenizing their curricula.

### Goal 3.1: Decolonize CUE

Following extensive consultation and planning, in November 2015, the Board of Governors approved an Indigenous Strategy that contained 15 recommendations. CUE's Indigenous strategic planning is an ongoing process that requires continual engagement with Indigenous communities to identify necessary areas of action and engagement.

#### Priority Initiatives & Strategic Actions

- Continue to implement and expand CUE's Indigenous Strategy and respond meaningfully to the Truth and Reconciliation Commission of Canada's 94 Calls to Action
- Promote and expand programs and services offered through the Indigenous Knowledge and Research Centre (IKRC)
- Establish an Indigenous Leadership Mentorship program
- Provide opportunities through academic programming and events to foster an understanding and appreciation of Indigenous culture, history (including the impacts of colonization), and Indigenous ways of knowing
- Promote Indigenous leadership in research by creating of an internal research chair position for Indigenous Research, ensuring Indigenous representation on the Research Ethics Board, and supporting Indigenous students' participation in research projects
- Engage and support research collaborations with First Nations and Indigenous universities and colleges, Indigenous communities, and other partners and stakeholders



### Success Measures

- 20% of students take part in an IKRC event in year 1 of the Academic Plan 2018-2023, as part of their academic programs, and increasing thereafter
- 20% of faculty engage with the IKRC, with a view to incorporate Indigenous content in their courses and programs, in year 1 of the Academic Plan 2018-2023, and increasing thereafter

### Progress made in the last 12 months

#### Continued to implement and expand CUE's Indigenous Strategy

As of 2020-21, we implemented 12 of the 15 Indigenous Strategy recommendations, which include better supporting, recruiting and retaining Indigenous students, staff and faculty. In the past year the number of self-declared Indigenous students enrolled at CUE increased by 18% from 146 in 2019-20 to 172 in 2020-21. Self-declared Indigenous students now account for 6.5 per cent of all domestic students, compared to 5.9 per cent a year ago. We also maintained a part-time Cultural Knowledge Keeper position during the academic year, which supported students virtually, both one-on-one and in group settings and created a one-year pilot Social Worker position which will support First Nation, Métis and Inuit students.

#### Continued to promote and expand programs and services offered through the IKRC

In 2020-21, the Indigenous Knowledge and Research Centre hosted an Indigenous-focused anti-racism training session for CUE faculty and staff. The Centre also coordinated nine Indigenous-focused virtual learning opportunities which highlighted Indigenous worldviews, practices and cultures. The events attracted over 450 participants that included a mix of students, staff, faculty and community members. The impacts of those events were recorded in feedback surveys, in which:

- 97% of respondents agreed that the content of the program was interesting;
- 89% agreed the content would be useful to their work; and
- 94% agreed that their knowledge about Indigenous perspectives, histories, contemporary issues, worldviews and/or cultures had improved after attending the event.

#### Continued to develop and integrate Indigenous content into CUE courses and programs

A number of initiatives were undertaken over the past year to advance our goal of cultivating an understanding and appreciation of Indigenous culture, history, and ways of knowing. These were enabled through faculty engagement with the IKRC and faculty-led initiatives. In 2020-21:

- the IKRC engaged with 14 staff, faculty and instructors to incorporate Indigenous-related content into programs, services and courses.
- the Faculty of Arts approved a new minor in Indigenous Studies for implementation in Fall 2021; hosted a reading by Métis author Maria Campbell that was attended live by over 100 students (and watched later by students across many first-year English courses) in the Faculty of Arts, among other extra-curricular indigenous events.
- course enrolments and class sections increased in courses with an Indigenous focus offered through the Faculty of Arts in the areas of on Indigenous history, politics, culture, and the Cree language.
- course enrolments increased 42% from 209 to 297; and
- class sections almost doubled from six to 11.
- all courses in Bachelor of Education After Degree program (BEEd), excluding practicum courses, include cultural and historical topics related to First Nations, Metis and Inuit. Additionally, experiential learning of Indigenous topics is a critical component of the program.
- in the Faculty of Management, the Aboriginal People’s Survey is used in two courses for student projects, and increasingly courses include conversations focused on content related to Black, Indigenous, and People of Color (BIPOC).

### **Supported Indigenous leadership in research and Indigenous research collaborations**

Over the past year, the Office of Research Services (ORS) supported student participation in research projects. This past year, CUE awarded its first Natural Sciences and Engineering Research Council of Canada (NSERC) Indigenous Student Ambassador award to a Faculty of Science student to support a collaborative research opportunity with the Fort Chipewyan community. To support research collaborations, ORS initiated consultations to support the development of an Indigenous research framework. CUE’s new Program to Assist in Grant Endeavours (PAGE) (described on page 50) will provide faculty members with support in identifying and securing funding opportunities. Additionally, the inclusion of a representative from the IKRC to serve as a voting member will enhance the IKRC’s ability to promote and support research collaboration with Indigenous partners.

### **Goal 3.2: Increase community engagement and work-integrated learning**

CUE is committed to expanding opportunities for experiential learning outside of the classroom, through work-integrated learning and research opportunities with community and business partners.



### Priority Initiatives & Strategic Actions

- Bring the community into CUE and take CUE into the community by embedding community engagement in curricular and co-curricular activities
- Expand and enhance opportunities for students to engage in work-integrated learning as part of their academic program
- Expand academic and research pathways with industry and community partners

### Success Measures

- 30% of students engaged in “citizenship” (co-curricular) activities/projects each year
- 10% of students involved in some aspect of the work of CUE’s Bank of Montreal-Centre for Innovation and Applied Research (BMO-CIAR) each year
- Increase in the number of strategic partnerships with industry, government, and national and international agencies

### Progress made in the last 12 months

#### Supported community engagement in curricular and co-curricular activities

Student Life and Learning continued to encourage students to use the CUE Involved app to track their co-curricular activities. In 2020-21, CUE’s Student Life and Learning:

- Approved over 40 unique co-curricular activities for students.
- Had 34 students invest ten hours each of volunteer time in the CUE campus community as part of the CUE Commitment program.
- Earned the Canadian Collegiate Athletic Association (CCAA) Community Service Award for 2021 because of a student athlete initiative to participate in 11 days of giving during the Christmas season. As part of this initiative:
  - 11 teams volunteered with agencies in Edmonton, including: Youth Empowerment and Support Services, Santas Anonymous, the Edmonton Food Bank, Habitat for Humanity, and Toy Mountain.
  - In total, CUE student athletes contributed over \$15,000 worth of economic impact to the Edmonton region, including over \$6,500 in cash donations, over \$6,000 in donated winter clothing and toys, over 700 lbs of non-perishable donated food items, over 150 hours of volunteer labour, and over 40 blood donations to the Edmonton blood bank.



Additional faculty-led initiatives to support community engagement included:

- entering a team of four Faculty of Management students into the Alberta Deans of Business Case Competition and five students attended the Rocky Mountain Business Seminar.
- engaging extensively with Indigenous Elders and knowledge keepers to strengthen and enhance Faculty of Education courses and programming. These types of community-based relationships are integral to programming success. Almost 50% of the Education students have participated in volunteer reading programs like Wee-Read in the past. However, due to the pandemic protocols, these programs did not operate this past year.

### **Enhanced opportunities for students to engage in work-integrated learning**

CUE is continually looking for ways to expand opportunities for experiential learning. At the undergraduate level, WIL is currently well integrated in CUE's Education and Management programs and in most Science programs. We are working towards incorporating WIL into our Arts programs and continue to ensure WIL is incorporated into all new programs. Our two most recent programs, a Bachelor and a Master of Science in Information Technology, place heavy emphasis on experiential learning. Our newest program, Doctor of Psychology in Clinical Psychology, provides extensive hands-on training and applied research, including approximately 1,200 hours of clinical training and a 1,600-hour pre-doctoral internship/clinical residency provided over the duration of the five-year program.

Through our BMO Centre for Innovation and Applied Research (BMO-CIAR), we developed strong working relationships with federal organizations, such as BioTalent Canada, Venture for Canada and Eco Canada, which support student internships. We also obtained external funding to support five student work placements for CUE students at the BMO-CIAR, McNeil CARE and CAAI.

### **Expanded academic and research pathways with industry and community partners.**

Through the Office of Research Services and the BMO-CIAR we:

- received NSERC funding for "Speak Science Simply," an outreach program to equip professionals involved in science and research with the skills to communicate effectively with the general public
- developed ten new industry partnerships and four international partnerships for academic and research collaboration
- connected six faculty members with resources for paid industry-based internships which led to several paid student internship opportunities.
- played an active role in the Edmonton Regional Innovation Network (ERIN) and represented CUE at the ERIN steering committee.

- supported three CUE members (faculty, staff and students) in accessing support for advancing their applied research and innovative business ideas through the Business Development Support Program, offered by Edmonton Regional Innovation Network.
- Entered into a partnership with Industry Sandbox & AI Computing (ISAIC), a super computing hub based out of the University of Alberta, to develop programming at CUE and support Artificial Intelligence (AI) based applied research projects.
- Supported the International Office, IKRC and SLL in fostering relationships with Universities Canada and Suncor Energy Foundation
- Supported the Artificial Intelligence (AI) partnership Program in developing AI based academic (credit and non-credit) programs. Specifically, this led to significant funding from the Government of Alberta to develop a micro-credential in Machine Learning for Business.

**Goal 3.3: Increase Internationalization**

Internationalization at CUE is a comprehensive, ongoing, and forward-looking task. Since 2012, CUE has adopted a strategy of working towards the internationalization of the institution through the key themes of “People, Ideas, Places, Programs and Global Awareness.”

**Priority Initiatives & Strategic Actions**

- Expand opportunities for CUE students to gain quality educational and other formative experiences abroad
- Develop and maintain formal international partnerships with universities abroad
- Raise student awareness of international study abroad
- Encourage and support opportunities for international research cooperation among faculty
- Cultivate global competencies and intercultural skills among students, faculty, and staff
- Promote and support hosting visiting researchers and other international guests at CUE

**Success Measures**

- Year-on-year increase in the number of students going abroad for an international experience
- Increased or maintained International partnerships
- Increase in visits abroad by CUE researchers to partner institutions



## Progress made in the last 12 months

### **Increased international study abroad opportunities.**

Although CUE's outbound mobility was cancelled as a result of COVID-19, we are encouraged by the increased interest in study abroad experiences demonstrated by our students. If not disrupted by the pandemic, our International Office (IO) would have sent approximately 25 students abroad, which would have been the highest number in CUE's history. To support the growing number of CUE students seeking study abroad opportunities, our IO applied for funding to increase outbound mobility at CUE through Universities Canada Global Skills Opportunity program. The IO was awarded \$25,000 to support the development of an online tool to facilitate students' ability to search and access information on programs of interest with partner universities.

### **Continued to develop and maintain formal international partnerships with universities abroad**

The IO was active this year in signing new partnerships and continuing to develop new projects with existing partners. CUE now has 100 international partners. In the past year, we added ten new partnerships, which include:

- Yantai University, China: This partnership was negotiated through the Centre for Chinese Studies (CCS). The opportunity was identified as a result of CUE having hosted a Chinese Visiting Teacher from Yantai University for 2 years.
- Adriatic University BAR, Montenegro: This partnership supports our expansion into Central Europe.
- Instituto Federal Sul-Rio-Grandense, Brazil: This university has an Artificial Intelligence focus. The partnership provides an opportunity to advance collaborations in entrepreneurship and innovation.
- Friedrich Alexander University, Germany: This partnership continues our expansion into Europe. FAU is a prestigious partner with a high ranking in innovation.
- Hong Kong Shue Yan University, Hong Kong: This is our second partner in Hong Kong, and one that provides opportunities for cooperation with our Management and Social Studies programs, as well as our summer programs.

We also explored a dual degrees opportunity with an international partner in Brazil, and should it go forward, it will be the first dual degrees in the Faculty of Arts with a partner university in Brazil.

