

ANNUAL REPORT

STATE OF THE UNIVERSITY 2024-2025

CUE CONCORDIA
UNIVERSITY
of EDMONTON



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SECTION 1.

Accountability Statement

CUE’s Annual Report for the year ended was prepared under the governing body 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. Tim Loreman

President and Vice-Chancellor,
Concordia University of Edmonton

Jim Gendron

Chair, Board of Governors,
Concordia University of Edmonton

SECTION 2.

Management’s Responsibility for Reporting

CUE’s management is responsible for the preparation, accuracy, objectivity, and integrity of the information contained in the Annual Report. 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, and assets are properly accounted for and safeguarded.

The Annual Report has been approved by the governing body and is prepared in accordance with Ministerial guidelines.

Original Document Signed by

Dr. Tim Loreman

President and Vice-Chancellor,
Concordia University of Edmonton

Jim Gendron

Chair, Board of Governors,
Concordia University of Edmonton

SECTION 3.

Message from the President and Board Chair

At Concordia University of Edmonton (CUE), we are proud to offer exceptional career-focused programs in an environment where every learner can thrive. We pride ourselves on being a purposefully small university that provides the opportunity for a high-quality education and ensures our students are recognized, supported, uplifted and celebrated throughout their time on campus.

Our inclusive approach recognizes the potential in every student while providing unique and robust educational experiences that mirror the diverse backgrounds and needs of our students. Located on the banks of the North Saskatchewan River, our campus offers a tight-knit community in the heart of a bustling, vibrant city.

The Board of Governors, along with our administration, faculty and staff, take great pride in the contributions our students make locally, nationally and globally.

This annual report is an opportunity to reflect on the past year’s achievements and challenges. It is also a chance to look ahead to a future shaped by curiosity, resilience, and bold ambition. The next generation of learners are seeking new solutions to global problems, finding new pathways to success and staying true to their personal aspirations and goals. We are committed to matching that courage—offering a world-class education, fostering confidence and spurring innovation for the leaders of the future.

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Dr. Tim Loreman

President and Vice-Chancellor,
Concordia University of Edmonton

Jim Gendron

Chair, Board of Governors,
Concordia University of Edmonton

CUE *by the Numbers*



50+
undergraduate majors,
concentrations, and minors

4
master's degrees


2
after degree
programs

1
doctoral
degree

3
graduate
diplomas


606
STUDENTS
completed their programs



431
UNIQUE LEARNERS
enrolled in some form of
work-integrated learning



22
DOCTORAL STUDENTS
enrolled in the Clinical
Psychology (PsyD program)


148.5
HOURS of writing support
delivered through the
Writing Centre


264
HOURS of free tutoring
support for students


63
PUBLICATIONS
by faculty members


38.2%
INCREASE from
CARIC 2023 attendance


92,627
E-BOOKS AND E-JOURNALS
in CUE's library collection
(46% increase)


85
**INTERNATIONAL
PARTNERSHIPS**
across 34 countries

SECTION 4. OPERATIONAL OVERVIEW

Introduction

For more than a century, Concordia University of Edmonton (CUE) has been a cornerstone of Alberta’s post-secondary education system, shaped by a proud history, a strong sense of community, and a bold vision for the future. Founded in 1921 as a small Lutheran junior college, CUE has grown into a vibrant, degree-granting university known for academic excellence, personalized learning, and deep community engagement. Today, CUE offers over 30 undergraduate and graduate programs through the Faculties of Arts, Science, Education, and Management—including Canada’s only Doctor of Psychology (PsyD) program west of Manitoba. These programs equip students with the career-sustaining knowledge, skills, and attributes needed to support Alberta’s economy after graduation.

Rooted in the liberal arts tradition, CUE’s student-centred approach emphasizes close mentorship, flexible learning pathways, and a deep sense of belonging. In 2024–2025, CUE navigated both opportunities and challenges with resilience and resolve. We expanded academic and research offerings, added further work-integrated learning opportunities, deepened student engagement, and advanced sustainability and infrastructure goals—all aimed at enriching the student experience and positioning CUE for long-term success.

Now into our second century, we remain committed to evolving alongside the needs of our students while supporting Alberta’s broader vision for post-secondary education. Guided by our core values of innovation, academic rigour, and inclusion, we are preparing not only future graduates but also engaged, thoughtful citizens.

This report highlights a year of perseverance, innovation, and meaningful progress—and demonstrates how CUE continues to thrive as a connected, compassionate, and world-class academic community.

Enrolments

In 2024–2025, CUE experienced a modest decline in enrolment for the fourth consecutive year, following sustained growth from 2013–2014 to 2020–2021, when enrolment increased at an average annual rate of 9%. This year, 2,836 unique students were enrolled in Ministry-approved programs, with full-load equivalents (FLEs) totaling 2,145.7. These figures represent a slight decrease from 2023–2024 (2,859 students and 2,146.4 FLEs), suggesting that recent declines may be stabilizing following the pandemic’s broader impact on student participation.

Despite this trend, CUE remains a strong destination for learners, marked by continued success in program completion. In 2024–2025, 606 students graduated—CUE’s third-highest number of completions in the past decade.

Student Experience

For the 16th consecutive year, CUE participated in the Canadian University Survey Consortium (CUSC) to gain insights into student satisfaction. In 2025, the Survey of First Year Students captured responses from 11,901 students across Canada, including 252 from CUE.

Student satisfaction remained strong, with first-year students reporting above-average ratings across key outcomes. Eighty-nine per cent of first-year students said their experience at CUE met or exceeded their expectations (compared to 87% nationally). Eighty-one per cent of first-year students were satisfied or very satisfied with the concern shown for them as individuals—well above the national average of 73%. These results reflect CUE’s commitment to a personalized and supportive learning environment.

Looking ahead, CUE will continue to strengthen both academic and non-academic aspects of student life to ensure holistic support for student well-being and success. Particular focus will be placed on enhancing financial aid, counselling services, mental health supports, student accommodations, and campus food services.

Academic Excellence

In the 2025 CUSC survey, 92% of first-year students at CUE reported satisfaction with the quality of teaching received. The Centre for Teaching Excellence (CTE) continued to be a driving force in educational innovation, offering comprehensive support to educators. In 2024–2025, the CTE expanded access to resources covering a wide range of topics, including Indigenous pedagogies, blended and active learning, visible learning strategies, and the integration of generative AI in the classroom. CUE continued to deliver high-impact learning experiences, with the CTE supporting course development, onboarding, and professional development through 20 sessions. Updates to the Framework for Teaching Excellence introduced new competencies, including Collective Efficacy and Digital Dexterity.

Comprehensive student support services—including tutoring, learning advising, accessibility services, career counselling, and wellness supports—continued to empower learners and enhance academic success. Students expressed strong satisfaction with tutoring (81% satisfied or very satisfied), study skills and learning supports (89% satisfied or very satisfied), and writing skills (87% satisfied or very satisfied) in the CUSC 2025 First Year Students Survey.

CUE’s personalized approach includes early intervention through the Early Alert system, which allows instructors to flag students at risk and connect them with appropriate support. In 2024–2025, 151 Early Alerts were submitted by 60 instructors. Supplemental Instruction, a program run in partnership with the Concordia Students’ Association, provided 78 hours of peer-led support for high-risk courses, designed to build both academic confidence and content mastery.

CUE continued to review academic programs to ensure they remain relevant and responsive to student and industry needs, with both completed and ongoing evaluations across the Faculties of Arts, Science, and Management. In order to meet evolving workforce needs, CUE proposed three new specializations within the Bachelor of Management program: Accounting & Business Analytics, Human Resources Technology & Analytics, and Marketing & Business Intelligence. These efforts reflect CUE’s sustained commitment to preparing students for flexible, fulfilling, and successful careers.

From Classroom to Career

CUE remains dedicated to preparing students for meaningful careers and advanced studies. In 2024–2025, the university expanded its career programming and experiential learning opportunities. Employer participation at the annual Career Fair doubled, nearly 100 students received career advising, and a series of targeted workshops focused on high-demand sectors.

In 2024–2025, 15% of the student population (or 431 unique learners) participated in some form of Work-Integrated Learning (WIL), consistent with 2023–2024 levels.

According to the 2024 Alberta Graduate Outcomes Survey, 92% of CUE’s 2021–2022 graduates were employed. The same percentage said their job was related to the skills gained during their studies—slightly below provincial averages but showing year-over-year improvement in skills alignment.

Student Finances

CUE prioritized financial support for students in 2024–2025. CUE awarded the full budgeted \$110,000 in need-based bursaries and increased scholarship funding to \$963,375. Graduate students benefited from continued support through provincial and federal research programs, including funding from Alberta Innovates.

Demand for financial advising grew significantly, with in-person appointments and student loan consultations increasing by 62%. Financial literacy initiatives, including four Financial Friday events, helped students make informed financial decisions. To reduce textbook costs, the library expanded its open-access collection by 46% and replaced 98 textbooks with digital versions. These efforts contributed to a high level of student satisfaction. According to the CUE Library’s 2025 annual survey, 98.1% of 349 respondents said they would recommend the library to other students—up from 96% in 2024.

Diversity, Equity, and Inclusion

In 2024–2025, CUE deepened our commitment to diversity, equity, and inclusion (DEI) through key institutional changes and initiatives. Our approach to DEI continues to promote opportunity and merit within a welcoming, engaging environment where everyone can succeed. Student Accessibility Services was rebranded to better reflect its mission, as part of broader efforts to update CUE’s Discrimination, Harassment, and Accommodation policies in alignment with a new Gender-Based Violence (GBV) policy. To support this work, CUE hired a GBV Prevention Education Coordinator who led 15 workshops and over 20 awareness campaigns, supported by new online training tools.

CUE’s targeted recruitment efforts for Indigenous and new Albertan students included participation in the Canadian Immigrant Fair and C-Tribe Village Career Expo. Inclusive teaching practices were strengthened through culturally responsive and Universal Design for Learning (UDL) training sessions.

Campus life remained inclusive and engaging, with seven Pride events, allyship training, and the continued work of the YEG Campus Pride Network.

International Collaboration

In 2024–2025, CUE deepened our global engagement through inclusive programs, strategic partnerships, and cross-cultural initiatives. CUE maintained 85 active partnerships across 34 countries, adding Türkiye as a new partner, and welcomed 10 exchange students through the Emerging Leaders in the Americas Program. Among the year’s highlights was an immersive Indigenous knowledge exchange in Brazil, which supported underrepresented student groups in international learning.

Participation in global competency programs grew on campus, while faculty and staff also expanded their international engagement through Erasmus and Global Immersion grants for research and teaching abroad. CUE also hosted visiting scholars and interns, further enhancing academic exchange. The Centre for Chinese Studies led cultural programming and received significant resource donations.

While CUE made strides in diversifying our international programming, we also faced a modest 2% decline in international student enrolment, from 568 to 517 students. Despite the slight drop, CUE’s international student body remained diverse, representing 56 countries, with the majority of students coming from India, Nigeria, and Bangladesh. However, there are signs that future declines in international student enrolment may be more pronounced, due to recent federal policy changes and growing concerns about Canada’s international reputation. Despite these challenges, CUE’s efforts reflect our commitment to fostering global citizenship and inclusive international learning—both on campus and abroad.

Indigenous Culture and Learning

CUE strengthened our dedication to Indigenization in 2024–2025 through student services, academic integration, and cultural programming. The kihêwak kâpimihâcik Indigenous Student Services Centre supported 62 students, or 36% of CUE’s Indigenous student population, through initiatives like Build Your Bundle, drum-making workshops, and monthly ceremonies.

Indigenous enrolment remained steady at 170 students (7.3% of domestic students). The kihêwak kâpimihâcik team integrated Indigenous content into 15 courses, while Indigenous scholars played a key role in research and community engagement across the university.

CUE’s new Research and Innovation Strategic Plan emphasized Indigenous research methodologies and ethical data governance, advancing reconciliation, and academic inclusion.

Focus on Mental Health

CUE continued to enhance student mental health services in 2024–2025 by expanding our Wellness team and deepening engagement. The Peer Support Program provided 47 confidential sessions—and nearly 3,000 participants took part in campus wellness events. CUE Counselling delivered approximately 1200 sessions, supporting one in 10 CUE students across the university.

One of CUE’s most significant and signature events, the President’s Fundraising Breakfast for Mental Health, plays a vital role in supporting campus wellness. All funds raised go directly to the Shaughn O’Brien Mental Health Fund, which supports the creation and advancement of mental health services and well-being initiatives on campus. This year’s breakfast raised over \$31,000, bringing total contributions to more than \$200,000.

To meet growing demand, CUE continued to integrate Clinical Psychology doctoral candidates into service delivery through the CUE Clinic. Mental health education remained a key priority, with students and staff participating in Mental Health First Aid, safeTALK, and *The Inquiring Mind* workshops. These ongoing efforts underscore CUE’s dedication to fostering a supportive, resilient, and mentally healthy campus community.

Research and Innovation at CUE

2024–2025 was a landmark year for research at CUE. We took two major steps toward advancing inclusive and impactful research in 2024–2025: launching its first Research and Innovation Strategic Plan (2024–2029) and initiating the Canadian Institute for Persons with Intellectual Disabilities (CIPD).

Investments in library resources, research ethics, and infrastructure—including work toward Canadian Council on Animal Care (CCAC) certification—laid the foundation for future eligibility in national research programs. External funding increased by 20.5%, with support from Mitacs growing by 500%.

CUE reported a 112.5% increase in successful external applications and doubled the number of internally funded projects. Faculty published 63 scholarly works across disciplines, and student participation in research grew—highlighted by a 38% increase in attendance at CUE’s Annual Research and Innovation Conference (CARIC).

Collaborations expanded with institutions such as the University of Alberta, University of Lethbridge, and Dalhousie University. To support faculty success and strengthen alignment with strategic research priorities, the university also launched a new research funding database.

International Research Partnerships

CUE bolstered our international research presence in 2024–2025 through strategic partnerships and academic exchange. The Brazil Hub welcomed its second tenant, who collaborated with a CUE faculty member on a Mitacs-funded energy project involving a student researcher.

CUE also hosted our first international Mitacs Global Research Internship participant, a student from India, who completed a project under faculty supervision. To better support visiting scholars, CUE initiated policy updates, with revisions expected in Fall 2025.

The Centre for Chinese Studies remained active on the global stage, participating in the 2025 World Chinese Language Conference and expanding Chinese language testing. These initiatives reflect CUE’s growing global visibility and commitment to international collaboration.

Strengthening Community Engagement and Outreach

CUE continues to demonstrate a strong commitment to supporting and engaging with the local community through a wide range of curricular, co-curricular, and outreach initiatives. In athletics and youth engagement, CUE hosted 64 home events, attracting over 6,000 spectators, a 35% increase from the previous year. Programs such as For Girls by Girls and partnerships with youth sports organizations expanded CUE's reach among young athletes, while the Thunder Days of Giving initiative mobilized volunteers and resources to support various local charities.

Alumni and community relations also saw significant growth, with the expansion of the Concordia Alumni Association (CAA), the establishment of a Calgary chapter, and the revival of alumni communications and benefits. The Fuel Education Campaign raised over \$10,000 to combat student food insecurity. Community events like Homecoming 2024 and the President's Mental Health Breakfast strengthened campus spirit while generating vital support for mental health services.

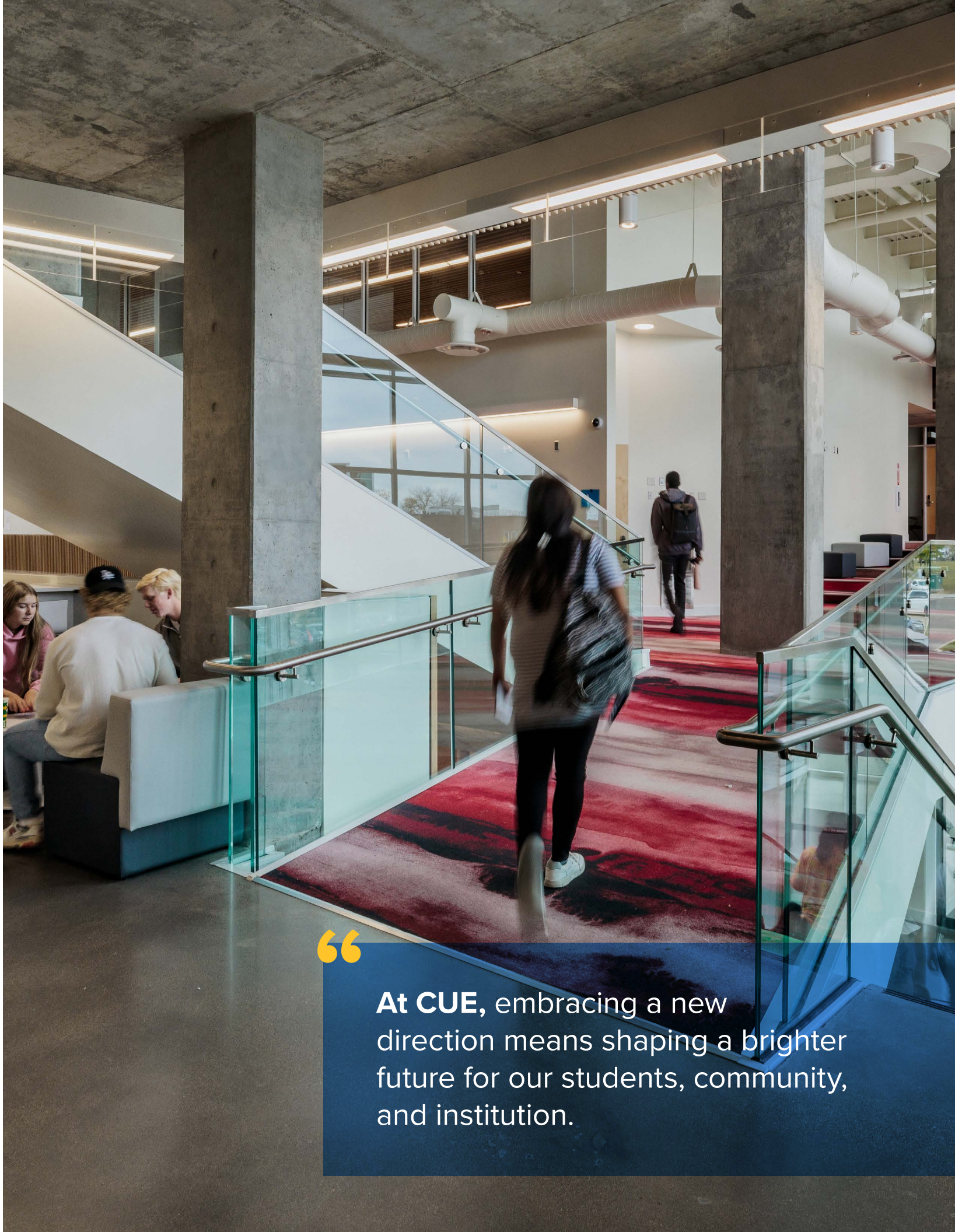
Strategic partnerships continued to drive innovation. Support from BMO sustained the BMO Centre for Innovation and Applied Research and contributed to CUE's role in both regional and international innovation networks—including through the Brazil Hub.

CUE strengthened community ties through local events such as the Halloween celebration at Magrath Campus, Lighting Up Ada Boulevard, and public engagement sessions on student housing developments. Additionally, CUE hosted the Edmonton Job Skills Expo as part of Startup Week, which emphasized career readiness and connected over 200 students with industry leaders. Collectively, these initiatives reflect CUE's holistic approach to community engagement, blending education, service, and innovation to create meaningful local and global impact.

CUE the Future

At CUE, embracing a new direction means shaping a brighter future for our students, community, and institution. We provide an ideal balance of personalized learning, career-building opportunities, and a tight-knit campus environment.

We are proud of who we are and confident in where we are going. As we look ahead, we remain committed to preparing the next generation of independent thinkers, ethical leaders, and engaged citizens working for the common good.



“
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SECTION 5. GOALS AND PERFORMANCE MEASURES

This section highlights CUE’s progress toward our goals, priority initiatives, expected outcomes, and associated measures in the 2024–2025 fiscal year. These results are reported in relation to the four themes of CUE’s Academic Plan 2023–2028:

- Building on Belonging and Connection
- We Strive to Include Everyone
- From Treaty 6 to the World
- A University of Action and Passion

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.

Goal 1: Deliver an exceptional education and overall student experience that prepares and inspires our students to realize their goals and ambitions and be poised to make a difference in a diverse and fast-changing world.

Objective 1.1: Build on our academic excellence and provide instructional experiences that inspire lifelong learning.

This year, we continued to empower educators and inspire students by providing innovative, evidence-based resources, and support.

In 2024–2025, CUE’s Centre for Teaching Excellence (CTE):

- Led 20 professional learning sessions with 239 participants on topics that support the cultivation of sound teaching practices for instructors.
- Supported approximately 25 instructors in reviewing learning outcomes, new course/program development, and grant writing.
- Conducted classroom observations for 11 Faculty of Science instructors to provide individualized feedback on teaching.
- Published 20 editions of the “Teaching Tip Tuesday” newsletter.
- Collaboratively planned onboarding and mentorship for new instructors with various departments to provide teaching resources, classroom visitations, and formative feedback.
- Continued to revise the [Framework for Teaching Excellence](#), including adding Collective Efficacy and Digital Dexterity as elements of the Framework.

We continued to achieve ratings of key measures of student satisfaction and educational experience that are above provincial or national averages.

This is the 16th year that CUE has participated in the Canadian University Survey Consortium (CUSC) surveys on the Canadian university student experience. The surveys run on a three-year rotation, alternating between surveys of first-year students, middle-years students, and graduating students. This year, the 2025 Survey of First Year Students recorded the responses of 11,901 students nationally, including 252 from CUE.

On five key outcomes measured by the CUSC 2025 Survey of First Year Students, CUE students provided positive ratings that exceed those from students at other universities. CUE students are slightly more likely to recommend the university to others (30% compared to 27% at other universities) and to indicate that they are very satisfied with their decision to attend their university (29% compared to 25%). They are also more likely to say that their experience at CUE exceeded expectations (25% compared to 19%), that they strongly agree they are satisfied with the quality of teaching at CUE (20% compared to 15%), and that they are very satisfied with the concern shown by the university for students as individuals (13% compared to 8%). See Figure 1 below.

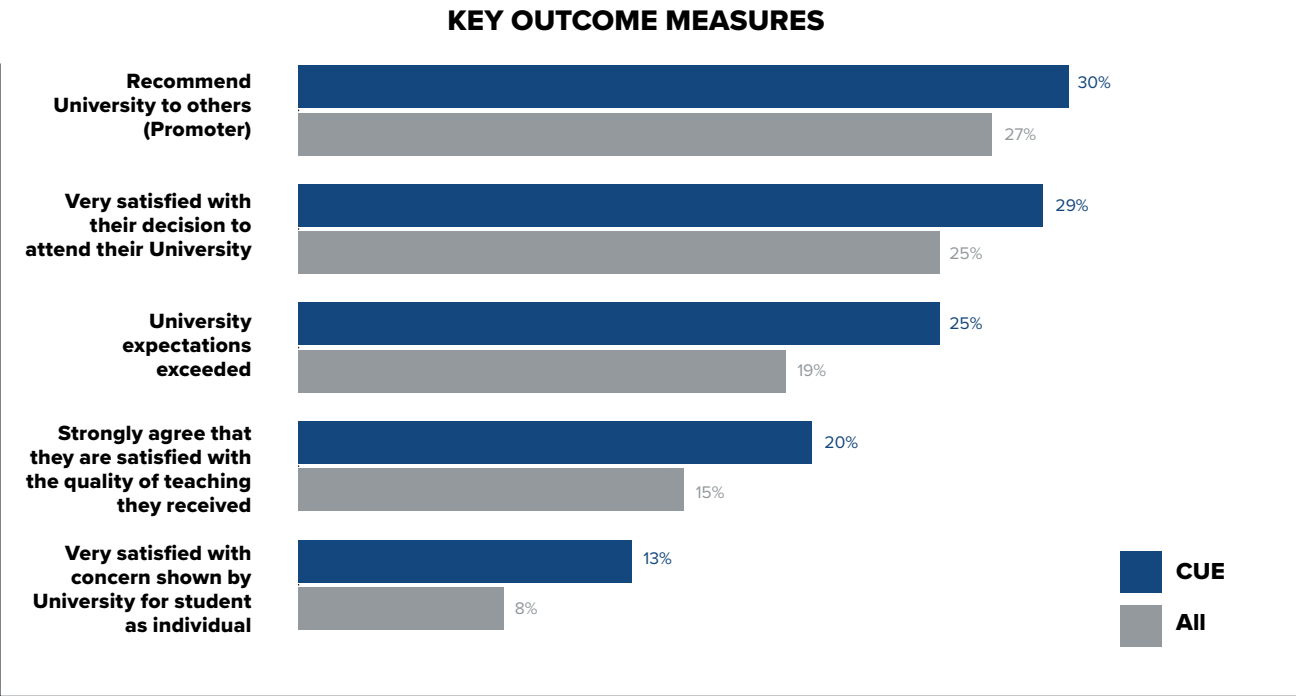


Figure 1 – CUSC 2025 First-Year Student Reports on Key Measures of Student Satisfaction

Objective 1.2: Ensure quality and relevance of programming through ongoing program review and renewal to enhance graduate outcomes.