Additional activity undertaken in 2020-21 includes:

- increasing annual Emerging Leaders in the Americas (ELAP) applications from 47 to 54.
- submitting two successful applications for the Study in Canada Scholarships. The applications were initiated by a new partner in Bangladesh. This is the first year CUE has applied to this program.





- negotiating two research-based contracts with partners to support research collaborations with our technology and research centres housed in our Allan Wachowich Centre for Science, Research, and Innovation. These are the first agreements of their kind at CUE.
- advancing a Collaborative Online International Learning (COIL) project with a partner university, Avans University of Applied Sciences in the Netherlands. This will be the first COIL project to take place at CUE.

### **Cultivated global competencies and intercultural skills among students, faculty, and staff**

Although our outbound mobility programs were halted this year, we fostered intercultural and global awareness through at-home initiatives. This work includes the above-mentioned COIL project, as well as the development of a planned International Leadership Certificate program to be offered by the IO in collaboration with our Office of Extension and Culture. CUE students will be able to earn the embedded certificate while concurrently working on their degree program.



## THEME 4: A BOUTIQUE EXPERIENCE

**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.**

At CUE, a boutique experience is about being distinct, building on our strengths, and evolving to meet the needs of our students. It's about cultivating a personal connection with our students and providing an experience that exceeds expectations. We aspire to build strong connections among our students, faculty, staff, and the larger community that last a lifetime.

### **Goal 4.1: Excel in providing a quality student experience**

Student experience is shaped by all facets of the campus, ranging from engagement with faculty and staff to the places and spaces where students gather and learn. CUE ranks high in student survey ratings of satisfaction with campus services and educational experiences, and particularly in CUE's focus on students as individuals.

#### **Priority Initiatives & Strategic Actions**

- Enhance services to support the academic experience (e.g. library, advising, recruitment, accommodations and other supports)
- Support and recognize excellence in teaching
- Decrease reliance on sessional instructors
- Develop and implement a policy to fund public art as part of all new building developments
- Develop and implement a "Green Space" policy as part of the planning process for all new developments



### Success Measures

- Year-on-year, surpass the national average of student-reported ratings of satisfaction with services and experiences in national student surveys
- Zero per cent of students reporting that their academic concerns were not taken seriously
- CUE's annual awards to recognize outstanding teachers and researchers in at least 4 of the 5 years of the Academic Plan 2018-2023
- One or more CUE nominations obtained for the 3M National Teaching Fellowship Award (to recognize exceptional contributions to teaching and learning in Canadian post-secondary education) by year 5 of the Academic Plan 2018-2023
- Maintain or increase the percentage of overall instructional hours taught by permanent faculty
- Year-on-year increases in student retention metrics

### Progress made in the last 12 months

#### Enhancing services to support the academic experience.

In 2020-21 we augmented resources to further enrich our students' learning experiences. This was achieved by increasing permanent faculty, as well as staff that provide direct support to students (including an admissions advisor and student counsellor), as well as through the enhancement of services, many of which are described elsewhere in this section. The positive impact of those efforts are exemplified in surveys of our students, which include results from:

- CUE's Library Services Survey from a respondent pool of 574 students.
  - Achievement of record levels of student satisfaction for Library services (average of 4.7 out of 5.0).
  - 97 per cent of the respondents said they would "recommend CUE library to other students".
- The Canadian University Survey Consortium (CUSC) 2020 Survey of Middle-year Students from a respondent pool of 20,000 students at 29 universities, including 354 from CUE.
  - 95 per cent of CUE respondents report satisfaction with their on-campus library and 94 per cent report satisfaction with library electronic resources, which is on par with respondents nationally.
  - CUE students who used academic services reported very high levels of satisfaction: Study skills and learning supports (98 per cent); Writing skills (93 per cent); Tutoring (89 per cent); and Academic advising (89 per cent). These ratings exceeded responses nationally by two to four percentage points.

- CUE students' satisfaction with special services is very high for most services: Services for Indigenous students (100 per cent); Services for students with disabilities (85 per cent); Career counselling (95 per cent); Employment services (71 per cent); Services for international students (96 per cent); Personal counselling (85 per cent); Financial aid (94 per cent); and Advising for students who need financial aid (95 per cent). Of the eight services rated by CUE respondents, six are rated higher than for students nationally, with the biggest occurring in the areas of financial advising, financial aid, international student services, and Indigenous student services, which were higher by 17, 13, 11, and 10 percentage points, respectively.

### **Supporting and recognizing excellence in teaching.**

To support excellence in teaching among our growing faculty and instructional staff, CUE made a commitment this year to put in place an Office of Teaching and Learning (OTL) served by two permanent positions. The new Office provides pedagogical, technological, and design expertise to support the teaching and learning initiatives of faculty and academic units.

CUE also recognized excellence in teaching among both continuing faculty and sessional instructors by bestowing the following awards:

- The Judith C. Meier Excellence in Teaching Award which recognizes a continuing faculty member who, over a period of more than ten years, continues to make outstanding contributions to teaching, and inspires students to do their very best. This award is in honour of Judith C. Meier, an outstanding professor of History at Concordia, who exemplified Excellence in Teaching. This is not an annual award. It is bestowed only if there is a worthy recipient. This year the award went to Dr. Dorothy Steffler for her enduring commitment to creating an engaging learning environment, her calm demeanor, and her impact as a mentor to numerous colleagues, students, and community members.
- The CUE Excellence in Teaching Award for Sessional Instructor, which recognizes a CUE sessional instructor who has demonstrated excellence in and sustained commitment to university teaching, as recognized by peers, supervisors, and students. This year the award went to Veronica Miller for her devotion to her students, her energy, and her deep love of teaching.

### **Decrease reliance on sessional instructors**

By increasing faculty hires, we increased the proportion of instruction hours delivered by CUE full-time faculty over the past year. Overall instructional hours taught by permanent faculty in 2020-21 increased 4.3 percentage points from the previous year.



## **Goal 4.2: Continue to cultivate and enable a strong culture of research and scholarship**

At CUE, we believe that active scholarship and creative inquiry are essential to high-quality teaching and learning. To support this goal, we will strengthen our internal resources to support faculty research and greater involvement of students in research activities. By involving our students in research projects, they will acquire more in-depth knowledge of their particular areas of study, a better understanding of the research process, and recognized competencies in conducting research.

### **Priority Initiatives & Strategic Actions**

- Develop and implement strategies to integrate student research into coursework and academic programs
- Enhance student research opportunities by increasing scholarship support for eligible undergraduate and graduate students and by expanding student engagement in research
- Increase the overall internal and external research funding envelope for faculty
- Increase institutional research supports through the Office of Research Services, including the establishment of a CUE Grant-Writing Assistance Centre, to help bolster the number of grant applications submitted and to improve successful grant application rates
- Expand library staffing capacity to provide research support services at key points in the research cycle and promote these so they are widely known and valued by CUE researchers
- Attract and retain high-caliber researchers

### **Success Measures**

- Year-on-year increase in number of students receiving funding for research
- Year-on-year increase in percentage of faculty applying for and receiving internal and external research grant awards
- Increase overall research funding envelope by 50% by end of year 5 of the Strategic Research Plan 2019-2024
- CUE's annual awards held to recognize outstanding teachers and researchers in at least 4 of the 5 years of the Academic Plan 2018-202
- Obtain and retain a Tier 2 Canada Research Chair award

## Progress made in the last 12 months

### Increased student funding for research

New funding opportunities in 2020-21 that augmented student engagement in research included:

- Awarding the Undergraduate Student Research Award, funded in part by NSERC and supplemented by the faculty supervisor's research grant, to an undergraduate student-researcher.
- Increasing the number of students receiving the Alberta Graduate Excellence Scholarship (funded by the Government of Alberta) to six recipients from four in the previous year.
- Increasing the number of students awarded internal grants by 143 per cent (from seven to 17), with the total award amount increasing 201 per cent (from \$6,173 to \$18,561).
- Awarded a Canada Graduate Scholarship - Masters (CGS-M), funded by NSERC. This is the first year a CUE graduate student received this award.

### Increased faculty applications and funding for faculty research

Over the past year, we made substantial gains in securing research funding to support faculty research and scholarship, which included:

- Increasing the number of applications for external research funding by 29 per cent (from 17 to 22) and to the Tri-Agency by 10 per cent (from 10 to 11).
- Increasing Tri-Agency funding by 15 per cent. As a result, CUE is on track to secure the Tri-Agency funds required to be eligible to host a Canada Research Chair.
- Initiating a Special Call for Research Projects on COVID-19, an internal grants program, that awarded \$23,911 to six teams led by CUE faculty members.
- Continuing to provide SSHRC Explore grants with funding awarded through a SSHRC Institutional Grant.
- Increasing internal grants awarded to CUE faculty members by 12 per cent (from 16 to 18), with the total award amount increasing 36 per cent (from \$43,206 to \$59,139)

### Increased institutional research supports

CUE's Assistant Vice-President Research worked with internal stakeholders to plan the launch of the Program to Assist in Grant Endeavours (PAGE).

### Attract and retain high-caliber researchers

At CUE, we give special consideration to new faculty members applying for internal research grants by earmarking a portion of the budget for early career researchers. In total, 40 applications for internal research grants were submitted by new faculty hired in the last five years, which resulted in \$99,134 in

awarded funding. Over the same period, eligible faculty members appointed since April 2016 submitted four applications for SSHRC SIG Explore and Exchange awards, which resulted in \$9,318 in awarded funding. Additionally, 35 applications for external research funding were submitted by new faculty hired over the past five years, which resulted in \$1,464,969 in awarded funding.

Seven CUE faculty members who were hired in the past year alone, participated in 10 applications for external research funding, as both applicants and co-applicants, and secured \$107,895 specifically earmarked for research work at CUE in current and future years. One of these applications resulted in a \$1,052,425 total award from the Public Health Agency of Canada, which will be shared between the CUE applicant and team members at other post-secondary institutions.

### **Goal 4.3: Expand entrepreneurship and interdisciplinary innovation**

As CUE’s research profile, capacity, and areas of expertise evolve, working collaboratively takes on increasing importance. Now that the BMO-CIAR has a new home and direction, the next five years will allow us to prioritize enhancement of supports for applied research, commercialization, technology transfer, and connections with industry.

#### **Priority Initiatives & Strategic Actions**

- Foster greater collaboration between CUE researchers and companies affiliated with the BMO-CIAR, collaborating directly with CUE, and through research partnerships
- Develop and implement policies and guidelines for research-focused internship programs
- Build partnerships to expand relevant research-focused internships
- Increase participation in partnership-based competitive funding opportunities
- Develop and refine internal processes and policies related to commercialization and applied research, such as contracts, intellectual property, and licensing
- Support collaborative research through the development of an internal interdisciplinary funding program
- Develop new Research Clusters that respond to emerging areas of common interest

#### **Success Measures**

- Year-on-year increase in research partnerships launched through the BMO-CIAR
- Increased seed funding for interdisciplinary conferences and workshops
- Positive feedback garnered through post-internship student and partner surveys



## Progress made in the last 12 months

### Created framework for industry engagement

Over the past year, CUE developed a framework to support industry collaboration through an industry sponsored research pathway and a fee for service pathway. The creation of this framework led to:

- An industry sponsored research agreement between CUE and Adventus Lifefoods Inc. This collaboration led to CUE gaining access to a High Performance Liquid Chromatography instrument and supported a CUE student internship while advancing research at CUE.
- Two fee-for-service agreements with industry that support local innovation in the area of artificial intelligence and biosensor technology.
- Discussions initiated with five industry members regarding academia-industry collaboration.
- Supporting entrepreneurs in the Faculty of Arts to monetize and develop research. For example, Dr. Conrad van Dyk is finalizing a revenue sharing agreement with CUE as part of monetizing the educational website The Nature of Writing.