We continued to ensure quality, viability, and relevance in our academic programs.

- Completed cyclical program reviews of CUE’s 3- and 4-year Bachelor of Arts in English and an interim review of the Master of Education in Educational Leadership.
- Made substantive progress on the following reviews:
 - » Bachelor of Science in Chemistry (3- and 4-year programs)
 - » Bachelor of Science in Biology (3- and 4-year programs)
 - » Bachelor of Science in Environmental Science (3- and 4-year programs)
 - » Bachelor of Arts in Philosophy (3- and 4-year programs)
 - » Bachelor of Arts in French (3-year program)
 - » Bachelor of Education After Degree (2-year program)
 - » Bachelor of Management (4-year program)
- Launched reviews of our Bachelor of Arts in Psychology (3-year, 4-year, and the Applied Emphasis programs) and our Bachelor of Science in Information Technology (4-year program)

We continued to develop new and distinctive degree programs and expand existing ones that build on our strengths and respond to societal needs.

- Proposal development is underway for three new specializations within the Bachelor of Management program: Accounting & Business Analytics, Human Resources Technology & Analytics, and Marketing & Business Intelligence.
- CUE received an additional \$1.2 million in funding going forward from the Government of Alberta to help support the expansion of the Bachelor of Education (After Degree) program.

Objective 1.3: Support students in the transition to the job market and graduate studies.

This year, we continued to support students' transition to the job market and graduate studies.

- We hosted our annual multi-day Career Fair, which offered multiple workshops with over 40 participants at each one. We also welcomed 29 employers to our Career Fair—double the number of employers who attended last year.
- The Faculty of Education welcomed 38 school entities (school boards or representatives of hiring authorities) to a two-day career fair for Bachelor of Education (After Degree) Year 2 students. Ninety percent of these graduates have part-time or full-time employment offers in place for the 2025–2026 school year.
- We provided 95 individual career advising appointments and 30 hours of drop-in support—a slight decrease from last year (107 students and 36 hours), due to the absence of a Career Planning Advisor from May to August, 2024.
- In addition to job search preparation workshops offered during Career Week, six career path-specific workshops were delivered to students in Education, Cyber Security, Applied Psychology, Environmental Science, and Chemistry.
- There were 431 unique learners enrolled in some form of Work Integrated Learning (WIL), down from 441 the previous year. Proportionately, this represents 15% of the student population, the same as in 2023–2024.

We aimed to achieve ratings of graduate outcomes related to employment and further studies that are above provincial or national averages.

- Based on the Alberta Graduate Outcomes Survey (GOS) survey administered in 2024 to the class of 2021–2022:
 - » 92% of CUE respondents were employed, which is lower than in 2022 (94%) and lower than results province-wide (95%).
 - » 92% of CUE respondents reported that their current main job is somewhat related or very related to the general skills and abilities they acquired during their studies. This is higher than reported by CUE respondents in 2022 (90%) but lower than respondents province-wide (94%).

Objective 1.4: Provide targeted and intentional services, so that all students are supported in achieving their post-secondary goals.

We continued to reduce financial barriers to success by increasing direct financial aid and awareness of supports available for students seeking financial aid.

- The budget for need-based bursaries remained the same as 2023–2024 and the full budgeted amount (\$110,000) was awarded to eligible students. The budget for scholarships increased from \$952,000 to \$963,375 in 2024–2025.
- Provincial funding to support graduate students remained at \$220,000 in 2024–2025. Additionally, we were able to fully utilize our federal Tri-Agency funding (NSERC and SSHRC) allocated to graduate students.
- CUE received its third consecutive year of student research funding from Alberta Innovates (\$52,00 per year).
- While the number of virtual advising appointments with students remained the same at 484, in-person visits rose from 515 to 834 (up 62%) in 2024–2025. The number of students seeking specific student loan application support increased from 439 to 709 (also up 62%) contacts in 2024–2025.
- Hosted four Financial Friday events to raise awareness of the Financial Aid office.

CUE continued to minimize cost barriers for students by supporting and increasing use of open-access and other library resources.

- Added 29,561 high-quality academic open access titles to CUE's Library collection in the past year, bringing the total available to 92,627 e-books and e-journals, which is a 46% increase from the 2023–2024 total of 63,066.
- Replaced 98 traditional print textbooks with e-books, resulting in cost savings for hundreds of students.
- Continued to support the Directory of Open Access Journals and SHERPA/RoMEO (an online resource that tracks journal publishers' policies on open access and copyright) through a monetary contribution to the Global Sustainability Coalition for Open Science Services (SCOSS).
- Continued to promote repositories of open educational resources (OERs) to support instructors looking to adopt OERs for their courses, as well as licensed journal and streaming video content to replace or supplement conventional print-based required readings.
- Maintained a high student satisfaction rating with CUE Library's collections, services, and facilities. Of the 349 respondents to the library's 2025 annual survey, 98.1% stated they would recommend the CUE Library to other students; this is up slightly from 96% in 2024.

We continued to reduce barriers to academic success by improving both access to and awareness of student services.

- Provided accommodations to 292 students with disabilities (up from 283 in 2023–2024), which is roughly 10% of CUE's student population.
- Provided 148.5 hours of Writing Centre support to 79 students. The number of users is roughly consistent with last year, but the hours of support have increased by 18%.
- Tutoring Services provided 264 hours of support for 148 unique users. While the number of users remained consistent with the previous year, total support hours declined, due to recent booking system updates that improved how sessions are scheduled and tracked. We also expanded our Supplemental Instruction offerings, giving students in BES 107, ECO 101, ECO 102, MAT 114, and MAT 151 access to 78 hours of group support and reducing the need for one-on-one tutoring in some cases.
- The Early Alert system allows instructors to flag students at risk and connect them with appropriate support. 151 Early Alerts were submitted by 60 instructors in 2024–2025.

- Approximately 650 students attended New Student Orientation where they learned about programs, extracurricular opportunities, learning supports, and other services offered.

CUE first-year students continue to report high levels of satisfaction with academic services, special services, and general facilities and services.

Academic Services

- In the 2025 CUSC First Year Students Survey, only 15% of CUE students reported using academic advising services, which is much lower than students nationally (35%). CUE first-year students are also less likely to use tutoring, writing skills, and study skills and learning supports. See Figure 2.

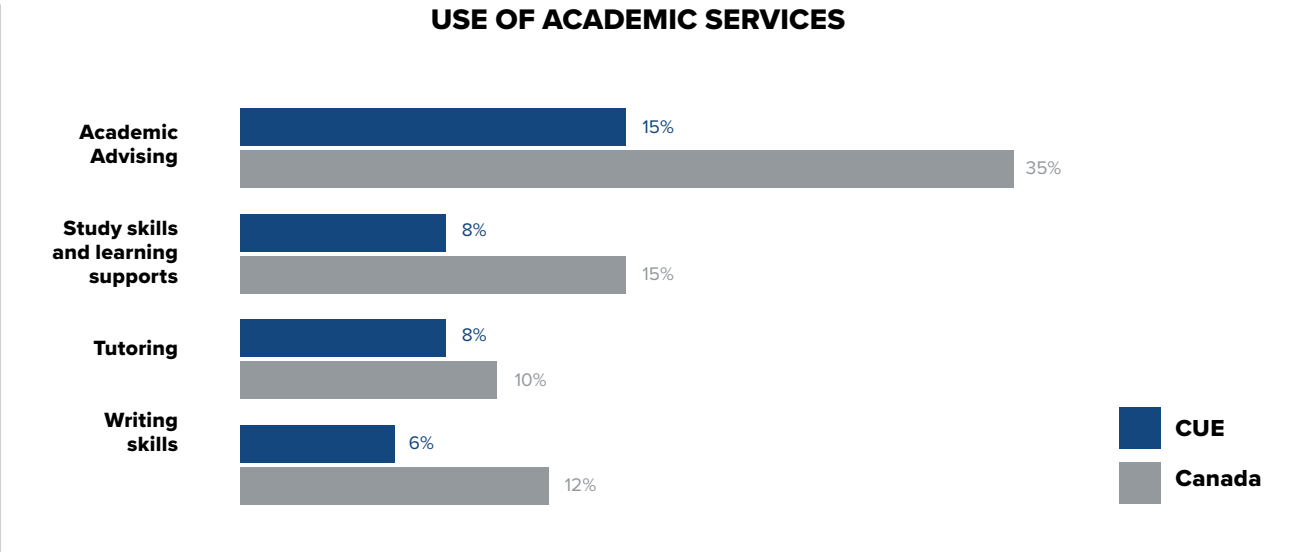


Figure 2 - CUSC 2025 First Year Students Survey Reports on use of Academic Services

- CUE students continue to report high levels of satisfaction with academic services. They are more satisfied than students nationally with academic advising (87% compared to 86%), but less satisfied with tutoring (81% compared to 89%), writing skills (87% compared to 92%), and study skills and learning supports—89% compared to 93%) (see Figure 3).

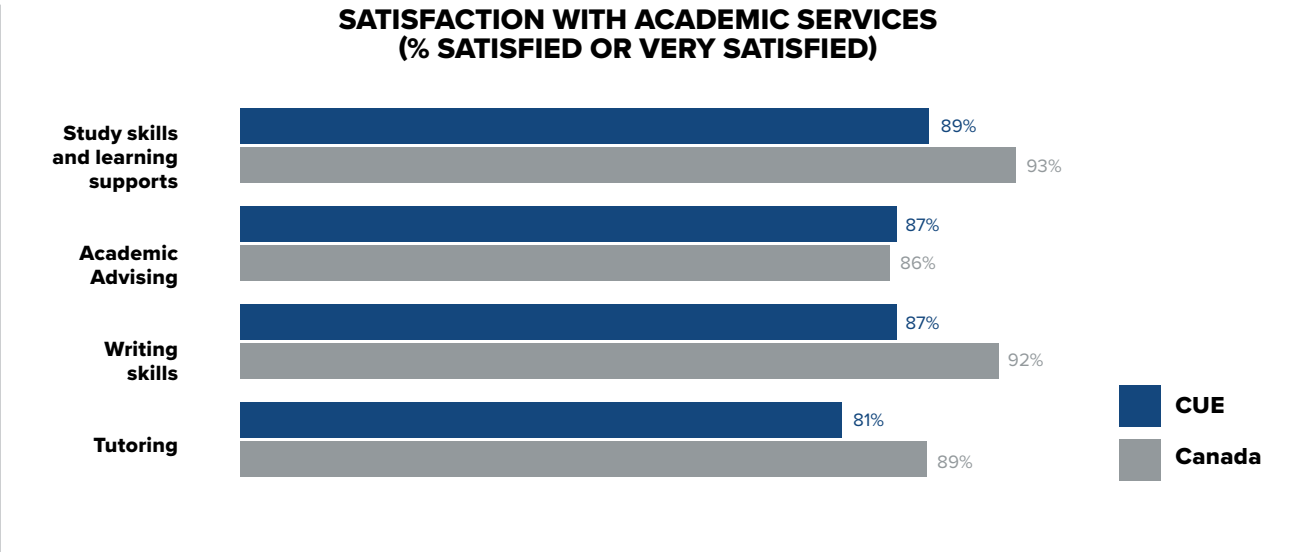


Figure 3 - CUSC 2025 First Year Students Survey Reports on Satisfaction with Academic Services

Special Services

- Special services are created for specific groups of students, although they are often accessible to all students. The most commonly used special services by CUE first-year students are financial aid (38%) and advising for students who need financial aid (15%), and both are more likely to be used by CUE students as compared to students nationally, by 16 percentage points for financial aid services and 9 percentage points for advising for students who need financial aid (see Figure 4).