### Developed partnerships to expand research-focused internships

Over the past year we expanded opportunities for our students to engage in applied research through participation in research-focused internship programs. This included:

- Creating five student research training positions as a result of \$9,825 in funding received from Mitacs and the BioTalent Student Work Placement Program.
- Developing research-focused internship programs for the Masters of Science in Information Technology program
- Building partnerships with Alberta Machine Intelligence Institute, Alberta Conservation Association, NorQuest College, Boys & Girls Clubs, and Big Brothers Big Sisters of Edmonton in the Faculty of Science.
- Connecting Faculty of Management students in the Internship program to alumni through speaking events, social media, and LinkedIn. Keeping in contact with graduating students often leads to internship opportunities.

### Increased participation in partnership-based competitive funding opportunities

Social Sciences and Humanities Research Council (SSHRC) partnership-based grants provide support for collaborative partnerships to advance research, research training and knowledge mobilization. In the previous year, not one of our faculty members applied for these opportunities, but in this past year, two members submitted applications. One member applied for a SSHRC Partnership Engage Grant and the other member applied for a SSHRC Partnership Grant. The Partnership Engage Grant application was successful,



resulting in an award of \$24,842. Additionally, through CUE's BMO-CIAR, ten applications for partnership based funding opportunities were submitted, with eight of those being successful and another one pending. The BMO-CIAR also delivered its Entrepreneurial Education program at CUE's Innovation Launchpad in a virtual environment, which supported ten students in exploring entrepreneurship and showcasing their innovative ideas.

### **Improved internal processes and policies related to commercialization and applied research**

BMO-CIAR developed industry engagement models and agreement templates for Intellectual Property (IP) Commercialization (IP disclosure, revenue sharing agreement and commercialization resources for CUE staff and faculty).

### **Developed new Research Clusters that respond to emerging areas of common interest**

A new research cluster -- Scholars Countering Intersectional Racism and Oppression (SCIRO) -- was founded this year. The cluster focuses on anti-racism scholarship and pedagogy across academic disciplines and aims to promote equity and inclusion through research.

## **Goal 4.4 Expand the impact of CUE research**

A key goal for CUE is to support broader awareness, usability and usefulness of CUE-led and supported research so that the research evidence generated will have an impact in addressing real-world challenges.

### **Priority Initiatives & Strategic Actions**

- Increase support for dissemination of scholarly research through multiple sources, including academic conferences, workshops, public presentations, and social and other media platforms
- Create a targeted communications strategy to keep CUE stakeholders, community members, and media updated on CUE research developments
- Host regular Research Café events to enable external speakers, colleagues, and collaborators to present informally and discuss research topics
- Host annual CUE Faculty Symposia for faculty members who have received internal or external research funding to present the results of their investigation

### **Success Measures**

- Research communications strategy developed by year 3 of the Strategic Research Plan 2019-2024
- Year-on-year increase in CUE research dissemination events and participation at those events



## **Progress made in the last 12 months**

### **Created and implemented a targeted communications strategy for CUE research developments**

Over the past year, CUE's Office of Research Services developed and implemented elements of its communications strategy, which included featuring research news, events, and achievements by CUE researchers regularly on the university's online news site, Inside CUE, as well as posting key updates on CUE's Research Twitter account.

### **Increased support for dissemination of scholarly research**

Although internal funding for knowledge dissemination was suspended until October 2020 due to COVID-19, internal grants were awarded to three students (totaling \$1,139) to present at online conferences.

### **Continued to create opportunities to share and profile CUE research**

While the impact of the COVID-19 pandemic forced some planned events to be postponed, planning has continued to ensure these events will resume either face to face or virtually. Among the planned events are CUE's Research Café series and its annual Faculty Research Symposium.







## Section 7. Financial and Budget Information

### FINANCIAL RESULTS YEAR-ENDED MARCH 31, 2021

The following information should be reviewed in conjunction with the CUE audited financial statements and accompanying notes dated March 31, 2021.

The audited consolidated financial statements are reviewed and approved by the Board of Governors of CUE on the recommendation of the Audit and Pension Committee of the Board of Governors. These financial statements are prepared in accordance with Canadian accounting standards for not-for-profit organizations.

#### Operational Highlights

	2020-21 Actual	2020-21 Budget	2019-2020 Actual
Revenue	\$ 46,758,548	\$ 41,162,749	\$ 43,480,010
Expenses	35,274,104	39,642,749	35,701,507
Net Surplus	11,484,444	1,520,000	7,778,503

CUE recorded a net surplus of \$11.5 million for the year-ended March 31, 2021, which is \$10.0 million higher compared to budget, and a \$3.7 million improvement compared to the prior year's surplus of \$7.8 million. The improvement is driven by growth in student enrolment, while controlling costs. The growth in student enrolment is evidenced by the increase in FLEs by 10.4 per cent compared to the prior year.

#### Revenue

Sources of Revenue	2020-21 Actual	2020-21 Budget	Variance from Budget	2019-20 Actual	Variance from Actual
Tuition & Fees	\$ 30,077,865	\$ 25,656,419	\$ 4,421,446	\$ 25,420,189	\$ 4,657,676
Government grants	13,362,768	12,480,176	882,592	13,403,432	(40,664)
Sales of goods and services	632,571	2,342,539	(1,709,968)	2,744,256	(2,111,685)
Investment Revenue	1,509,501	-	1,509,501	98,590	1,410,911
Other Revenue	761,282	253,143	508,139	1,378,118	(616,836)
Amortization of Deferred Capital Contributions	414,561	430,472	(15,911)	435,425	(20,864)
<b>Total Revenue</b>	<b>46,758,548</b>	<b>41,162,749</b>	<b>5,595,799</b>	<b>43,480,010</b>	<b>3,278,538</b>

Total revenues for the university were \$46.8 million—an increase of \$5.6 million compared to budget and \$3.3 million compared to the prior year. The increase in revenue is due to higher enrolment, resulting in increased tuition and fees, which increased by 18 per cent compared to the prior year.

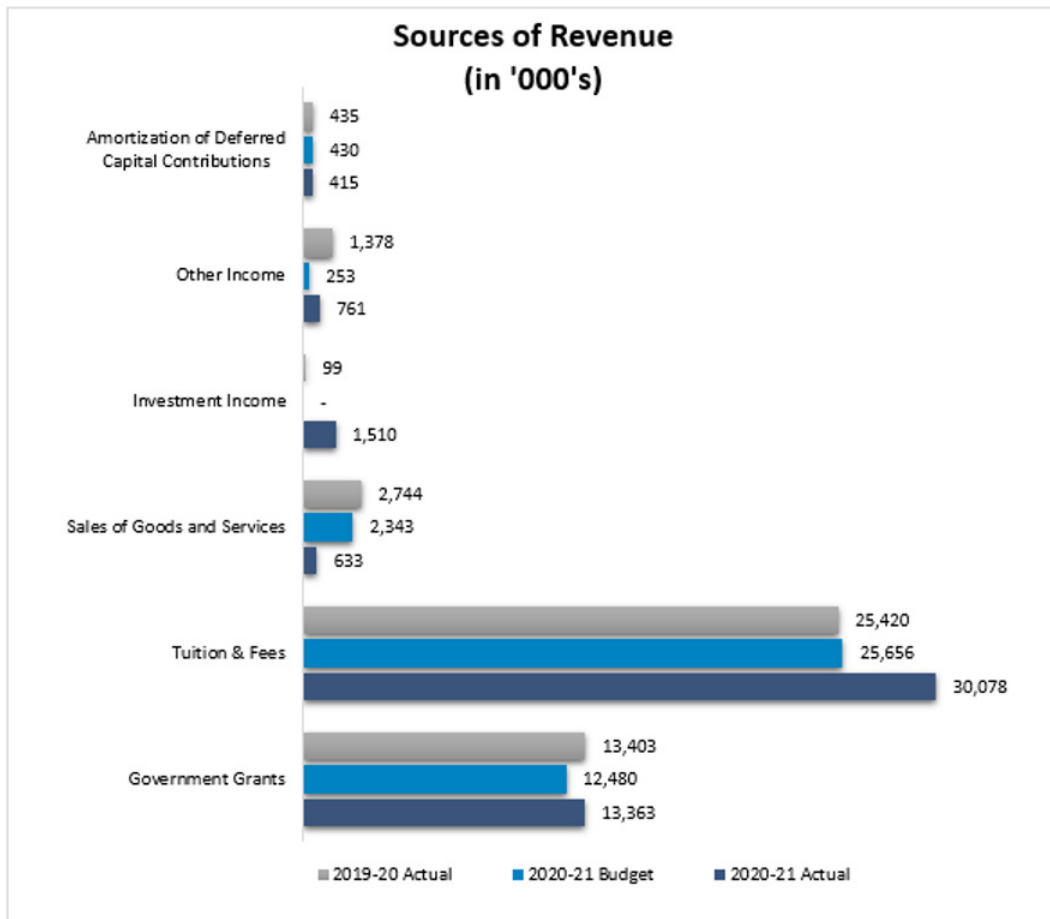


Investment revenue increased by \$1.4 million. This was due to an overall recovery of investment balances after the volatility in the stock market from the announcement of the COVID-19 pandemic in March 2020.

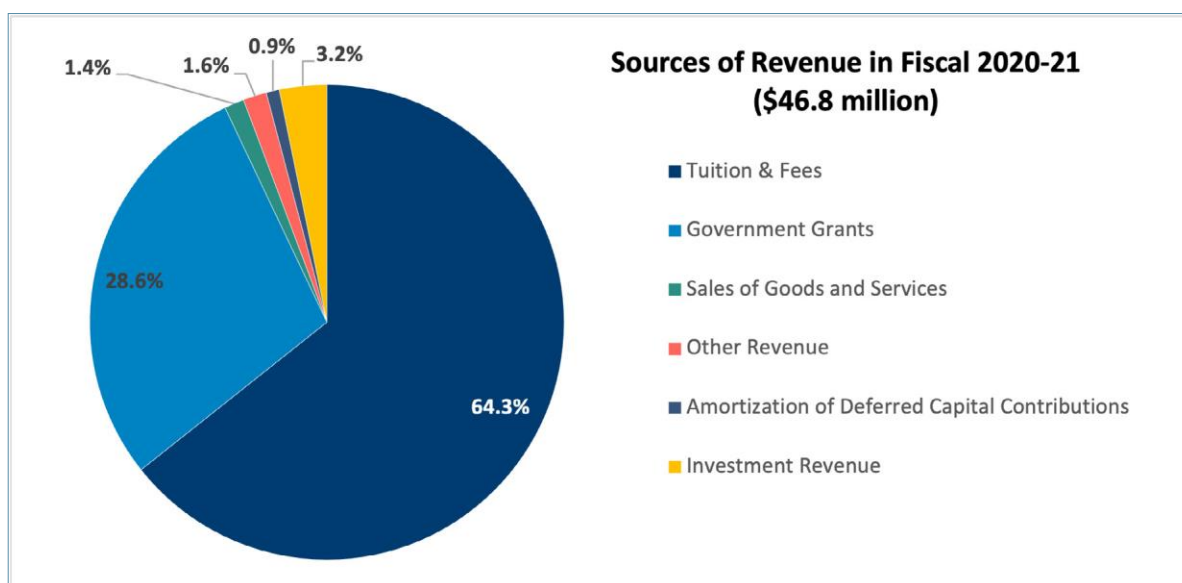
Revenue from sales of goods and services decreased by \$2.1 million or 77% compared to the prior year. The decrease is a result of less Bookstore sales, student housing, parking, and facility rental revenue due to the COVID-19 pandemic.

Other revenue (student activities and miscellaneous revenue) decreased by \$617,000 due to decreased enrolment in extension courses and a one-time reimbursement of \$309,000 from the pension plan in fiscal 2020 which was not received in the current year.

The following graph demonstrates comparative values for CUE’s various sources of revenue (2021 Actual, 2021 Budgeted, and 2020 Actual):



The following graph illustrates the distribution of revenue for the year ended March 31, 2021:



As the table illustrates, more revenue is coming from tuition and fees (64.3 per cent in 2021; 58.5 per cent in 2020) and less from government funding (28.6 per cent in 2021; 30.8 per cent in 2020).