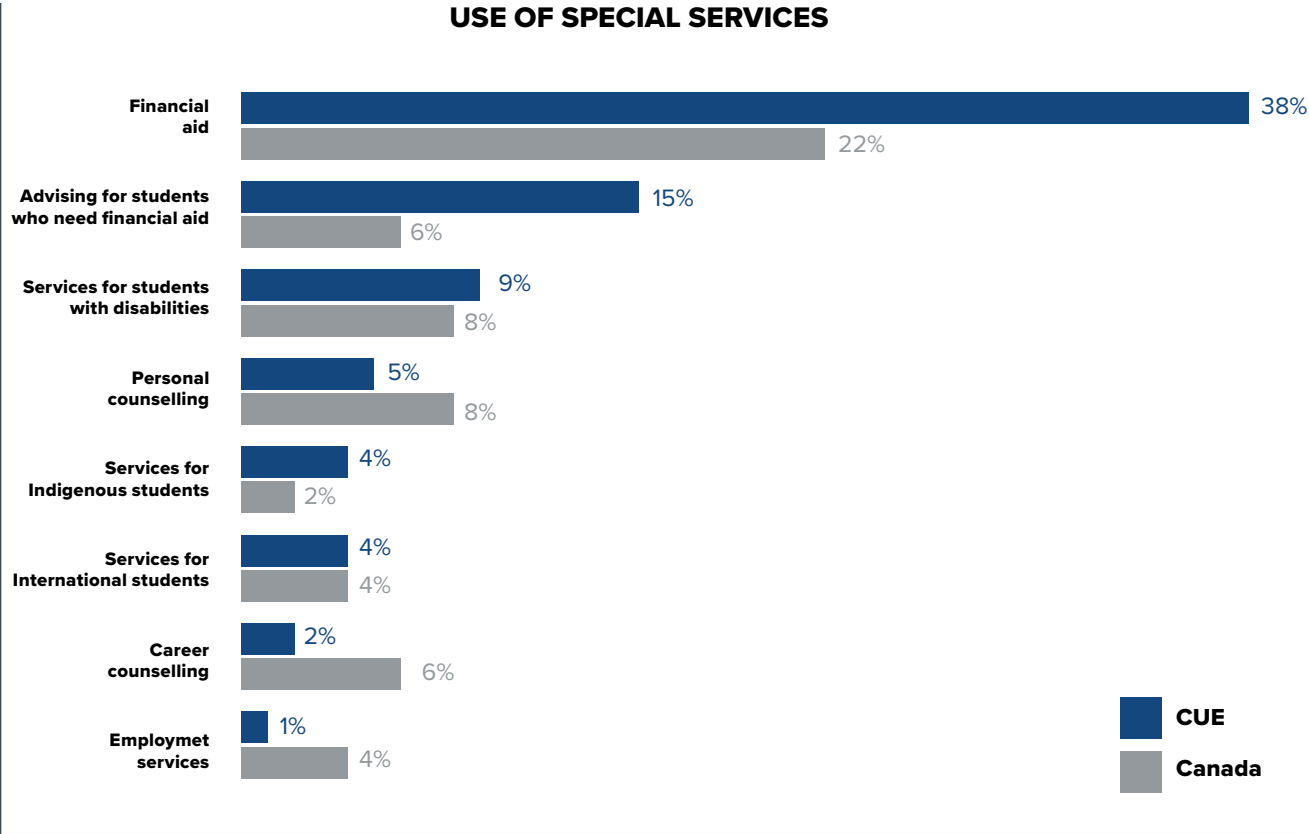


Figure 4 - CUSC 2025 First Year Students Survey Reports on use of Special Services

- Satisfaction with most special services is very high, with 100% of students who used services for international students, services for students with disabilities, employment services, and career counselling reporting that they are satisfied or very satisfied. Only two special services received lower satisfaction ratings compared to the national average: services for Indigenous students (91% compared to 94% nationally) and personal counselling—75% compared to 87% nationally (see Figure 5).

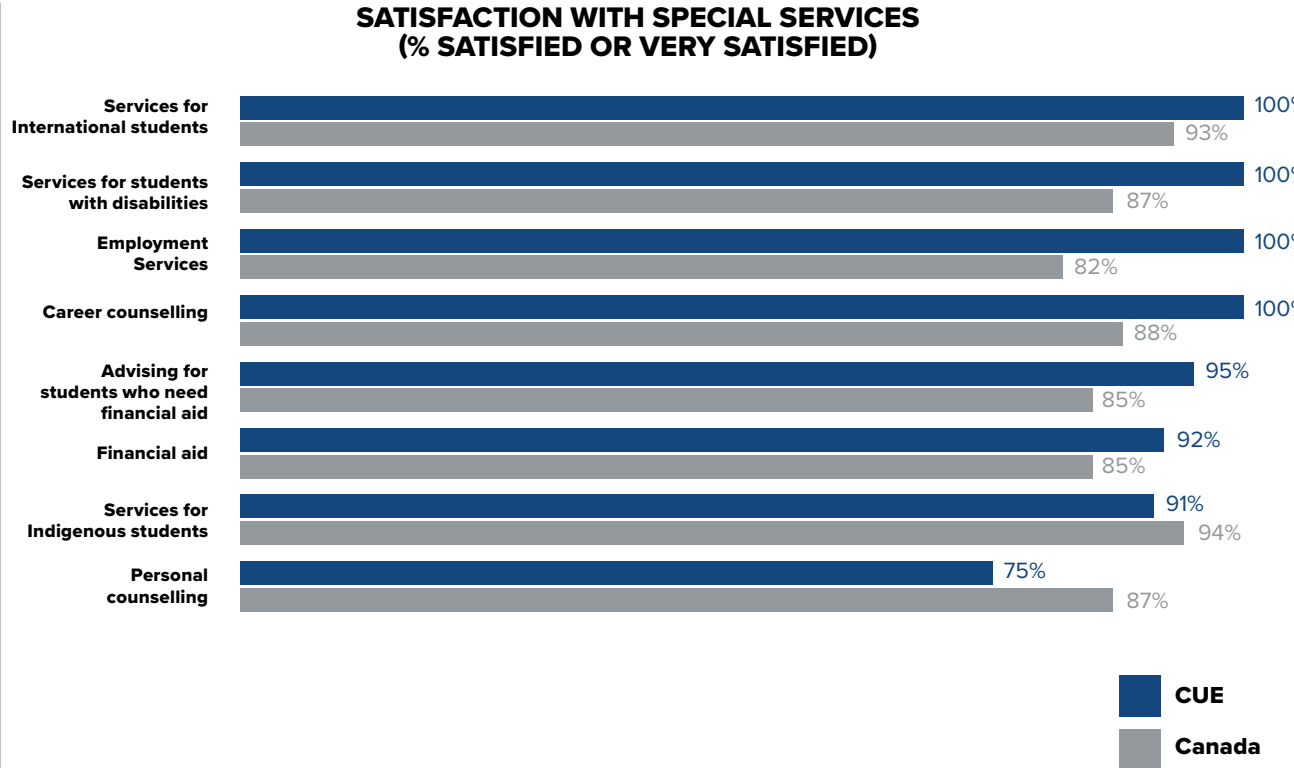


Figure 5 - CUSC 2025 First Year Students Survey Reports on Satisfaction with Special Services

General Facilities and Services

- The general facilities and services most commonly used by CUE's first-year students are on-campus bookstores, library electronic resources, food services, and online campus bookstores (see Figure 6).

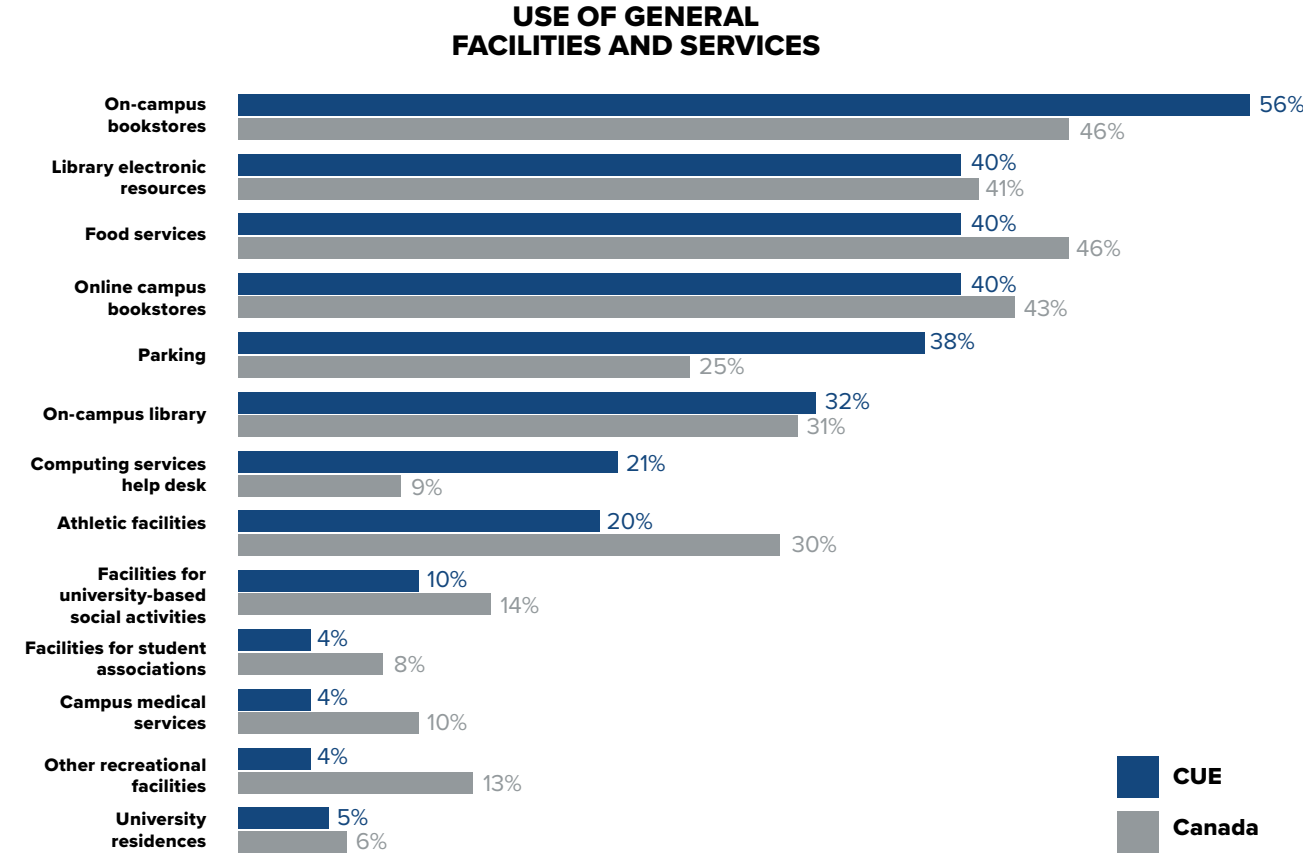


Figure 6 - CUSC 2025 First Year Students Survey Reports on use of General Facilities and Services

- Among the services used by at least 20% of CUE first-year students in the past year, only one showed a satisfaction gap greater than 10 per cent between CUE students and their national peers: food services, with 52% of CUE students reporting satisfaction compared to 70% nationally (see Figure 7).