## Expenses

Expense by Object	2020-21 Actual	2020-21 Budget	Variance from Budget	2019-20 Actual	Variance from Actual
Salary and Wages	\$ 26,150,769	\$ 27,327,937	\$ (1,177,168)	\$24,404,695	\$ 1,746,074
Utilities	598,187	811,915	(213,728)	651,665	(53,478)
Maintenance	239,042	488,612	(249,570)	602,784	(363,742)
Property tax	18,825	30,000	(11,175)	48,269	(29,444)
Supplies and Services	4,048,138	6,416,378	(2,368,240)	5,630,305	(1,582,167)
Scholarships and bursaries	1,558,098	906,500	651,598	1,252,579	305,519
Cost of goods sold	529,841	1,395,074	(865,233)	935,308	(405,467)
Debt servicing	386,080	386,660	(580)	414,000	(27,290)
Capital amortization	1,745,124	1,879,673	(134,549)	1,761,902	(16,778)
<b>Total Expenses</b>	<b>35,274,104</b>	<b>39,642,749</b>	<b>(4,368,645)</b>	<b>35,701,507</b>	<b>(427,403)</b>

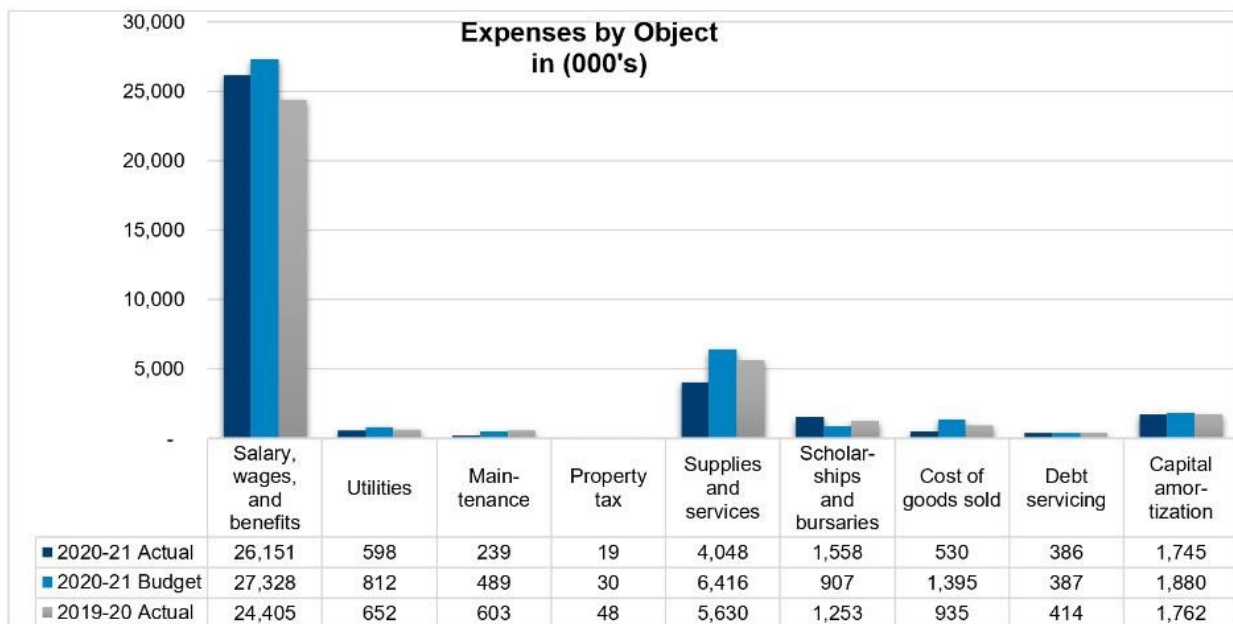


Total expenses for the university were \$35.3 million—a decrease of \$4.4 million compared to budget and a decrease of \$427,000 compared to the prior year.

Total cost of salaries and wages increased by \$1.7 million compared to the prior year, however \$1.2 million less than budget. The decrease from budget is a result of decreased/delayed budgeted staffing positions as result of uncertainty due to COVID-19 pandemic. The increase in salary and wages from the prior year was driven by increases in staffing and compensation. In fiscal 2021, non-faculty received a cost of living adjustment (two per cent) and one step movement on salary grids while faculty received one step movement.

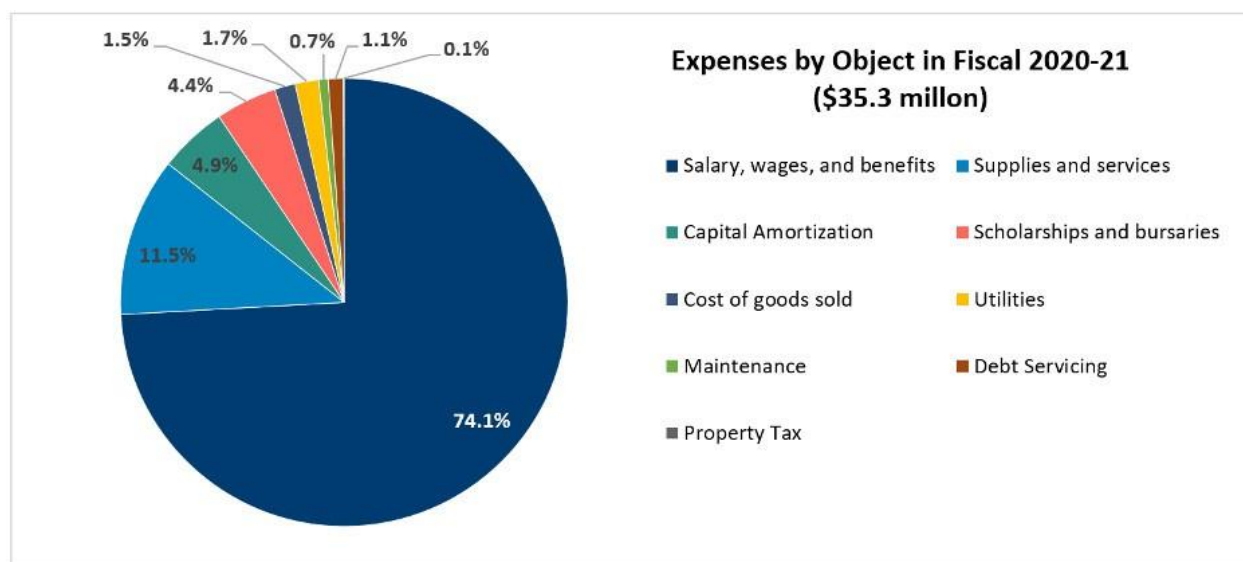
This increase was directly offset by decreases in supplies and services of \$1.6 million, maintenance expenses of \$364,000 and cost of goods sold of \$405,000 compared to the prior year. The significant decrease of these three categories of expenditures is directly a result of the ongoing COVID-19 pandemic which resulted in minimal activity on campus due to the delivery of online classes and work from home arrangements for most faculty and staff. This inherently resulted in lower procurement of various supplies and contracted services and also less use of CUE’s facilities and equipment, hence lower maintenance requirements as well. Finally, the lower bookstore activity, previously mentioned, was the main driver of lower cost of goods sold.

The following graph shows expenses by object in comparison of 2021 actual, 2021 approved budget, and 2020 actual:





The following table illustrates the expenses by object for the year ended March 31, 2021:



Below is a detailed breakdown of expenses by program compared to prior year:

Expense by Program	2020-21 Actual	2019-20 Actual	Change	
			Value	Per cent
Academic Programs	\$16,376,285	\$ 14,516,384	\$1,859,901	12.8%
Support Programs	13,702,935	14,91,194	(1,268,259)	-8.5%
Auxiliary Enterprises and Activities	1,336,124	2,412,634	(1,076,510)	-44.6%
Student Financial Aid	1,558,098	1,252,579	305,519	24.4%
Research	169,458	372,814	(203,356)	-54.5%
Debt servicing	386,080	414,000	(27,920)	-6.7%
<b>Total Expenses by Program</b>	<b>33,528,980</b>	<b>33,939,605</b>	<b>(410,625)</b>	<b>-1.2%</b>
Capital Amortization	1,745,124	1,761,902	(16,778)	-1.0%
<b>Total Expenses</b>	<b>35,274,104</b>	<b>35,701,507</b>	<b>(427,403)</b>	<b>-1.2%</b>

## Net Assets

Net assets for the year-ended March 31, 2021 total \$39.8 million. This represents an increase of \$16.0 million from the previous year. The increase is due to the \$11.5 million excess of revenues over expenses and a \$4.5 million favourable employee future benefit remeasurement.



## Areas of Financial Risk

**COVID-19:** The COVID-19 outbreak declared as pandemic by the World Health Organization has had a significant impact on CUE's operations, specifically auxiliary enterprises and activities. However, as online classes resumed throughout the year, there were minimal impacts to overall enrolment and tuition revenues, which both increased in the current year. As the pandemic continues, there still remains continued uncertainty regarding ongoing effects and the impacts on future academic terms.

**Government Funding:** In fiscal 2020, CUE signed an Investment Management Agreement with the Government of Alberta including the introduction of performance based measures into the overall post-secondary institution funding structure. However, due to the COVID-19 pandemic this initial agreement was put on hold until recently. In June 2021, CUE signed a new Investment Management Agreement with the Government of Alberta for fiscal 2021/2022 which states that up to 5% or \$634,000 of CUE funding is dependent on 35% of CUE programs being work integrated learning. If CUE fails to meet the target and is lower than the 1% tolerance threshold outlined in the agreement, then an adjustment will be applied against 2022/2023 funding. This creates a significant risk area for CUE as government funding accounts for over 28% of revenue. While the government has allowed post-secondary institutions to increase tuition fees up to 7% per year as a mitigation strategy, CUE determined an overall tuition increase of approximately 3% was appropriate. CUE will continue to maintain competitive tuition rates that increase incrementally and moderately, and only as required in order to sustain the high quality of education offered.

**Fluctuating Student Enrolment:** CUE has experienced enrolment growth that is atypical amongst other colleges and universities within Alberta and unsustainable at our current operating capacity. A Strategic Enrolment Management Committee was developed in order to manage future growth. A large component of the recent growth in revenue is largely due to increased enrolment in the MISSM/MISAM programs which CUE does not expect to continue past fiscal 2021.

Alternatively, CUE's enrolment faces additional uncertainty due to COVID-19, as well from other Alberta colleges and universities who may expand their enrolment due to the new budget constraints.