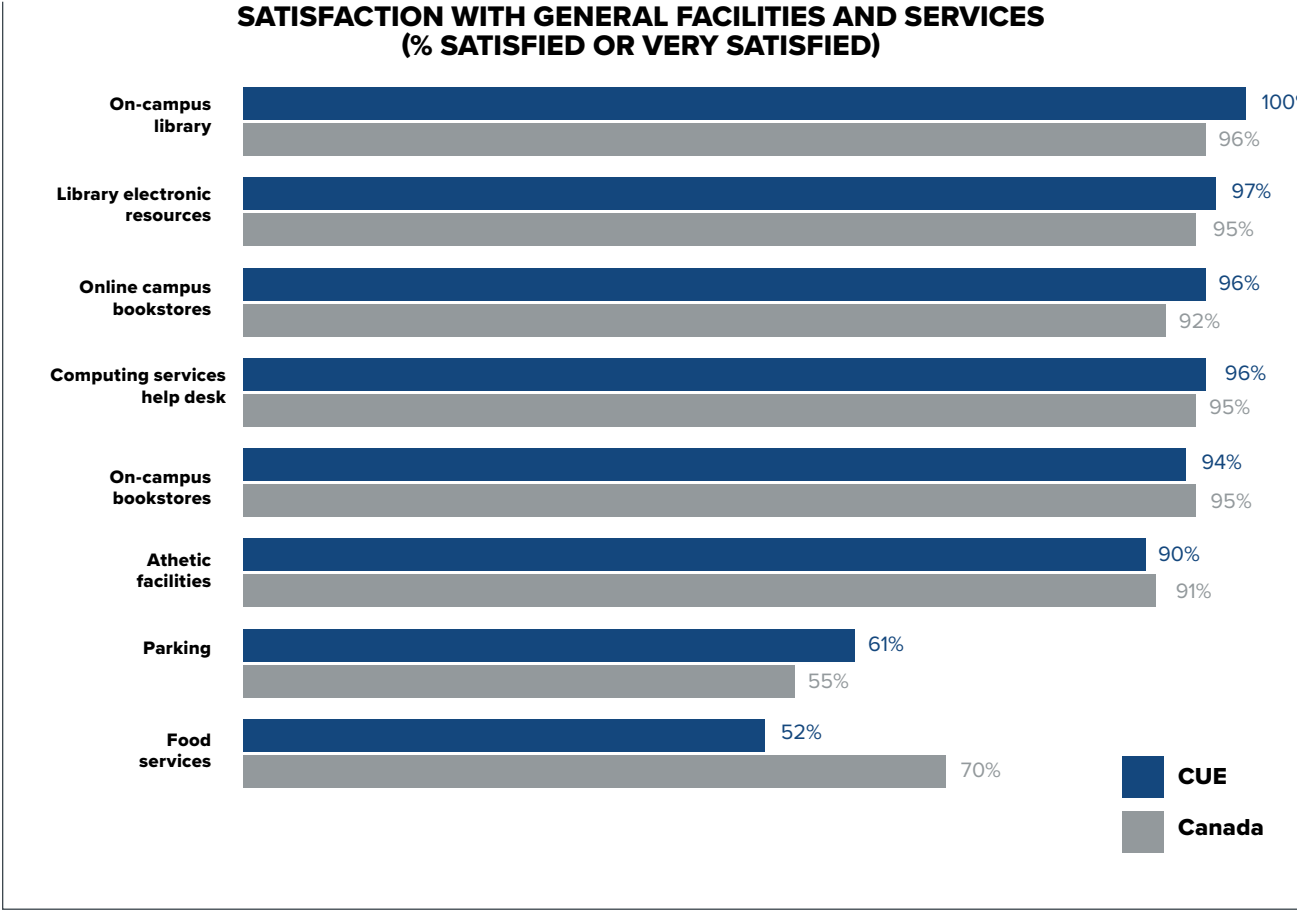


Figure 7 - CUSC 2025 First Year Students Survey Reports on Satisfaction with General Facilities and Services

Objective 1.5: Enrich student learning with meaningful experiential learning opportunities, faculty mentoring, and research opportunities.

In 2024–2025, we continued to offer opportunities for students to engage in work-integrated learning (WIL).

- The proportion of programs with a WIL component remained at 53% for 2024–2025.
- 431 unique learners enrolled in some form of WIL, down 2% from the previous year. Proportionately, this represents 15% of the student population—the same as the previous year.

Objective 1.6: Promote a culture of academic integrity by setting high standards for honesty, trust, fairness, respect, responsibility, and courage.

We continued to increase awareness of concepts of academic integrity and ethical use of artificial intelligence and ensure compliance with related guidelines, policies and procedures.

CUE’s CTE:

- Redeveloped the mandatory undergraduate Academic Integrity Training (AIT 100) course to include additional content on a new online learning platform (Articulate Rise).
- Researched and authored website content for academic integrity with a focus on the use of generative AI.
- Prepared a Statement of Use about generative AI for faculty—currently in the final review stage.

Objective 1.7: Build a community of active and engaged members and citizens.

CUE continued to support our local community through curricular and co-curricular outreach and engagement.

- CUE Athletics hosted 64 home events between soccer, volleyball, basketball, men’s hockey and Campus Recreation that attracted a combined total of 6,073 spectators, up by 1,670 spectators (or 35%) from the previous year.
- CUE’s Thunder women’s sports teams hosted, for the third time, a For Girls by Girls free drop-in recreation program aimed at inspiring girls aged eight to 17 years to participate in sports. 156 participants took part in the program over the eight weeks.
- CUE Athletics organized and delivered a Thunder Days of Giving initiative over the Winter break to raise funds and volunteer time with community organizations, including: Bissell Centre, CSA Clothing Drive, Cecilia’s Closet, Thistle Curling Club, Kids with Cancer Society, Edmonton Food Bank, Hockey Gives Blood, Help Portrait, Thrice Elementary, Mustard Seed, and Indigenous Sport Council Alberta.
- CUE Athletics partnered with the Thunder Volleyball Club (formerly St. Albert Sturgeon Volleyball Association), a youth development volleyball program. In exchange for an affiliation with Thunder Athletics, athletes and coaches from the CUE volleyball program will spend time mentoring and coaching youth club athletes throughout the year.

We continued to develop and maintain meaningful connections with our alumni, neighbours, business partners, community leaders, local government, and other organizations.

- In 2024–2025, CUE received a total of \$484,506 in donations. Donations are integral for our scholarships and bursaries, mental health services on campus, athletics, and CUE events.

- CUE received \$224,687 in generous sponsorship support.
 - » HUB International, George & Bell Consulting, and Dana Hospitality sponsored the 2024 President’s Mental Health Breakfast—a signature CUE event promoting mental health awareness, stigma reduction, and the fostering of resilience and well-being on campus. At the heart of the event is the Shaughn O’Brien Mental Health Fund, established in memory of a beloved CUE student whose life was tragically cut short. All donations go directly to the Shaughn O’Brien Mental Health Fund, allowing CUE to continue offering and expanding our mental health services and supports across campus. 2024 was a landmark year for the President’s Mental Health Breakfast with over \$31,000 in contributions to mental health at CUE.
 - » Najfeldt Architect Inc, Mandel Group Inc, and Topco Oilsite Products Ltd were some of the sponsors supporting Homecoming 2024. The spirit of Homecoming 2024 was connection, reunion, and celebration. Bringing together alumni, students, community members, and friends of CUE, Homecoming featured Concordia Thunder sports games, an Alumni breakfast, fireworks and the opening and naming of our new academic building: Braaksma Hall.
- 2024–2025 was a year of growth for the Concordia Alumni Association.
 - » The Alumni Association Executive team increased from two to eight members and established a new Calgary chapter of the association.
 - » CUE revived the alumni newsletter to keep graduates informed about events, engagement opportunities, and benefits.
 - » CUE relaunched the alumni benefits program, giving all graduates access to career-building opportunities such as continuing education and career services, along with discounts on home and auto insurance, Broadway tickets, Concordia Thunder games, and more.
 - » The Concordia Alumni Association saw an increasing number of current CUE students struggling with food insecurity and took action to create the Fuel Education Campaign. They partnered with a local grocery store to gather food and cash donations from community members. With additional support from donors and partners, the Alumni Association raised over \$10,000.
- We expanded engagement with our local community through events such as the annual Halloween event at the Magrath Campus, and the Lighting Up Ada Boulevard events at the main and Magrath campuses. Community engagement sessions with local neighbours regarding the new planned student residence also took place this year.
- Through CUE’s ongoing partnership with the Bank of Montreal (BMO), the institution continues to receive funding to support CUE’s BMO Centre for Innovation and Applied Research (BMO-CIAR). BMO’s support helps enable CUE’s commitment to exploring new research and the pursuit of commercially viable technology.
- CUE’s Associate Vice President, Research and Innovation (AVP-RI) is a member of the PSI committee for the Edmonton Regional Innovation Network (ERIN). Through this role, CUE remains actively engaged in the region’s innovation ecosystem, connecting with business partners and community leaders, including other organizations such as Edmonton Unlimited.
- The Office of Research and Innovation (ORI) is home to the Brazil Hub, established through CUE’s partnership with the Chamber of Commerce Brazil-Canada. The Brazil Hub is a landing-pad and incubator for Brazilian companies looking to establish themselves in Canada, particularly in Western Canada. The Brazil Hub has two tenants in 2024–2025:
 - » Moby Tecnologia, an organization specializing in logistics, with a presence in all dimensions, from strategic to operational in all links of the supply chain. They did not partner with anyone at CUE.
 - » Mitsidi, a company focused on climate change solutions through energy transitions, partnered with Dr. Sergey Ishutov on an applied research project. Together, they successfully secured Mitacs funding to support a CUE student intern through a WIL opportunity on a collaborative project.
- In October 2024, CUE hosted the Edmonton Post-Secondary Institutions Job Skills Expo as part of Edmonton Startup Week. This event welcomed 10 companies from different sectors to engage with over 200 students from all post-secondary institutions in Edmonton to discuss the skills needed for success across various fields.

Goal 2: Develop and sustain a diverse community and positive cultural climate, where students, faculty and staff of diverse identities and abilities can thrive.

Objective 2.1: Establish and amend institutional structures and processes to enhance accessibility, inclusivity and representation among our populations that reflect local demographic diversity.

CUE continues to uphold our commitment to fostering an accessible and inclusive environment for work, study and living.

- Created a new Campus Life Strategy that strengthens our commitment and actions to accessibility, inclusion, and belonging.
- Continued to actively promote and provide information about learning accommodations and processes to support students of diverse identities and abilities.
- Changed the name of Learning Accommodation Services (LAS) to Student Accessibility Services (SAS) to clarify the services and use more up-to-date language.
- Promoted University Canada’s seven inclusive excellence principles as we work to update policies and processes for the codes of conduct and Discrimination, Harassment and Accommodation (DHA) policy.
- Updating the DHA policy to align with the new Gender-Based Violence (GBV) policy and to clarify pertinent points of DHA.

We continued to undertake targeted recruitment initiatives aimed at increasing student recruitment among Indigenous and equity-deserving groups.

CUE’s Recruitment Office attends more than 400 events focusing on both general recruitment and targeted efforts primarily within Alberta, Saskatchewan, and British Columbia high schools and communities. Specific events aimed at engaging under-represented equity-deserving groups include:

- The Canadian Immigrant Fair in Calgary, part of a nation-wide schedule of fairs to support new arrivals to Canada with post-secondary and career options.
- The C-Tribe Village Career Expo, created to connect students, entrepreneurs, professionals from diverse backgrounds with options for career and educational advancement.
- Continued work with BGC Big Brothers Big Sisters, including their annual Teen Takeover at Eastglen School and bi-annual post-secondary scholarship nights.
- Events at Harry Ainlay and Strathcona high schools to support students who are deaf or hard of hearing and those who need additional learning accommodations.
- Presentations with Edmonton’s special education junior high and high schools for students who have been diagnosed with a learning disability, including Academy at King Edward (public), St. Gabriel Center for Diverse Learning (Catholic), and Edmonton Academy (private).
- Indigenous events, such as:
 - » SPARK!, an Indigenous Youth Conference designed to bring together Indigenous owned companies, sectors of industry, educational institutions, businesses, and career development resources to highlight the number of careers available to Indigenous youth across Canada.
 - » Presentations and collaboration with Braided Journeys, Edmonton Catholic School Division’s Indigenous Student Support Centres.
 - » The Maskwacis Employment Centre’s post-secondary event.

Objective 2.2: Incorporate inclusive pedagogy, research, and innovation wherever possible and appropriate.

We enhanced resources and consultation to support incorporation of Universal Design for Learning (UDL).

- CUE’s CTE:
- Collaborated with staff from the International Relations office to develop a mentoring plan that better equips instructors to support international students in meeting the academic demands of a university program in Canada.
 - Developed professional learning sessions that specifically focus on the development of culturally responsive instructional practices.
 - Connected with Alberta Computers for Schools to access five refurbished laptops for marginalized students who have limited financial resources.

Objective 2.3: Provide faculty, staff and students with support and tools to further foster an inclusive and respectful learning environment where all members experience dignity and belonging.

In 2024–2025, we improved orientation and onboarding processes for new team members.

- The Human Resources team consistently updates their onboarding process to ensure the steps are relevant and easy to understand.
- The Human Resources team arranged a welcome post on CUE's intranet to introduce new permanent and temporary employees and help foster a sense of belonging within the university community.
- To support a smooth transition, the team implemented a two-week check-in for all newly hired employees, ensuring they have the tools, access, and equipment needed to succeed in their roles.
- Probationary performance reviews were also refined to begin with a self-assessment, followed by a discussion with the employee’s supervisor to encourage constructive feedback and forward-looking planning.
- In addition, Human Resources developed a tailored orientation specifically for faculty members, providing relevant information aligned with their employment type.

We continued to support and strengthen a culture where all members of the CUE community feel valued, safe and respected.

- Continued to require all new employees to complete a 90-minute online Respect in the Workplace training course within two weeks of their start date.
- Planned and arranged employee engagement events to support a cooperative culture across the institution while maintaining an inclusive environment for all.
- CUE successfully recruited a Gender-Based Violence (GBV) Program Coordinator, who started on May 22, 2024.

Objective 2.4: Promote a culture of professional development that supports the sustainable balance of mental, physical, and emotional wellness.

CUE continued to implement mental health support and violence reduction strategies.

In 2024–2025, we continued to implement CUE’s Campus Life Strategy and GBV government mandates. CUE’s Campus Life team took on this work, which included:

- Hiring a full-time GBV prevention education coordinator to create educational programming available to all staff and students. The coordinator also worked with local providers of GBV education to deliver training to faculty, staff, and students. Fifteen workshops and over 20 advocacy and awareness campaigns took place throughout 2024–2025.
- Developing an online module, in collaboration with the CTE, to support students and staff in navigating GBV issues, and to amplify the GBV policy and procedures. The module supports instructors in responding to disclosures from students.
- Creating the CUE C.A.R.E.S. (Consult, Assess, Respond, Educate, Support) team, which is meant to bridge gaps in service in supporting students of concern, and to create a more immediate triage and response system for student situations of difficulty that arise on campus.
- Creating an outdoor space with new picnic tables so that students can benefit from more engagement with nature.
- Offering grants for staff and students to create proactive programming or to engage in research addressing mental health.
- Continuing to work with the Transformative, Inclusion, Diversity and Equity (TIDE) working group as part of the CUE Mental Health and Wellness Strategic Plan, which includes staff, students and faculty.
- Providing additional counselling services through CUE Counselling, including a second therapist on site from October through March. CUE Counselling delivered approximately 1200 sessions, supporting one in 10 CUE students.

CUE continues to promote and foster an inclusive campus community that supports LGBTQ2S+ students, faculty and staff.

To support this work over the past year, CUE:

- Partnered with Edmonton PSIs including NAIT, NorQuest, The King’s University, The University of Alberta and MacEwan University, to create the YEG Campus Pride Network. This Network organized pride events and developed social media awareness campaigns.
- Engaged the entire campus for Pride this year at CUE with the help of Campus Life. Seven campus-wide events and eight department-led pride initiatives took place.
- Supported the student-led CUE Pride Association, hosting weekly events for students and staff.
- Supported professional development training on sexual and gender diversity for counseling staff.
- Provided training for students and staff on “How to be an Ally to the LGBTQ2S+ Community.”

We continue to promote and foster health and wellness for the entire CUE community.

- We restructured the Wellness team to increase capacity and student voice. The Wellness Coordinator and Wellness Assistant led a team of Wellness Volunteers and Wellness Educators.
- Wellness also took over the Peer Support Program, which provides students with a confidential and safe space to talk about their problems with their peers. The Peer Support Program delivered 47 sessions for mental health support and referrals.
- We hosted 2907 participants at Wellness events in 2024–2025, compared to 4765 in 2023–2024. This decrease is partly due to the hiring of a GBV Coordinator, which shifted GBV-related programming away from the Wellness team. Updates to participant tracking at large events also affected totals.
- Wellness Educators launched and ran new programming, which includes:
 - » CUE Culture—a safe space for international students to connect.
 - » Women’s Wellness Workshop: Navigating PCOS, Endometriosis, and Hormonal Health—a supportive space for students to learn and ask questions about female health.
- We received a [Recovery on Campus \(ROC\) Seed grant](#), which supported a successful Mocktail Hour event organized by the Wellness Assistant and volunteers. The event drew 220 attendees and distributed 180 harm reduction kits.
- We continued to offer certificate-eligible mental health training through the following workshops:
 - » Four Mental Health First Aid (MHFA) workshops taken by 50 participants
 - » Three safeTALK workshops taken by 24 participants
 - » Seven The Inquiring Mind (TIM) workshops taken by 74 participants, including every first year athlete at CUE



“CUE continues to uphold our commitment to fostering an **accessible and inclusive environment** for work, study and living.”

Goal 3: Embed Indigenous ways of knowing and being, and global thinking, ideas, cultures and worldviews in our formal and informal programs.

Objective 3.1: Recruit, hire and retain Indigenous faculty and sessional instructors across all disciplines.

We continue to develop and implement strategies to support increasing Indigenous faculty and sessional hires.

- We continued to prioritize Indigenous recruitment and retention by strengthening relationships with Indigenous scholars, integrating inclusive hiring practices, and exploring opportunities to expand Indigenous representation across academic disciplines.

Objective 3.2: Renew and implement the institutional priorities for Indigenousization.

CUE continued to promote and expand programs and services that support Indigenous student success and encourage participation in Indigenous cultural learning and practices.

CUE's kihêwak kâpimihâcik (Indigenous Student Services Centre):

- Engaged between 20-30 Indigenous students per day and 62 Indigenous students overall, which is 36% of the Indigenous population at CUE. This exceeded the Centre's goal of increasing Indigenous student engagement to 30% of the total Indigenous student population by the end of Winter 2025.
- Continued the 10-week Build Your Bundle program to teach female Indigenous students about their sacred roles, equipped them with cultural knowledge and tools, and connected them to a community of like-minded students. Six female students participated in the program in 2024–2025.
- Provided a drum-making workshop for male students, equipping participants with the skills to make handcrafted drums, sing traditional songs, and share stories, while connecting them to cultural teachings through community relationships. Seven male students participated in 2024–2025.
- Offered individual appointments for cultural learning with the Cultural Knowledge Keeper.
- Held monthly full moon ceremonies open to the community that engaged Elders, students, community members, and family. Approximately 90 participants attended during the 2024–2025 school year.
- Offered oskapewis (male helpers in ceremony) training for five male students by Elder Dr. Francis Whiskeyjack.
- Offered programs including an Indigenous Student Welcome Breakfast in the Fall and Winter, a Christmas luncheon and giveaway, sweat lodge ceremonies, and pipe ceremonies.

CUE continued to attract and retain Indigenous students.

- In the past year, 170 self-declared Indigenous students enrolled at CUE, compared to 171 in 2023–2024. The proportion of the domestic student body that self-identified as Indigenous is 7.3%.
- We began the recruitment process for an Indigenous Student Recruitment Advisor in 2024–2025 and successfully hired for the position, with the new advisor beginning in April 2025.

We continued to offer and promote events and learning opportunities that contribute to a deeper understanding of Indigenous history, culture, and the Truth and Reconciliation Calls to Action.

Examples of initiatives led by the kihêwak kâpimihâcik team included:

- Creating a rock moccasin display for National Day for Truth and Reconciliation.
- Facilitating a Day of Discussion for Missing, Murdered and Exploited Indigenous Peoples.
- Creating a partnership with the Bennett Centre, an Edmonton Public School Board (EPSB) educational space that provides programming that celebrates diverse ways of knowing for staff, students, and community members. This ongoing partnership provides programming space to run the Build Your Bundle program in exchange for cultural learning for EPSB school groups with CUE's Cultural Knowledge Keeper.

- Hosting a Métis Week celebration of storytelling with Bailey Oster, two panelists, and friends around the book *Stories of Métis Women: Tales My Kookum Told Me* (2021). The book speaks to the importance of Métis history, culture, identity, patriarchy, oral tradition, and language (Michif) resurgence. Nearly 30 people attended the event. Survey feedback showed that 100% of participants agreed that their knowledge of Indigenous peoples, histories, and cultures had improved.
- Attending community gatherings (ceremonies and harvesting camps) to promote ongoing relationships with traditional healers and learn about land-based customs.

Objective 3.3: Promote and advance the development of a foundational understanding of Indigenous histories, languages, worldviews and experiences among students, faculty, and staff that can be applied in curriculum, coursework, and research.

Continued to develop and promote courses with significant Indigenous content and course design and invited Indigenous speakers to campus events.

- The kihêwak kâpimihâcik team presented Indigenous-related lectures in 15 different courses in 2024–2025, compared to eight in 2023–2024. This included the Psychology (Applied Emphasis) practicum course, a PsyD course, Education After-Degree classes, and Indigenous Studies courses.

Objective 3.4: Promote and support community-engaged, community-led, and relationship-centred research practices with Indigenous communities, and continue to develop and refine cultural best practices and ethical guidelines for entering collaborations with Indigenous communities.

In 2024–2025, we expanded Indigenous student participation in research, innovation, and entrepreneurial activities.

- One CUE student, who identifies as Indigenous, received an NSERC Undergraduate Student Research Award (USRA) award to conduct research in the Summer of 2024.
- CARIC 2024 included increased participation from Indigenous students and scholars. CUE's Cultural Knowledge Keeper attended and supported CUE Indigenous students.

CUE continued to foster research collaborations with First Nations and Indigenous communities in 2024–2025, building on long-standing partnerships and launching new, land-based initiatives.

- One ongoing project, led in partnership with the Traditional Environmental Knowledge Association (TEKA), prioritizes traditional knowledge, engages directly with Indigenous communities, and contributes to environmental policy. Dr. Xin Chen serves as principal investigator on this pilot project, supported by a research team that includes faculty members and Faculty of Science students working as research assistants.
- The Department of Biology, the Department of Environmental and Physical Sciences, and kihêwak kâpimihâcik collaborated on a Prairie Garden project to replace the current turf grass with native grasses, sedges, shrubs, and flowers on CUE's south lawn. This garden will support biodiversity, attract native pollinators, and promote wildlife prairie restoration. It will also act as a teaching resource for the Biology and Environmental Sciences undergraduate programs, as a teaching opportunity for Indigenous Studies and Cree Languages programs, and as a teaching and connection point for kihêwak kâpimihâcik.

We developed and implemented a strategy for Indigenous research at CUE that includes the adoption of Indigenous research methodology.

- In June 2024, the ORI launched CUE's first Research and Innovation Strategic Plan (2024–2029), resulting from a collaborative approach with stakeholders across campus. The plan includes a tactical action to develop a strategy for Indigenous research at CUE that includes engagement with Indigenous research methodologies. Through the implementation of CUE's research data management (RDM) plan (as part of the strategic plan), CUE commits to the promotion of responsible research data management practices based on the First Nation principles of Ownership, Control, Access and Possession (OCAP); the Collective Benefit, Authority to Control, Responsibility, and Ethics (CARE) principles for Indigenous data governance; and the Findable, Accessible, Interoperable, Reusable (FAIR) principles.

Objective 3.5: Promote and support opportunities for students, faculty, and staff to gain international experience and develop global competencies.

We expanded opportunities for CUE students to gain quality educational and other formative experiences abroad.

- The number of Fall term inbound exchange students dropped in the past year. In Fall 2024, 30 students came to CUE from 20 institutions representing 13 countries, compared to 35 students in the prior year coming from 23 foreign institutions across 15 countries. The largest number of students came from Germany (13%), France (10%), Spain (10%), England (10%) and Brazil (10%).
- Four outbound exchange students in the Fall 2024 term went to Beijing Foreign Studies University (BFSU). These four students were in CUE’s 1+2+1 Dual Degrees in Management Program and all the students received a full Chinese Government Scholarship to cover their two years of studies in China. In the year prior, six students went to three institutions representing three countries (Austria, China, and Spain).
- One CUE student participated in an internship opportunity in Germany through the [OWL Consortium Agreement](#), compared to three in 2023–2024.
- 32 participants traveled to Switzerland, Austria, and Italy for the Canadian Impression Music Tour, including four CUE faculty members, two music students, and one alum.
- One student participated in the Swiss International Business Summer School ([BSwiss Summer Program](#)) in Basel, Switzerland.
- One student participated in the [Chinese Bridge Summer Program](#), hosted by Donghua University, a CUE partner university in Shanghai, China.
- CUE received \$192,000 from Universities Canada as part of a two-year Global Skills Opportunity (GSO) grant allocated to support student participation in *A Journey that Matters: Indigenous Knowledge Exchange Canada & Brazil*. The program is targeted to Canadian post-secondary students who are typically underrepresented in international learning opportunities. In its second year, CUE collaborated with Universidade de Santa Cruz do Sul (UNISC) in southern Brazil to provide an opportunity to 13 CUE students (seven are Indigenous students, six are low income students, and three are students with a disability) to travel to Brazil in Summer 2024 for an immersive experience aimed at fostering Indigenous knowledge exchange between Canada and Brazil. The program centered around Guarani and Kaingang stories, traditions and peoples. For many, this was their first time travelling internationally.

CUE continued to develop and maintain formal international partnerships with universities abroad.