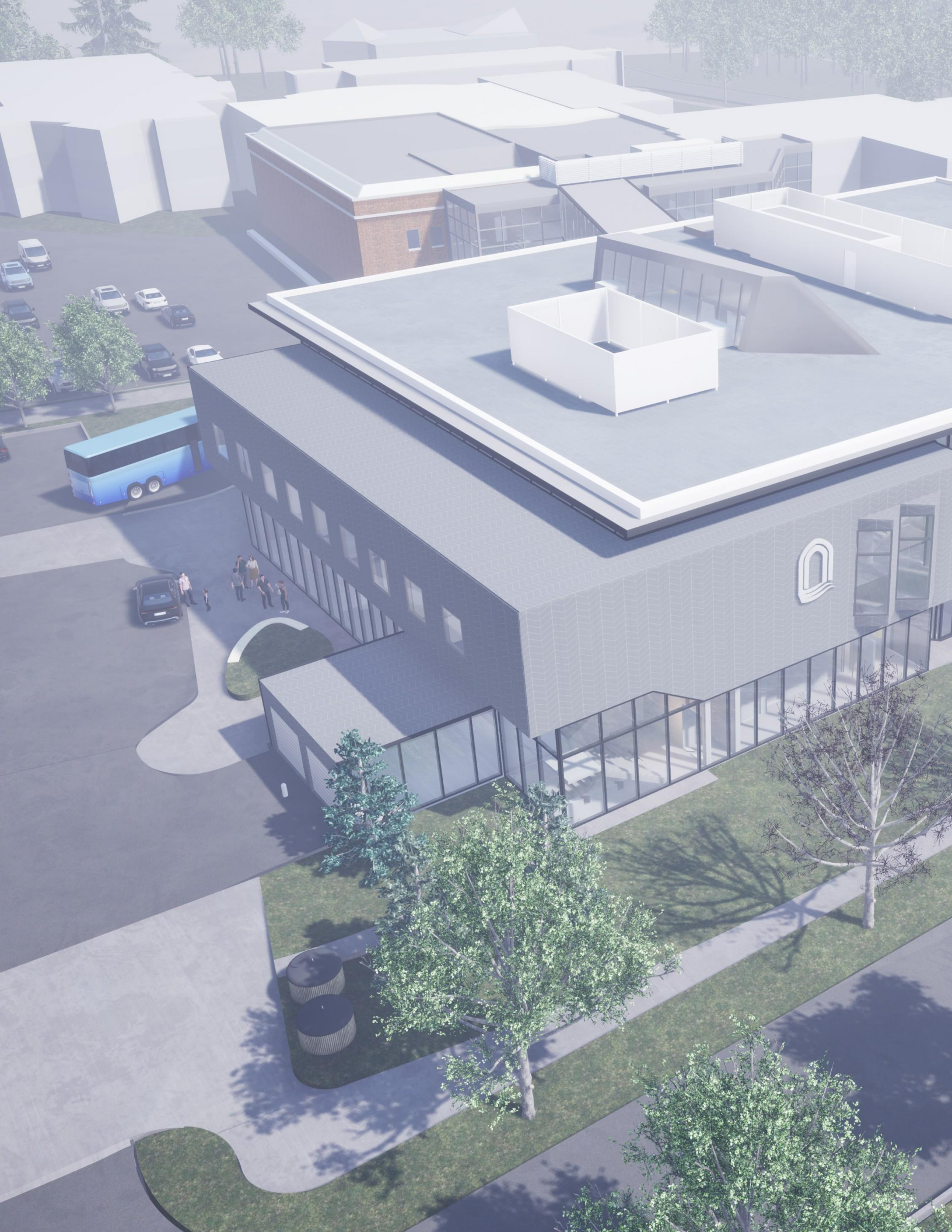
**Capital Funding:** Unlike its public sector counterparts, CUE receives no capital funding from the provincial government. Major capital projects must be funded through debt financing, donor funding, operating revenue, or federal government grants. CUE may have difficulty securing the funding needed for major capital projects.

Recent enrolment growth has strained CUE's existing infrastructure and there is a pressing need for expanded office, classroom, research, and residence space. In fiscal 2020, CUE unveiled a Campus Master Plan which includes new facilities for classroom and residence space with an estimated cost of \$65 million. CUE's internal reserves are not sufficient to fund its ongoing growth requirements. CUE will need donor funding and other financing if additional projects are to proceed. Inability to raise needed capital funding may curtail expansion of infrastructure needed to support the growth in enrolment.

**Cost of Future Pension Benefits:** On January 1, 2013 CUE transitioned to a defined contribution (DC) pension plan from a defined benefit (DB) plan for its employees. CUE retains an obligation to fund the accumulated DB retirement obligation for employees accrued before this time.

As of January 1, 2018 CUE's DB plan carries an unfunded solvency deficiency of \$9.5M. CUE's DB plan is now treated as a publicly funded pension plan. This designation requires no funding of the solvency deficiency. The granting of this request changed CUE's plan funding beginning in January 2019 resulting in lower contributions. The next actuarial valuation will be conducted no later than as at December 31, 2020 and will be completed and filed by the end of September 2021.





# Section 8. Capital Report

Recent enrolment growth has strained CUE’s existing infrastructure, creating a pressing need for expanded office, classroom, research, and residence space.

CUE has completed the process of designing a new academic building, parkade, quad and bridge. The structure will be built on the existing campus and will be connected to an existing building. The project is expected to cost \$40 million and construction will begin in fall 2021.

The capital expenditure for the next three years is expected as follows:

2021-22	\$20 million
2022-23	\$26 million
2023-24	\$2 million
Total	\$48 million

CUE has identified a need for a new residence building; however, further planning for this project is currently postponed.





## THE LLL-ALGORITHM

By Jack Mulholland, Supervised by Dr. Yu Sun, Department of Mathematics and Physics Science, Concordia University of Edmonton

### ABSTRACT

The LLL algorithm is a polynomial-time algorithm for finding a basis for a lattice that is nearly orthogonal. It is a generalization of the Gaussian elimination algorithm for solving systems of linear equations over the reals. The algorithm is used in many applications, including cryptography, integer programming, and lattice reduction.

### APPLICATIONS & MOTIVATION

The LLL algorithm has many applications in cryptography, integer programming, and lattice reduction. It is used to find short vectors in a lattice, which is a fundamental problem in many areas of mathematics and computer science.

### LITERATURE AND REFERENCES

LLL, L. Lovász, L. Lovász, *Computational Complexity*, Springer, 1983.

### CONCRETE DEMONSTRATION

Consider the lattice  $L$  in  $\mathbb{R}^3$  with basis vectors  $b_1, b_2, b_3$ . The LLL algorithm finds a basis  $\tilde{b}_1, \tilde{b}_2, \tilde{b}_3$  for  $L$  such that  $\|\tilde{b}_i\| \leq 2^{i-1} \|\tilde{b}_1\|$  and the vectors are nearly orthogonal.

### EXAMPLE

Let  $b_1 = (1, 0, 0)^T$ ,  $b_2 = (0, 1, 0)^T$ ,  $b_3 = (0, 0, 1)^T$ . The LLL algorithm finds  $\tilde{b}_1 = (1, 0, 0)^T$ ,  $\tilde{b}_2 = (0, 1, 0)^T$ ,  $\tilde{b}_3 = (0, 0, 1)^T$ .

### DESCRIPTION OF THE ALGORITHM

The algorithm consists of two main steps: Gram-Schmidt orthogonalization and size reduction. The size reduction step involves adjusting the basis vectors to be nearly orthogonal and of similar length.

### CONTACT INFORMATION

Jack Mulholland, Concordia University of Edmonton, Phone: 780-440-2200

## GENERALISED FIBONACCI SEQUENCES

Gene Hildebrand - Department of Mathematics

### ABSTRACT

Generalized Fibonacci sequences are defined by the recurrence relation  $F_n = aF_{n-1} + bF_{n-2}$  with initial conditions  $F_0 = 0, F_1 = 1$ . These sequences have many interesting properties and applications in mathematics and computer science.

### APPLICATION

Generalized Fibonacci sequences are used in many applications, including cryptography, integer programming, and lattice reduction. They are also used in the analysis of algorithms and in the design of data structures.

### DEFINITIONS

The  $n$ -th term of a generalized Fibonacci sequence is given by  $F_n = \frac{\alpha^n - \beta^n}{\alpha - \beta}$ , where  $\alpha$  and  $\beta$  are the roots of the characteristic equation  $x^2 - ax - b = 0$ .

### GENERALIZATION

The generalized Fibonacci sequence can be extended to non-integer values of  $n$  using the Binet formula. This allows for the study of the asymptotic behavior of the sequence.

### PROPERTIES

Generalized Fibonacci sequences have many interesting properties, including the fact that they are closed under addition and multiplication. They also have a rich theory of divisibility and congruences.



## Section 9. Research, Applied Research, and Scholarly Activities

Research at Concordia University of Edmonton (CUE), while still in its early stages, has experienced success and growth over the past year. We continue to encourage our members of the CUE community to engage in a vibrant research and scholarship culture that supports excellence in faculty research. Our vision includes the training of new generations of researchers, which we support through funding and opportunities for student engagement.

This year, institutions around the world faced extraordinarily adverse circumstances. Research at our institution was not unaffected by these events, and the successes of our faculty and students are clear examples of the resilience of our incipient research community. The symbiosis between faculty and students helped our faculty members navigate these difficult circumstances, and continues to enable our students to participate in real-time, work-integrated learning activities that enrich their learning experiences and give them insight into the exciting world of research.

Despite the COVID-19 pandemic, CUE continued to expand and diversify its research programs and funding. The 2020-21 fiscal year was, once again, our most successful on record, both in terms of internal and external research funding.

### Supporting Our Researchers

CUE supports the research activities of its faculty members, in particular through the Reduction in Teaching for Research Purposes program, which is embedded in the current Collective Agreement. A total of one hundred and eight hours of teaching release, CUE's total annual allocation, were awarded to eleven faculty members for the pursuit of their research programs. Special focus was given to those who have been successful in obtaining external academic funding and those in the early stages of their careers.

CUE awarded internally adjudicated grants to 19 faculty members and 17 students, for a total of almost \$81,700, with combined funding from CUE and the SSHRC Institutional Grant (SIG), which the university was awarded in 2018. CUE also continued to diversify its internal grant streams, and we will adjudicate the first CUE Natural Sciences and Engineering (CUE-NSE) grant applications in May 2021. This new internal competition aims to support projects by researchers who plan to apply for NSERC funding, and this stream will resemble the competition that is currently administered by CUE for the SSHRC Institutional Grant.



## **Supporting the Growth and Diversification of the Research Funding Opportunities**

In terms of external research grant funding, we saw a large and continuous flow of applications being submitted this year, with 22 in total, compared with 17 for the previous year. This 29% year-over-year increase in the number of applications for external funding has also positively impacted our students. Half of the applications for external research funding were submitted for competitions by sponsors outside of the Tri-Agency, which signals a renewed interest in our research community to expand and diversify their funding sources, and to acquire additional support for their research from other types of funding, including innovation and research partnerships with industry.

### **Tri-Agency Research Funding**

Our yearly income from external grants has shown continued growth. 11 applications were submitted to various Tri-Agency streams, including SSHRC Insight Development and NSERC Discovery Grants. Of particular relevance this year was the funding awarded by NSERC to the Speak Science Simply Program (SSSP), under the Science Communications Skills stream. SSSP created a series of training opportunities for scientists and other members of the research community, which will equip them with the communication skills required to combat misinformation and improve knowledge dissemination within various sectors of the community, including the general public, policymakers, and industry partners. CUE was the only institution west of Manitoba to receive funding under this stream.

Last year, CUE surpassed \$100,000 in Tri-Agency yearly income for the first time (\$110,306). Pending official confirmation, for this year, the forecast is for a 15% year-over-year increase (estimated). The sustained growth in this funding is positioning CUE to confirm a three-year average annual Tri-Agency income greater than \$100,000 within one year. These are major milestones in our quest for eligibility to host a Tier-2 Canada Research Chair, which will significantly raise CUE's profile as a research university. Accordingly, we have started to develop the necessary institutional framework to ensure that a Canada Research Chair will be successful at CUE.

### **Training the Next Generation of Researchers**

CUE continues to promote research opportunities for undergraduate students through internal funding opportunities for student-led research projects and dissemination activities. The adjudication process for internal research grants for projects led by faculty members specifically outlines student training as a category under consideration. Progress was also made on internal student research funding during last year: we increased the value of the individual awards for undergraduate students by 50%, from \$1,000 to \$1,500 per student per annum.



In terms of external funding, a CUE student was awarded the first NSERC Indigenous Ambassador Student grant for our institution, which allowed her to bring knowledge acquired during her CUE studies to her Indigenous community, and ignite the interest of a new generation in science. In addition, CUE was awarded its first Canada Graduate Scholarship-Masters (CGS-M) scholarship, funded by NSERC. In the last year, we secured the eligibility of CUE's Master of Science (Information Technology) program for the CGS-M (NSERC) program; in the coming year, we will be confirming the eligibility of the revised Master of Information Systems Security Management and Master of Information Systems Assurance Management programs for the same scholarship. At the doctoral level, we will seek eligibility for the Canada Graduate Scholarships - Doctoral (CGS -D SSHRC) program for students in CUE's new Doctor of Psychology in Clinical Psychology (PsyD) program. While PsyD students will be readily able to compete for an existing CGS-M (SSHRC) allocated to CUE, funding is limited to the first year of the PsyD, which emphasizes the relevance of obtaining eligibility under the CGS-D program. These scholarships, and the expanded eligibility of our academic programs, will greatly benefit students and strengthen the status and reputation of CUE as an institution for graduate-level studies and research.

## **Collaborative Research at Concordia University of Edmonton**

### **CUE's Research Clusters, Institute, and Centre**

At CUE, we believe in the value and importance of collaborative research. Our eight Research Clusters, as well as the Institute and the Centre, have been foundational to the growth of research at CUE; these groups serve as platforms for research engagement and fruitful partnerships that move across disciplines, institutions, and beyond traditional academic models of research and knowledge mobilization. We also understand the need to evaluate our progress, build on our successes, correct course when needed, and identify when a purpose has been fulfilled.

During the last fiscal year, we conducted an internal review of our Research Clusters, Centre, and Institute, seeking to identify what can be improved within these groups, and to find opportunities to grow and evolve. During this review, it became evident that the purpose of some of these groups had been achieved and, in some cases, the research field had changed significantly, which resulted in some of these groups being disbanded. Concurrently, a new cluster with a timely and important goal, the Scholars Countering Intersectional Racism and Oppression (SCIRO) Research Cluster, was founded at CUE. This cluster focuses on anti-racism scholarship and pedagogy across academic disciplines and aims to promote equity and inclusion through research.



We will continue with our review process during the coming months, after which these groups will emerge stronger, more focused, and improved.

The remaining active clusters at CUE contribute to the Alberta Research and Innovation Framework (ARIF) Action Plan's priority of Economic Diversification and Job Creation. Thematic Research Clusters aligning with the ARIF Action Plan include:

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

- CUE's Cluster on Child and Youth Development and Mental Health Research
- CUE's Interdisciplinary Research Cluster on Wellness
- CUE's Scholars Countering Intersectional Racism and Oppression (SCIRO) Research Cluster
- CUE's Research Cluster on Science & Religion

*ARIF Action Plan Priority: Economic Diversification and Job Creation*

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

### **Collaborations with Other Institutions**

In addition to internal collaborative research efforts, CUE has sought to expand research collaborations with other institutions. Of relevance, Dr. Bill Hanson, Director of the forthcoming PsyD program, was part of a collaborative grant that received over one million dollars from the Public Health Agency of Canada. Another fruitful effort has been the Alberta Research Data Management Information Network (ARMIN), led by a group of researchers and senior administrators at CUE. ARMIN is funded by the Tri-Agency via a SSHRC Connection Grant, and the group is in the process of creating a provincial network of Tri-Agency-eligible institutions, as well as seeking to build on CUE's existing research data management relationship with the University of Alberta. ARMIN positions CUE in a leadership role in the province and, because the Tri-Agency announced new requirements in its Research Data Management Policy (released March 2021), ARMIN will be of significant value to its members in the near future.

### **Providing Quality Research Services**

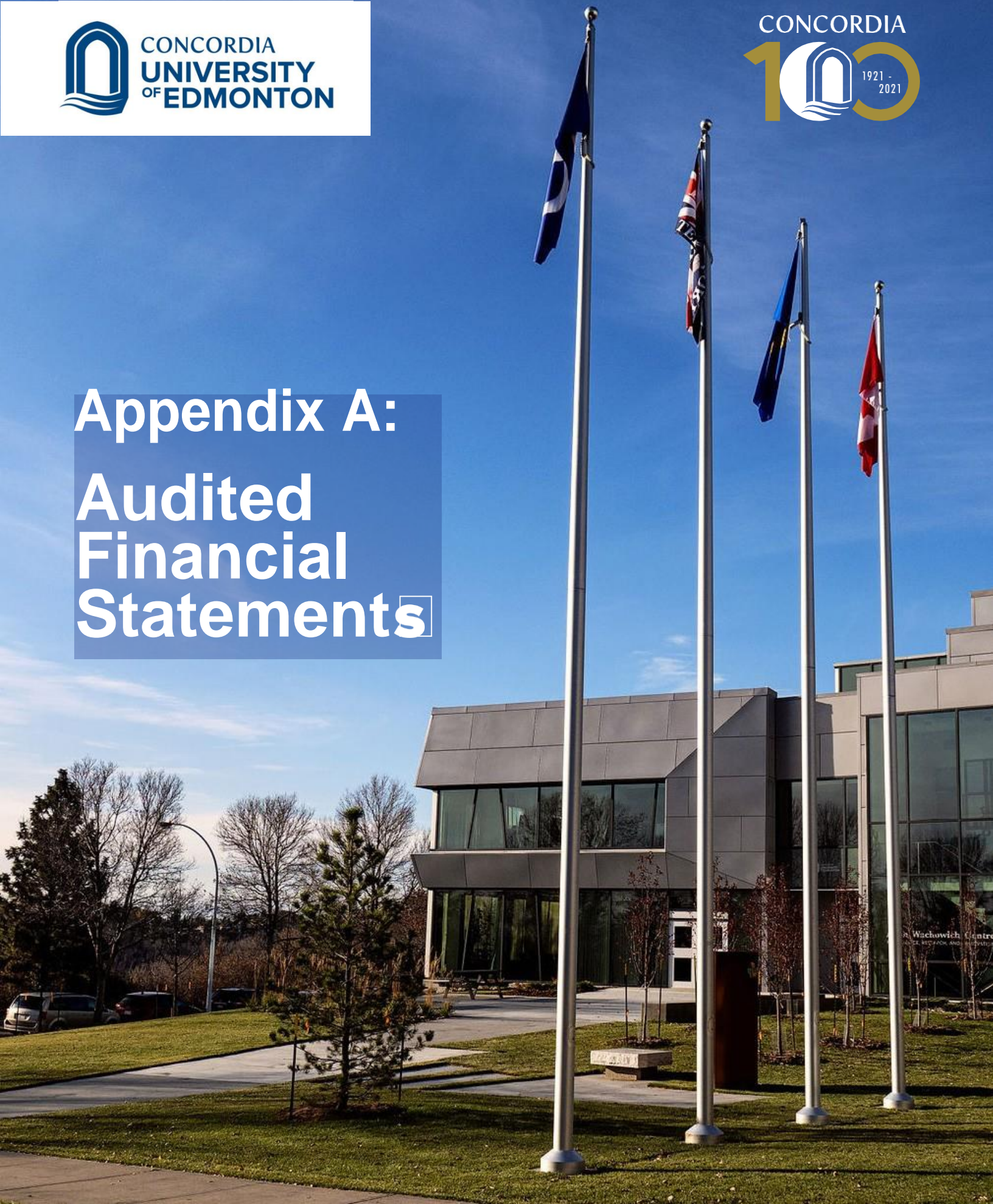
Guided by the 2019-2024 Strategic Research Plan, CUE identified opportunities to expand its services for research. As a result of the exploratory and planning work undertaken by the Office of Research Services CUE will soon roll out a new online grant management system, which will allow the ORS to handle the ever-growing number of awards at CUE and improve communications about research funding. Plans are also underway to launch the Program to Assist in Grant Endeavours (PAGE), led by CUE's Assistant Vice-President



Research, in September 2021. This program is intended to provide a suite of services that will assist CUE faculty members with their applications for external research funding. In addition to the ORS, PAGE will also be supported by CUE's Indigenous Knowledge and Research Centre, the BMO Centre for Innovation and Applied Research, the library, and faculty researchers who have successfully obtained external research funding and who are eager to share their experiences and insights.



# Appendix A: Audited Financial Statements





## Independent auditor's report

To the Board of Governors of Concordia University of Edmonton

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### Our opinion

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of Concordia University of Edmonton (the University) as at March 31, 2021 and the results of its operations and its cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.

#### What we have audited

The University's financial statements comprise:

- the statement of financial position as at March 31, 2021;
- the statement of operations for the year then ended;
- the statement of changes in net assets for the year then ended;
- the statement of cash flows for the year then ended; and
- the notes to the financial statements, which include significant accounting policies and other explanatory information.

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### Basis for opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditor's responsibilities for the audit of the financial statements* section of our report.

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

#### Independence

We are independent of the University in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada. We have fulfilled our other ethical responsibilities in accordance with these requirements.

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### Responsibilities of management and those charged with governance for the financial statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with Canadian accounting standards for not-for-profit organizations, and for such internal

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"PwC" refers to PricewaterhouseCoopers LLP, an Ontario limited liability partnership.



control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the University's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the University or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the University's financial reporting process.

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### **Auditor's responsibilities for the audit of the financial statements**

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the University's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the University to cease to continue as a going concern.



- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

*PricewaterhouseCoopers LLP*

Chartered Professional Accountants

Edmonton, Alberta  
August 18, 2021

**CONCORDIA UNIVERSITY OF EDMONTON**  
**Statement of Financial Position**

	As at	
	March 31, 2021	March 31, 2020
<b>Assets</b>		
<b>Current</b>		
Cash and cash equivalents	\$ 19,063,313	\$ 3,380,136
Investments (note 3)	18,116,037	23,568,147
Accounts receivable	1,093,490	1,049,709
Bookstore inventory	138,123	189,546
Prepaid expenses and other current assets	308,351	314,074
	<b>38,719,314</b>	<b>28,501,612</b>
Capital assets (note 4)	36,187,125	35,589,563
<b>Total assets</b>	<b>\$ 74,906,439</b>	<b>\$ 64,091,175</b>
<b>Liabilities and net assets</b>		
<b>Current</b>		
Accounts payable and accrued liabilities (note 5)	\$ 4,206,732	\$ 2,965,528
Deferred revenue (note 6)	7,593,291	8,837,661
Specially designated funds (note 7)	551,874	558,366
Current portion of term loan (note 8)	470,831	454,403
	<b>12,822,728</b>	<b>12,815,958</b>
<b>Long Term</b>		
Term loan (note 8)	9,606,944	10,078,225
Unamortized deferred capital contributions (note 10)	10,980,817	11,275,161
Employee future benefits (note 11)	1,720,000	6,155,700
<b>Total liabilities</b>	<b>35,130,489</b>	<b>40,325,044</b>
<b>Net Assets</b>		
Endowments	1,132,355	1,128,180
Internally restricted net assets	4,232,645	818,266
Invested in capital assets	15,128,533	13,781,774
Unrestricted net assets	19,282,417	8,037,911
<b>Total net assets</b>	<b>39,775,950</b>	<b>23,766,131</b>
<b>Total liabilities and net assets</b>	<b>\$ 74,906,439</b>	<b>\$ 64,091,175</b>

Approved by:

Original document signed by

\_\_\_\_\_  
Tim Loreman, President & Vice-Chancellor

Original document signed by

\_\_\_\_\_  
John Acheson, Chair, Board of Governors



**CONCORDIA UNIVERSITY OF EDMONTON**  
**Statement of Operations**

	Year-ended March 31,	
	2021	2020
<b>Revenue</b>		
<b>Gifts and Grants</b>		
Government of Alberta grants (note 6)	\$ 13,270,690	\$ 13,284,976
Government of Canada (note 6)	92,078	118,456
Designated fees, gifts, and grants	664,138	577,753
Amortization of deferred capital contributions (note 10)	414,561	435,425
	<b>14,441,467</b>	14,416,610
<b>Student tuition and fees, and other revenue</b>		
Student tuition and fees (note 6)	30,077,865	25,420,189
Auxiliary enterprises and activities (schedule 1)	632,571	2,744,256
Student activities	24,678	251,509
Investment income (note 3)	1,509,501	98,590
Miscellaneous	72,466	548,856
	<b>32,317,081</b>	29,063,400
<b>Total revenue</b>	<b>46,758,548</b>	43,480,010
<b>Expenditures</b>		
Academic programs (schedule 2)	16,376,285	14,516,384
Support programs (schedule 2)	13,702,935	14,971,194
Auxiliary enterprises and activities (schedule 1)	1,336,124	2,412,634
Student financial aid	1,558,098	1,252,579
Research	169,458	372,814
Interest on long term liabilities	386,080	414,000
<b>Total expenditures</b>	<b>33,528,980</b>	33,939,605
<b>Excess revenue over expenditures from operations before the undernoted</b>	<b>13,229,568</b>	9,540,405
Amortization of capital assets	1,745,124	1,761,902
<b>Excess of revenue over expenditures</b>	<b>\$ 11,484,444</b>	\$ 7,778,503