- We maintained 85 international partnerships across 34 countries and added a new partner university in Türkiye, a new partnership country for CUE. This number is down from 92 in 2023–2024 due to the discontinuation of several inactive partnerships to ensure sustainability.
- A high number of partners in Latin America participated in the [Emerging Leaders in the Americas Program \(ELAP\)](#) with CUE. In 2024–2025, we received 10 exchange students (scholarship recipients) from eight partner institutions in Latin America, down from 12 in 2023–2024.
- CUE received more than \$553,000 from the Canadian International Development Scholarships 2030 program to support six fully funded scholarships for students from the University of Kigali in Rwanda. The scholarships will enable students to pursue graduate studies in CUE’s Master of Information Systems Security Management and Master of Information Systems Assurance Management programs. The five-year grant will fund six scholarships, with at least half awarded to women. Each scholarship covers tuition, living expenses, and access to on-campus services.

We increased faculty, and staff participation in international exchange opportunities for study, research and professional development.

- We provided six faculty members Erasmus grants, enabling them to participate in research opportunities abroad, the same number as in 2023–2024:
 - » Three attended the University of Szczecin in Poland in Spring 2024
 - » One attended the University of Basque Country in Spain in Fall 2024
 - » Two attended the University of Minho in Portugal in January 2025
- One faculty member attended Southwest University in Chongqing, China in Summer 2024 with a Global Immersion Program grant.
- During their sabbatical leave in 2024–2025, one faculty member taught at CUE’s active partner, BFSU.

Objective 3.6: Promote and support the incorporation of cross-cultural and global worldviews in course curriculum, research and non-academic programs.

CUE continued to develop and provide opportunities for students to gain intercultural skills and competencies through course curriculum and other programming.

- In 2024–2025, nine students enrolled in the International Engagement Reflection course, offered by the Office of Extension and Culture, compared to four in the course’s first year (2023–2024). Enrolment in this course is a mandatory component of completing the [International Engagement Certificate \(IEC\)](#). This certificate includes academic learning activities, study abroad components, and international extra-curricular experience components.
- The newly launched [Global Competence Certificate Program](#), offered through AFS Interculture Canada Foundation and CUE, received 20 enrolments in 2024–2025. The programs offered at CUE are “Global Up At Home” and “Global Up at Work,” which are research-based initiatives that enable learners to collaborate effectively across cultural differences on campus. Through a combination of reflection, live dialogue sessions, and peer forums, participants apply intercultural theories within their own communities.
- The Centre for Chinese Studies (CCS) organized *A Cultural Odyssey* art exhibition in Fall 2024, and *East Asian* art exhibition in Winter 2025. Forty-five pieces of art from China, Japan, and South Korea were displayed for CUE faculty, staff, students, and community members.
- The CCS received books related to Chinese and China studies, with a value of \$12,000, from the Centre for Language Education and Collaboration.
- The CCS and the International Office (IO) continued to host cultural events throughout the year to support and encourage participation in a cross-section of diverse cultural practices and celebrations, including Chinese New Year, Moon Festival, Intercultural Week, a Homecoming Event, a Canada China Cultural Festival, and more.
- CUE’s CTE collaborated with the staff from Indigenous Student Services to create content for instructor professional learning sessions and student online courses that honour Indigenous knowledge, perspectives, and scholarship.

We continued to host visiting researchers and other international guests at CUE.

- CUE hosted four international visitors in 2024–2025, including two from Poland, one from Portugal and one from Denmark. Two CUE Science professors also hosted two visiting interns in Spring and Summer 2024, one from India and one from Portugal. These visits were facilitated by the International Office through the Erasmus program or Mitacs grant.

Goal 4: Bolster our culture of research, scholarship, creativity and innovation, and widen their impact.

Objective 4.1: Enhance faculty and student skill and capacity for research, inquiry, discovery, creativity, and scholarship, and help widen their impact.

We are enhancing our capacity for research at CUE.

- CUE Library is working to support research activities. Actions from 2024–2025 include:
 - » Initiating a license for Ovid Sumari, a web-based service used to develop and manage a systematic review of evidence, to support faculty research.
 - » Significantly increasing access to scholarly journal content for faculty and students by initiating a license for Academic Search Ultimate.
 - » Participating in the Canadian Research Knowledge Network’s transformative license for Sage Journals Online. This licence allowed two CUE faculty members. to save \$9,000 in article processing charges they would otherwise have had to pay to publish their research in an open access format.
- CUE continues its partnership agreement with the University of Alberta (U of A). First established in 2023, the partnership enables CUE to delegate Research Ethics Board (REB) responsibilities to the U of A. Four CUE faculty members sit on two of the U of A’s four REB committees. This initiative supports the growing research efforts of faculty members across campus that engage human participants in their research. Furthermore, it supports the professional growth of the four CUE faculty members serving on the REB committees. The experience and development of our faculty members elevates CUE’s research ecosystem.
- In 2024, CUE began the process to be certified by the Canadian Council on Animal Care (CCAC). The CCAC is a national organization focused on the ethical care and use of animals in science. It maintains national oversight of animal-based scientific activities in Canada through a rigorous process of assessment and certification and standards development. The organization ensures that animals in science are used only when necessary, and that when they are, they receive optimal care according to high-quality, evidence-informed standards. Upon applying for certification in June 2024, CUE had its first CCAC in-person review meeting in February 2025—the first step in the certification process. If approved, CUE will receive a CCAC Preliminary Certificate of Good Animal Practice.
- The Safety in Teaching and Research Unit within the ORI began developing CUE’s Safety in Teaching and Research Program. While several elements have been implemented, the program is expected to be completed by March 31, 2026.
- In 2024–2025, CUE’s Board of Governors approved CUE’s partnership with Inclusion Alberta for the inception of CUE’s first research institute, the Canadian Institute for Persons with Intellectual Disabilities (CIPD). CIPD’s vision is to be a nationally recognized leader in fostering inclusive lives for persons with intellectual disabilities and their families—ensuring they are valued, contributing members in all facets of Canadian society. The mission for the institute is to advance knowledge, current practices, innovative approaches, and policies that enable the full inclusion of persons with intellectual disabilities and their families in Alberta, and across Canada.

More faculty applied for and received internal and external research grant awards in 2024–2025, reflecting a year-over-year increase in both participation and success.

- The total amount of external funding awarded to CUE researchers for research purposes increased 20.5% compared to the previous year (NOTE: these values are based on applications submitted in 2023–2024, because the results are not announced until the following fiscal year).
 - » The total amount of external research funding awarded to CUE researchers rose by 20.5% compared to the previous year, based on applications submitted in 2023–2024 (as results are announced in the following fiscal year).
 - » The faculty also submitted 33% more applications to external funding sponsors, including a 50% increase in applications to the Natural Sciences and Engineering Research Council of Canada (NSERC) and the Social Sciences and Humanities Research Council of Canada (SSHRC).
 - » Dr. Matthew Churchward received an NSERC Discovery Horizons Grant, a highly competitive pilot program introduced by the tri-agency. Dr. Churchward received over \$358,000 for his research over a five-year period—the largest external research grant received by a CUE researcher to date.
 - » CUE researchers secured 112.5% more successful funding awards from external sponsors compared to the previous year.
- CUE increased our internal funding budget by 18.5% compared to the previous year.
 - » The number of internal grant and award applications increased by 42.9% from the previous year.
 - » In 2024–2025, 75% of internal funding applications were successful. CUE also doubled the number of internal grants awarded, reflecting a 100% increase over the previous year. Together, these results highlight the university’s commitment to supporting faculty in developing pilot projects and early-stage concepts into competitive proposals for external funding.
- Mitacs funding increased by 500%, receiving \$150,000 in 2024–2025, compared to \$25,000 in 2023–2024. Mitacs funding supports internships for students, making Mitacs an important funding partner for CUE in supporting WIL.

We are well on our way to obtaining eligibility for a Canada Research Chair (CRC) Program, CCAC certification and Canadian Institutes of Health Research (CIHR) funding.

- Upon applying for certification in June 2024, CUE had our first CCAC in-person review meeting in February 2025—the first step in the certification process. If approved, CUE will receive CCAC Preliminary Certificate of Good Animal Practice.
- To obtain CIHR eligibility (to apply for funding and administer funding), CUE is required to already have CCAC certification. We anticipate submitting our application to CIHR in 2026.
- In January 2025, CUE received eligibility for the 2026 Canada Excellence Research Chairs (CERC) competition. Eligibility is based on the average value of grants received by a university from the three federal research funding agencies (CIHR, NSERC, and SSHRC) in the three years prior to the launch of the competition. CUE reached the threshold and is therefore eligible to apply for a CERC award. The program offers eligible Canadian, degree-granting institutions an opportunity to recruit the top tier of world-class researchers.
- Allocation for the CRC Program is announced every three years, so CUE will be notified in December 2025 if we have successfully been awarded a CRC. Given our successful eligibility to apply for a CERC, CUE is on track for a CRC allocation.

We saw a year-over-year increase in the number of students receiving funding for research.

- In 2024, CUE received seven USRA awards from NSERC, the same number CUE received in the previous year. Of the 21 applications CUE received for the 2024 USRA competition, 14 were eligible and adjudicated, resulting in a 50% success rate. The distribution is as follows:
 - » Four USRA awards (our normal allotment)
 - » Two USRA awards to undergraduates self-identified as Black scholars
 - » One USRA award to an undergraduate self-identified as an Indigenous scholar
- In 2024–2025, we awarded 10 undergraduate student project grants from a total of 16 applications received (a success rate of 62.5%).
- Internal funding for undergraduate student projects increased by 47.7%, compared to the previous year.
- In 2024–2025, CUE received four graduate student project grant applications, with two being funded (a 50% success rate).
- CUE awarded Student Travel Awards to 11 undergraduate and seven graduate students in 2024–2025, resulting in success rates of 52.4% and 77.8%, respectively. These awards support students in sharing their work at academic conferences and events. Success rates are determined by two factors: the availability of funding and the acceptance of the student’s abstract, paper, or presentation by the organizing committee of the conference or symposium.

CUE faculty reported an increase in scholarly dissemination activity in 2024–2025.

- In 2024–2025, CUE faculty produced a total of 63 publications—an 8.7% decrease from the previous year. Of these, 52% came from the Faculty of Arts, 24% from the Faculty of Science, 14% from the Faculty of Management, and 10% from the Faculty of Education.
- Journal articles made up 60% of all publications, while books and book chapters accounted for 19%. The remaining publications included conference papers, presentations, and other publication types.

We increased the visibility of CUE’s research and innovations, and their real-world impact through targeted storytelling and testimonials.

- In 2024–2025, CUE published 10 news stories related to research and innovation. These stories were shared across CUE’s newsroom and social media channels. Content varies from researcher spotlights, to student highlights, funding announcements, and others.
- Mainstream media interviewed several CUE faculty members and a student, including several radio interviews.
- The National Hockey League (NHL) featured Dr. Teresa Fowler (Faculty of Education) in an episode of Breaking Down Barriers, a television series released in February 2025.

We increased student participation in CUE’s Annual Research and Innovation Conference (CARIC) and other research dissemination venues.

- CUE hosted CARIC 2024 on April 18 and 19, 2024. Compared to the inaugural event, CARIC 2024 attendance increased by 38.2%, with a breakdown as follows:
 - » 260% increased attendance of external partners (10 in 2023 vs. 36 in 2024)
 - » 62.9% increased attendance of staff and administrators
 - » 24.4% increase in faculty members
 - » 17.3% increase in students
 - » While attendance of graduate students remained steady, undergraduate attendance increased by 34%, as compared to CARIC 2023.
 - » Student participation in oral and poster presentations increased by 225% for those in the Faculty of Arts, and 7.14% by those in Science.

- The Department of Literature and Language in the Faculty of Arts launched the inaugural issue of “The Magpie”, CUE’s undergraduate student literary journal, in Fall 2024. Students produced the issues in a WIL-focused writing course (WRI 401), compiling literary criticism, fiction, poetry, and reviews by undergraduate students from CUE and other Alberta universities.
- The ORI and the Library began discussions with the University of Alberta’s undergraduate journal to explore a potential partnership that would allow CUE students to publish in an open access journal for student publications. The anticipated launch date is Fall 2025.

Objective 4.2: Enhance structures and processes to foster academic and industry partnerships, and support risk-taking, innovation and collaboration.

In 2024–2025, we expanded our partnerships and strengthened the impact of joint research projects with other post-secondary institutions and industry collaborators.