**CONCORDIA UNIVERSITY OF EDMONTON**  
**Statement of Changes in Net Assets**

	Net Assets Available for Operations	Invested in Capital Assets	Internally Restricted	Endowments	Total Net Assets March 31, 2021	Total Net Assets March 31, 2020
<b>Net assets , beginning of year</b>	<b>\$ 8,037,911</b>	<b>\$ 13,781,774</b>	<b>\$ 818,266</b>	<b>\$ 1,128,180</b>	<b>\$ 23,766,131</b>	<b>\$ 19,880,328</b>
Excess (deficiency) of revenue over expenditures	13,024,172	(1,539,728)	-	-	11,484,444	7,778,503
Employee future benefits remeasurement (note 11)	4,521,200	-	-	-	4,521,200	(4,148,700)
Endowment contributions	-	-	-	4,175	4,175	256,000
<b>Transfers</b>						
For internally restricted purposes	(3,414,379)	-	3,414,379	-	-	-
For capital additions	(2,554,151)	2,554,151	-	-	-	-
Proceeds on disposal of capital assets	2,300	(2,300)	-	-	-	-
Capital contributions (note 9)	120,217	(120,217)	-	-	-	-
Repayment of loans	(454,853)	454,853	-	-	-	-
<b>Net assets, end of period</b>	<b>\$ 19,282,417</b>	<b>\$ 15,128,533</b>	<b>\$ 4,232,645</b>	<b>\$ 1,132,355</b>	<b>\$ 39,775,950</b>	<b>\$ 23,766,131</b>

**CONCORDIA UNIVERSITY OF EDMONTON**  
**Statement of Cash Flows**

	Year-ended March 31,	
	2021	2020
<b>Operating activities</b>		
Excess of revenues over expenditures	\$ 11,484,444	\$ 7,778,503
<b>Items not involving cash</b>		
Employee future benefits	85,500	(149,900)
Amortization of capital assets	1,745,124	1,761,902
Amortization of deferred capital contributions	(414,561)	(435,425)
Loss of disposal of capital assets	209,165	157,657
Unrealized (gain)/loss on fair value of investments	(795,185)	273,037
	<b>12,314,487</b>	<b>9,385,774</b>
<b>Change in non-cash working capital:</b>		
Increase in accounts receivable	(43,781)	(131,761)
Decrease/(increase) in bookstore inventory	51,423	(15,553)
Decrease in prepaid expenses	5,723	19,852
Increase in accounts payable and accrued liabilities	1,241,204	458,417
(Decrease)/increase in deferred revenue	(1,244,370)	2,562,296
Decrease in specially designated funds	(6,492)	(52,719)
	<b>12,318,194</b>	<b>12,226,306</b>
<b>Investing activities</b>		
Capital assets purchased	(2,554,151)	(1,493,235)
Proceeds on disposal of capital assets	2,300	-
Proceeds from investments	19,000,000	-
Investments purchased	(12,752,705)	(19,320,696)
	<b>3,695,444</b>	<b>(20,813,931)</b>
<b>Financing activities</b>		
Increase in deferred capital contributions	120,217	215,430
Endowment contributions	4,175	256,000
Repayment of demand loans	-	(563,566)
Repayment of term loan	(454,853)	(436,936)
	<b>(330,461)</b>	<b>(529,072)</b>
Increase/(decrease) in cash and cash equivalents	<b>15,683,177</b>	<b>(9,116,697)</b>
Cash and cash equivalents, beginning of the year	<b>3,380,136</b>	<b>12,496,833</b>
<b>Cash and cash equivalents, end of year</b>	<b>\$ 19,063,313</b>	<b>\$ 3,380,136</b>

**Concordia University of Edmonton**  
**Notes to Financial Statements**  
**Year Ended March 31, 2021**

**1. STATUS AND PURPOSE OF THE ORGANIZATION**

Concordia University of Edmonton (the “University”) was incorporated on Dec 11, 2015 by a special act of the Legislative Assembly of Alberta. The University was formerly known as Concordia University College of Alberta. It is an independent educational institution and a registered charity under the Income Tax Act. As such, it is exempt from corporate income taxes.

**2. SUMMARY OF ACCOUNTING POLICIES**

These financial statements are prepared in accordance with Canadian accounting standards for not-for-profit organizations and are prepared using the deferral method of accounting for contributions and grants. The following policies are considered significant:

**(a) Revenue recognition**

Restricted contributions are deferred when received and recognized in the year in which the related expenses are incurred. Student tuition and fees for academic programs and courses are recognized as revenue when the programs and courses are taken throughout the academic semester. Government grants for specific programs are recognized when actual program-related expenses are incurred. Province of Alberta operating grants are recognized in the fiscal year for which the funding is intended.

Unrestricted contributions are recognized as revenue when received or receivable if the amount to be received can be reasonably estimated and collection is reasonably assured.

Unrestricted investment income is recognized as revenue when earned. Income from the investment of restricted assets is included in deferred revenue in the statement of financial position. Revenue derived from auxiliary enterprises and activities is recognized when the service is performed and collection is reasonably assured.

Externally restricted capital contributions are recorded as deferred capital contributions until the amount is invested to acquire capital assets. Amounts invested representing externally funded capital assets are then transferred to unamortized deferred capital contributions.

Unamortized deferred capital contributions are amortized into revenue on a straight-line method at a rate corresponding with the amortization rate for the related capital asset.

**(b) Cash and cash equivalents**

Cash and cash equivalents include cash and liquid short-term guaranteed investment certificates with maturity less than three months.

**(c) Bookstore inventory**

Inventory is stated at the lower of cost and net realizable value. Cost is determined using the first-in first-out method. Cost of purchased inventory includes the purchase price, shipping and net tax. Net realizable value is the estimated selling price in the ordinary course of business, less the estimated selling costs. When circumstances which previously caused inventories to be written down no longer exist, the previous impairment is reversed. Inventory represents textbook inventory.

**Concordia University of Edmonton**  
**Notes to Financial Statements**  
**Year Ended March 31, 2021**

**2. SUMMARY OF ACCOUNTING POLICIES (continued)**

**(d) Capital assets**

Capital assets acquired prior to June 1, 1955 are recorded at appraised values. Subsequent additions are recorded at cost. Donated capital assets are recorded at the fair market value on the date of the receipt of the gift. Amortization, which is based on the recorded value less the residual value over the useful life of the asset, is computed using the straight-line method at the following annual rates:

Buildings	
Trailers	10%
Wood structures	5%
Brick structures	2.5%
Concrete structures	2%
Equipment	10-25%
Improvements other than buildings	5-20%
Library resources	10%
Vehicles	20%

**(e) Impairment of long-lived assets**

When conditions indicate that a capital asset is impaired, the net carrying amount of the asset is written down to the asset's fair value or replacement cost. A capital asset may be impacted when conditions indicate that the asset no longer contributes to the University's ability to provide services, or that the value of further economic benefits or service potential associated with the asset is less than the carrying amount.

**(f) Use of estimates**

The preparation of these financial statements, in conformity with Canadian accounting standards for not-for-profit organizations, requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Significant estimates included in the financial statements include the allowance for doubtful accounts, provision for amortization, impairment of capital assets, accrued liabilities and employee future benefits. Actual results could differ from those estimates.

**(g) Internally restricted net assets**

Internally restricted net assets consist of amounts which are not available for use without the approval of the Board of Governors.

**(h) Endowments**

Endowed contributions from external sources are recognized as direct increases in net assets in the year received. The income from endowments designated for student aid is included in deferred revenue.

**Concordia University of Edmonton**  
**Notes to Financial Statements**  
**Year Ended March 31, 2021**

**2. SUMMARY OF ACCOUNTING POLICIES (continued)**

**(i) Financial instruments**

Financial instruments consist of cash and cash equivalents, investments, accounts receivable, accounts payable and accrued liabilities, and term loan.

Cash and cash equivalents is initially and subsequently recorded at fair value with changes in fair value recognized in the statement of operations. All investments are recorded at fair value on initial recognition. Pooled funds, domestic equities, foreign equities, bonds and preferred shares, and interest bearing deposits are subsequently measured at fair value with changes in fair value recognized in the statement of operations. Guaranteed Investment Certificates (GIC's) are subsequently measured at amortized cost.

Accounts receivable are initially recognized at fair value and subsequently measured at amortized cost. Accounts payable and accrued liabilities, and term loan are initially recognized at fair value net of transaction costs and subsequently measured at amortized cost using the straight-line interest rate method.

*Risk management:*

The University periodically monitors the principal risks assumed in its investments. The risks that arise from transacting financial instruments include credit risk, liquidity risk, and price risk. Price risk arises from changes in interest rates, foreign currency exchange rates and market prices. The University does not use derivative financial instruments to alter the effects of these risks. The University manages these risks using risk management policies and practices, including various approved asset mix strategies and risk management limits.

The University is subject to market risk with investments recorded at fair value. Accordingly, the values of these financial instruments will fluctuate as a result of changes in market prices, market conditions, or factors affecting the fair value of the investments. Should the value of the investments decrease significantly, the University could incur material losses on disposal of the investments.

Changes in interest rates and credit ratings are the main cause of changes in the fair value of government securities and corporate bonds resulting in a favourable or unfavourable variance compared to book value. Credit risk is mitigated by investing in securities with a rating of BBB or better and diversifying the securities between government, government backed and corporate issuers. Interest rate risk is mitigated by managing maturity dates and payment frequency. The University is exposed to credit risk related to the accounts receivable arising from student fees and auxiliary activities. Delinquent accounts are monitored and contacted on a monthly basis. Any accounts delinquent in excess of 120 days are referred to a collection agency. The University's long- term interest bearing debts are at fixed rates to mitigate the effects to cash flow that interest rate changes could have.

**(j) Contributed materials and services**

Contributed materials and services are only recognized when the fair value can be reasonably measured at the date of contribution. This is done using market or appraised value. For contributed materials that are normally purchased, fair market is determined in relation to the purchase of similar materials or services.

**(k) Employee future benefits**

The University accrues its obligations for its defined benefit pension plan as the employees render the services necessary to earn the pension benefits. The accrued benefit obligation for the defined benefit pension plan is determined based on an actuarial valuation prepared for funding purposes. For the

**Concordia University of Edmonton**  
**Notes to Financial Statements**  
**Year Ended March 31, 2021**

**2. SUMMARY OF ACCOUNTING POLICIES (continued)**

University's post-retirement benefit plan, the accrued benefit obligation is determined based on an actuarial valuation prepared for accounting purposes using the accumulated benefit method. The University recognizes the net amount of the accrued benefit obligation and the fair value of plan assets in the statement of financial position. Re-measurements, which include the difference between the actual return on plan assets and the return calculated using the discount rate used to determine the defined benefit obligation, actuarial gains and losses, valuation allowances, past service costs and gains and losses arising from settlements and curtailments, are recognized directly in net assets.

**3. INVESTMENTS**

The University has a managed portfolio with holdings of fixed income and equity securities. Investment transactions regularly occur within this portfolio, based on the recommendation of the portfolio advisor, and approved by management.

Investments are comprised of the following:

	<b>March 31, 2021</b>	<b>March 31, 2020</b>
<b>Investments measured at fair value:</b>		
Pooled funds	<b>\$ 3,932,130</b>	\$ 3,259,454
Foreign equities	<b>106,112</b>	52,667
Domestic equities	<b>727,951</b>	505,140
Bonds and preferred shares with average stated yields of approximately 4.8% (2020 – 4.3%)	<b>830,258</b>	733,213
Interest bearing deposits	<b>19,586</b>	17,673
	<b>5,616,037</b>	4,568,147
<b>Investments measured at amortized cost:</b>		
GIC's with average interest rates of 0.5% (2020 – 2.3%)	<b>12,500,000</b>	19,000,000
	<b>\$ 18,116,037</b>	\$ 23,568,147

Investment income is comprised of the following:

	<b>March 31, 2021</b>	<b>March 31, 2020</b>
Interest and dividends	<b>\$ 750,467</b>	\$ 333,864
Unrealized gain/(loss) in value of investments	<b>795,185</b>	(273,037)
Realized gain on sale of investments	<b>1,672</b>	75,666
Transaction costs and administration fees	<b>(37,823)</b>	(37,903)
	<b>\$ 1,509,501</b>	\$ 98,590

**Concordia University of Edmonton**  
**Notes to Financial Statements**  
**Year Ended March 31, 2021**

**4. CAPITAL ASSETS**

	Cost	Accumulated Amortization	Net Book Value	
			March 31, 2021	March 31, 2020
Land	\$ 2,242,248	\$ -	\$ 2,242,248	\$ 2,242,248
Buildings	43,183,810	13,716,052	29,467,758	30,276,328
Construction in progress	2,109,635	-	2,109,635	280,052
Equipment	6,508,467	4,426,338	2,082,129	2,451,710
Improvements other than buildings	737,111	586,328	150,783	136,687
Library resources	1,017,183	896,876	120,307	175,135
Vehicles	40,265	26,000	14,265	27,403
	<u>\$ 55,838,719</u>	<u>\$ 19,651,594</u>	<u>\$ 36,187,125</u>	<u>\$ 35,589,563</u>

**5. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES**

	March 31, 2021	March 31, 2020
Accrued vacation and administrative leave payable	\$ 2,476,951	\$ 2,031,736
Accrued salaries payable	531,717	11,159
Trade payables and accrued liabilities	926,821	870,358
Government remittances payable	271,243	52,275
	<u>\$ 4,206,732</u>	<u>\$ 2,965,528</u>

**6. DEFERRED REVENUE**

	March 31, 2020	Receipts	Revenue	
			recognized	March 31, 2021
Tuition and fees	\$ 6,905,464	\$ 28,837,969	\$ 30,077,865	\$ 5,665,568
Scholarships and bursaries	1,205,782	606,306	642,675	1,169,413
Government of Alberta grants	217,569	13,214,189	13,270,690	161,068
Government of Canada grants	104,459	123,803	92,078	136,184
Other income	404,387	198,658	141,987	461,058
	<u>\$ 8,837,661</u>	<u>\$ 42,980,925</u>	<u>\$ 44,225,295</u>	<u>\$ 7,593,291</u>

Deferred revenue includes pre-registration fees, deposits, restricted donations, and designated grants received but unused.

**7. SPECIALLY DESIGNATED FUNDS**

Specially designated funds consist of resources in the amount of \$551,874 (2020: \$558,366) that have been placed with the University for specific purposes that are not part of the operations of the University.



**Concordia University of Edmonton**  
**Notes to Financial Statements**  
**Year Ended March 31, 2021**

**8. TERM AND DEMAND LOANS**

	<b>March 31, 2021</b>	<b>March 31, 2020</b>
3.59% fixed rate term loan, maturing on July 31, 2028 and is payable in blended instalments of \$44,389. The loan is amortized over 25 years.	<b>\$ 4,877,880</b>	\$ 5,229,006
3.90% fixed rate term loan, maturing on October 31, 2028 and is payable in blended installments of \$25,689. The loan is amortized over 30 years.	<b>5,199,895</b>	5,303,622
	<b>10,077,775</b>	10,532,628
Less: Current portion	<b>(470,831)</b>	(454,403)
	<b>\$ 9,606,944</b>	\$ 10,078,225

The term loan is secured by a general security agreement providing a first charge over all accounts receivable, inventory, and equipment and by a first collateral mortgage in the amount of \$17,000,000 over the property described as Concordia University of Edmonton.

Outstanding principal payments are scheduled as follows:

2022	\$	470,831
2023		488,359
2024		505,640
2025		525,365
2026		544,926
Thereafter		<u>7,542,654</u>
		<u>\$ 10,077,775</u>

The University has two additional demand credit facilities. The University has not accessed funding through any of these credit facilities as at March 31, 2021 (2020: \$nil). Details of the credit facilities are as follows:

The University has a revolving line of credit to a maximum of \$2,500,000 (2020: \$2,500,000), which includes the standby letters of credit to assist with operating cash flow requirements. This facility revolves in multiples of \$50,000 and is convertible from a floating rate to a fixed rate at any time. The interest rate on borrowings under this loan facility is prime rate plus one-half percent, payable monthly in arrears. Subject to the bank's right to demand payment at any time, advances must be repaid within 395 days from the date of the advance.

\$1,000,000 demand loan, re-advanceable, at a rate of prime plus 0.50% to assist with ongoing capital expenditures.

**9. DEFERRED CAPITAL CONTRIBUTIONS**

Deferred capital contributions represent unspent externally restricted capital grants and donations. Changes in the deferred contributions balances are as follows:

	<b>March 31, 2021</b>	<b>March 31, 2020</b>
Balance, beginning of year	\$ -	\$ -
Grants and donations received	<b>120,217</b>	215,430
Transfer to unamortized deferred capital contributions (Note 10)	<b>(120,217)</b>	(215,430)
Balance, end of year	<b>\$ -</b>	\$ -

**Concordia University of Edmonton**  
**Notes to Financial Statements**  
**Year Ended March 31, 2021**

**10. UNAMORTIZED DEFERRED CAPITAL CONTRIBUTIONS**

The changes in the unamortized deferred capital contributions balance are as follows:

	<b>March 31, 2021</b>	<b>March 31, 2020</b>
Balance, beginning of year	<b>\$ 11,275,161</b>	\$ 11,495,156
Deferred capital contributions (Note 9)	<b>120,217</b>	215,430
Amortization to revenue	<b>(414,561)</b>	(435,425)
Balance, end of year	<b>\$ 10,980,817</b>	\$ 11,275,161

**11. EMPLOYEE FUTURE BENEFITS**

	<b>March 31, 2021</b>	<b>March 31, 2020</b>
Accrued benefit obligation	<b>\$ 36,313,100</b>	\$ 36,365,200
Fair value of plan assets	<b>38,108,000</b>	31,836,500
Plan (surplus) deficit	<b>(1,794,900)</b>	4,528,700
Valuation allowance	<b>1,794,900</b>	-
Net plan deficit	-	4,528,700
Post-retirement benefit plan	<b>1,720,000</b>	1,627,000
	<b>\$ 1,720,000</b>	\$ 6,155,700

The University employee pension plan consists of a defined benefit plan, post-retirement benefit plan and a defined contribution pension plan. The defined benefit pension plan is a contributory, final average earning pension plan. The defined benefit pension plan was closed to new members on January 1, 2012. The most recent funding valuation used in determining the defined benefit obligation was completed as at December 31, 2017. The next actuarial valuation will be conducted no later than as at December 31, 2020 and will be completed and filed by the end of September 2021.

The post-retirement benefit plan is an unfunded plan that includes medical, dental and death benefits provided to employees who retired prior to July 1, 2012.

For the 2021 fiscal year total employer contributions to the retirement plans were \$191,500 (2020: \$198,100). Current service and finance costs of \$336,000 (2020: \$138,200) have been recognized in income and re-measurement gains of \$4,521,200 have been recognized in net assets (2020: \$4,148,700 losses).

The defined contribution pension plan is funded by employer and employee contributions. Employees contribute 4% of earnings and the University contributes 6% of employees' earnings. Pension expense under the defined contribution pension plan for 2021 was \$1,038,077 (2020: \$822,434).

**12. COMPARATIVE FIGURES**

Certain comparative figures have been reclassified to conform to the presentation adopted for the current year.

**CONCORDIA UNIVERSITY OF EDMONTON**  
**Schedule of Auxiliary Expenses and Activities**  
**Schedule 1**

	Year-ended March 31,	
	2021	2020
<b>Revenue</b>		
University stores	\$ 384,596	\$ 1,107,285
Food services	13,202	65,194
Student housing	21,665	430,972
Conventions and other	173,214	943,022
Extension and culture	39,894	197,783
	<b>632,571</b>	<b>2,744,256</b>
<b>Expenditures</b>		
University stores	475,923	1,020,364
Food services	53,240	25,931
Student housing	82,818	202,202
Conventions and other	103,962	283,257
Extension and culture	341,763	676,511
Special purpose	278,418	204,369
	<b>1,336,124</b>	<b>2,412,634</b>
<b>Net (expenditure) revenue</b>	<b>(703,553)</b>	<b>331,622</b>
<b>Net (expenditure) revenue</b>		
University stores	(91,327)	86,921
Food services	(40,038)	39,263
Student housing	(61,153)	228,770
Conventions and other	69,252	659,765
Extension and culture	(301,869)	(478,728)
Special purpose	(278,418)	(204,369)
	<b>\$ (703,553)</b>	<b>\$ 331,622</b>

**CONCORDIA UNIVERSITY OF EDMONTON**  
**Schedule of Expenses by Program**  
**Schedule 2**

	Year-ended March 31,	
	2021	2020
<b>Academic programs</b>		
Management	\$ 824,465	\$ 881,848
Continuing and professional education	1,712,297	1,340,194
Natural science	3,529,036	2,963,862
Arts and social science	6,522,285	5,799,722
Education	1,972,276	1,845,770
	<b>14,560,359</b>	12,831,396
Academic services	1,815,926	1,684,988
<b>Total academic programs</b>	<b>16,376,285</b>	14,516,384
<b>Support programs</b>		
Facility maintenance	2,849,165	2,976,232
Institutional support	2,963,292	2,859,873
Student services	2,770,131	2,979,706
Library and archives	1,167,998	1,233,042
General administration	3,345,058	4,013,432
Student activities	607,291	908,909
<b>Total support programs</b>	<b>\$ 13,702,935</b>	\$ 14,971,194

**CONCORDIA UNIVERSITY OF EDMONTON**  
**Schedule of Revenue and Expenses by Object**  
**Schedule 3**

	Year-ended March 31,	
	2021	2020
<b>Revenues</b>		
<b>Government sources of revenue</b>		
General operating grant	\$ 12,813,410	\$ 12,950,708
Other recognized revenue	87,000	87,000
Total Government of Alberta operating funding	12,900,410	13,037,708
Other Government of Alberta grants	370,280	247,268
	13,270,690	13,284,976
Government of Canada grants	92,078	118,456
	13,362,768	13,403,432
<b>Student sources of revenue</b>		
Tuition for accredited courses	23,495,724	19,666,987
Foreign student differential fees	3,692,200	3,093,969
Miscellaneous fees and student charges	2,889,941	2,616,949
Total tuition and fees for accredited programs	30,077,865	25,377,905
Tuition and fees for non-accredited programs	-	42,284
	30,077,865	25,420,189
Other grants, donations, and fundraising	664,138	577,753
Sale of goods and services (schedule 1)	632,571	2,744,256
Investment income (note 3)	1,509,501	98,590
Other revenue	97,144	800,365
Amortization of deferred capital contributions (note 10)	414,561	435,425
<b>Total Revenues</b>	<b>46,758,548</b>	<b>43,480,010</b>
<b>Expenses</b>		
<b>Salary and wages</b>		
Salaries and wages	22,954,535	21,521,041
Employee benefits	3,196,234	2,883,654
	26,150,769	24,404,695
<b>Utilities</b>		
Gas	156,259	125,404
Electricity	347,746	427,875
Other	94,182	98,386
	598,187	651,665
Maintenance	239,042	602,784
Property tax	18,825	48,269
Supplies and services	4,048,138	5,630,305
Scholarships and bursaries	1,558,098	1,252,579
Cost of goods sold	529,841	935,308
Interest	386,080	414,000
Amortization of capital assets	1,745,124	1,761,902
<b>Total expenses</b>	<b>35,274,104</b>	<b>35,701,507</b>
<b>Net surplus</b>	<b>\$ 11,484,444</b>	<b>\$ 7,778,503</b>