- In 2024–2025, the Associate Vice-President, Research and Innovation continued to serve as a member of the PSI subcommittee within the Edmonton Innovation Network (ERIN)—an organization funded through Alberta Innovates. The PSI subcommittee works towards promoting collaborations between PSIs in Edmonton to amplify the innovation ecosystem.
- CUE is a co-applicant on two NSERC Lab-to-Market (L2M) applications. While the University of Lethbridge—led application was not approved, the Dalhousie University—led proposal was successful. The federal government awarded \$32 million to the L2M program—Canada’s national network for innovation, commercialization, and entrepreneurship skills training. Although CUE did not receive direct funding, our role as a co-applicant gives faculty and students access to valuable training resources and opportunities developed through the program.
- CUE partnered with the University of Lethbridge and the University of Alberta to develop three micro-credentials, all aimed at generating intellectual property and commercialization awareness. The Government of Alberta awarded CUE a \$245,000 grant to support the collaboration. As a result, CUE is offering the micro-credential programs free of charge for a limited time.

Objective 4.3: Promote and support interdisciplinary research and innovation that link the natural sciences, the social sciences, and the arts and humanities.

We increased our promotion and support of interdisciplinary research and innovation this year.

The ORI works to support interdisciplinary research and innovation in various ways:

- Promoting external funding opportunities that require interdisciplinary research (and innovation) among various fields via CUE Connect—CUE’s intranet for all employees.
- Exploring external funding options for CUE faculty members to engage in interdisciplinary research and innovation. One example is Horizon Europe, the European Union’s (EU’s) key funding program for research and innovation.
- Developing a funding database for CUE faculty. The database will be available to the CUE community in Fall 2025.

Objective 4.4: Attract, retain and grow a faculty complement of diverse and highly qualified scholars, researchers and creators.

We continued to grow our faculty and staff hires to fill existing and new academic programs and support research goals and objectives.

- CUE added eight new assistant professor permanent faculty positions in 2024–2025 in the following program areas:
 - » Psychology
 - » Information Systems and Security Management
 - » Management
 - » Environmental Science
 - » Mathematics
 - » Environmental Health
 - » Biology
 - » Information Technology
- CUE also added one new associate professor permanent faculty position in 2024–2025 in the Clinical Psychology area.
- New staff positions for 2024–2025 include:
 - » Lab technician
 - » Senior grants and contracts officer
 - » Gender-based violence program coordinator
 - » Community relations specialist
 - » Maintenance generalist
 - » Events and communications coordinator
 - » Custodian (part-time)
 - » Custodians (2)
 - » Applications developer – web
 - » Indigenous student recruitment advisor

Objective 4.5: Attract and retain international students and research collaborators.

We continue to work to diversify the international student population.

- According to interim numbers, CUE’s international student population dropped by 2% (or 51 students) from 568 in 2023–2024 to 517 in 2024–2025. This year, international students came from 56 countries, as compared to 58 countries in 2023–2024. Sixty-five per cent of international students originated from India, Nigeria and Bangladesh.
- CUE developed an International Recruitment Strategy for 2025–2027 to enhance the diversity and geographical representation of the international student population, and to improve institutional processes and faculty engagement to support sustainable international recruitment and student experiences.

CUE continues to support international students to aid in acculturation and retention at CUE.

- The IO provided 28 immigration-focused sessions during the fall and winter semesters.
- Provided 265 student immigration appointments in 2024–2025, down from 331 in 2023–2024.
- Continued to support international students through Airport Pick Up Service and the CUE Cupboard (food bank). Thirty-six new international and exchange students used the Airport Pick Up Service, compared to 59 in 2023–2024.

We enhanced opportunities for international research collaborations.

- In 2024, the ORI, together with the International Office and HR, revamped CUE’s visiting scholar policy and associated procedures to improve and streamline the process for visiting scholars. The updated policy and associated procedure are expected to be presented at the General Faculties Council in Fall 2025.
- In 2024–2025, CUE welcomed its first intern, funded by Mitacs’ Global Research Internship program. The international undergraduate student from India completed his assignment under the mentorship of Dr. Makan Golizeh.
- The ORI hosts the Brazil Hub, an incubator for Brazilian companies seeking to establish a presence in Western Canada. Located at CUE, the hub also creates opportunities for companies to collaborate with university researchers on projects of mutual interest.

Objective 4.6: Continue to develop and support international collaborations that increase our global impact and recognition.

Continued to develop and foster strategic partnerships to enhance our global visibility and impact.

- 44 test takers took a Chinese language proficiency test through the Chinese Test Centre this year after its launch in May 2023.
- The director of CCS participated in the 2025 World Chinese Language Conference in November 2024. CCS’ participation served to advance cross-cultural dialogue and collaboration and contribute to discussions on the global expansion of Chinese proficiency testing and its implications for international service trade development.
- The director of CCS participated in two international collaborative book projects, called International Curriculum for Chinese Language Education (Colleges and Universities), and International Curriculum for Chinese Language Education (For Primary and Secondary Schools), which were published in 2024.



“

More faculty applied for and received internal and external research grant awards in 2024–2025, reflecting a year-over-year increase in both **participation and success.**

SECTION 5.1. STUDENT SUPPORTS AND RESOURCES

Outline student support services and resources your institution offers that address the diverse needs of your students and help them to excel in and to complete their post-secondary studies (e.g., academic and career advising, financial and housing assistance, health and wellness services, etc.).

CUE offers a range of student support services and resources designed to meet the diverse needs of our students and help them succeed throughout their post-secondary journey.

Writing Centre

A free service providing one-on-one writing consultations for assignments in any course or program. It also offers tutoring for English courses.

Tutoring

Tutors work one-on-one with students to help them understand their course material. All CUE students can access up to five free hours of tutoring each semester.

Learning Advising

A learning advisor works one-on-one with students to help them with their learning skills to be an effective and successful student. Learning strategies resources are also available online.

Bounce Back Program

A program for students who have been required to withdraw, which provides in-depth instruction on academic skills and regular one-on-one meetings with the instructor to help students regain satisfactory academic standing and return to their degree programs.

Student Accessibility Services

Provides support to give students with disabilities equal access to post-secondary learning.

Career Services

Provides support to students for educational and career planning and job document preparation. Students can meet with an advisor for one-on-one support or access online resources.

Student Housing

The Housing Operations Team is made up of both staff and student leaders and is dedicated to creating and fostering a vibrant community. They aim to create environments that support student success and to ensure an inclusive, safe and welcoming environment where students feel at home and can thrive.

Counselling

Counselling services are confidential and free to CUE students. Students have the opportunity to receive support with mental health, academic and other personal concerns that are interfering with positive life experiences.

SECTION 5.2. STRATEGIC RESEARCH PRIORITIES

Outline your institution’s strategic research priorities. Describe how these priorities align with provincial strategies (e.g., Alberta 2030: Building Skills for Jobs, Alberta Technology and Innovation Strategy, etc.). For each priority area, describe key achievements, and how they have contributed to the advancement of your institution’s own strategic research priorities.

CUE published its [Research and Innovation Strategic Plan \(2024–2029\)](#) in June 2024. The plan outlines three key priorities: 1) fostering CUE’s research ecosystem; 2) inspiring student belonging, involvement, and growth; and 3) bolstering our research culture and celebrating impact. These priorities include tactical objectives that support the Government of Alberta’s vision and objectives outlined in “Alberta 2030: Building Skills for Jobs” and the “Alberta Technology and Innovation Strategy.”

CUE partners with Mitacs, a program that supports internships for students at the undergraduate and graduate level. By supporting applied research and work integrated learning opportunities, CUE has taken full advantage of the Mitacs program to support students in undertaking internships in mostly emerging technology areas, such as cybersecurity, artificial intelligence, and machine learning.

Through internal funding programs for students, CUE supports research projects for students to allow them to immerse themselves in research opportunities beyond those available through courses in their respective programs.

Our partnership with BMO led to the inception of the BMO-CIAR (Centre for Innovation and Applied Research). In 2024–2025, we developed an innovation services platform to support students and faculty members with their innovation, entrepreneurship, and commercialisation endeavours. Our innovation services are supported by the Innovators on Campus experts, a program led by Edmonton Unlimited, and funded by Alberta Innovates and PrairiesCan. Furthermore, we are co-applicants on a successful Lab to Market (L2M) grant application led by Dalhousie University. Funded by NSERC, the L2M program is one of Canada’s national networks for innovation, commercialization, and entrepreneurship skills training, and was awarded \$32 million in funding. While CUE is not a recipient of funding, as a co-applicant, we benefit from the outputs for our faculty members and students. Our community will have access to training, networking, funding opportunities, and other resources that support innovation and entrepreneurship.

CUE partnered with the University of Lethbridge and the University of Alberta to develop three micro-credentials aimed at generating intellectual property and commercialization awareness. The collaboration was funded through a Government of Alberta grant, where CUE received \$245,000.00. The micro-credentials are offered for free to any person interested in learning more. The courses were developed by subject matter experts and provide relevant case studies in various sectors across Alberta.

SECTION 5.3. COLLABORATION WITH OTHER LEARNING PROVIDERS

Outline your institution’s collaboration with other learning providers such as First Nations Colleges, publicly funded post-secondary institutions, or Private Career Colleges, specific to:

A. Brokered programs

CUE does not have any brokered programs.

B. Collaborative delivery (satellite or other arrangements)

CUE does not do any collaborative delivery.

C. Institution-level research collaborations

CUE continues to explore research collaborations with other institutions. We have several faculty members collaborating and funded by other post-secondary institutions, such as Lakeland College and the University of Alberta.

D. Learner pathways (e.g., transfer credit for courses/programs)

CUE supports course-by-course transfer credit assessments as recorded by ACAT.

SECTION 6. FINANCIAL AND BUDGET INFORMATION

The following discussion of Concordia University of Edmonton's (CUE) financial condition and results of operations should be read in conjunction with the audited financial statements for the year ended March 31, 2025. The purpose of the Management Discussion and Analysis (MD&A) document is to provide an explanation from management on CUE's performance during the period covered by the financial statements and of CUE's financial condition and future prospects. The MD&A will provide an overview of the following:

- Financial Results
- Revenues
- Expenses
- Compliance with Policy
- Net Assets
- Areas of Financial Risk
- Capital Report
- Financial Health Metrics

FINANCIAL RESULTS FOR THE YEAR ENDED MARCH 31, 2025

The audited 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.

FINANCIAL RESULTS

	2024-25 ACTUAL	2024-25 BUDGET	2023-2024
Revenue	\$52,510,377	\$44,579,535	\$50,439,404
Expenses	44,997,244	44,554,928	40,350,354
Net Surplus	\$7,513,133	\$24,607	\$10,089,050

For the year ended March 31, 2025, CUE achieved a net surplus of over \$7.5 million. This is just under \$7.5 million higher than budgeted and \$2.6 million lower than prior year’s surplus. The most significant drivers contributing to this \$7.5 million surplus are higher domestic enrolment than anticipated, higher than budgeted government grant revenue, designated fees, gifts and other grants, and better than expected returns on investments. Lower than expected salary, wages and benefits expenses also contributed to the surplus.

Net assets have increased by \$7.8 million from prior year as a result of the \$7.5 million of annual operating surplus, \$196,000 associated with the remeasurement of employee future benefits and an endowment contribution of \$100,000.

REVENUE

Total revenues for the year were \$52.5 million, an increase of \$2.1 million (4.1%) compared to the prior year and \$7.9 million (17.8%) over budget. Revenue from tuition represented the University’s largest source of revenue at 59.6% of total revenue followed by revenue from the Government of Alberta at 28.0%.

SOURCES OF REVENUE	2024-25 ACTUAL	2024-25 BUDGET	VARIANCE FROM BUDGET	2023-2024 ACTUAL	VARIANCE FROM ACTUAL
Tuition & Fee	\$31,276,912	\$28,011,788	\$3,265,124	\$29,601,093	\$1,675,819
Government Grants	15,202,420	13,213,857	1,988,563	14,063,843	1,138,577
Auxiliary Revenue	2,162,564	2,075,969	86,595	2,112,728	49,836
Investment Revenue	1,640,527	450,000	1,190,527	2,386,845	(746,318)
Designated Fees, Gifts & Grants	1,160,068	90,000	1,070,068	1,339,347	(179,279)
Other Revenue	709,383	300,921	408,462	660,490	48,893
Amortization of Deferred Capital Contributions	358,503	437,000	(78,497)	275,058	83,445
Total Revenue	\$52,510,377	\$44,579,535	\$7,930,842	\$50,439,404	\$2,070,973

Tuition and Fees

Student tuition and fees of \$31.3 million was \$1.7 million higher than prior year and \$3.3 million higher than budget. The increase from prior year is a result of an increase in domestic enrolment of 1.5% and an increase in domestic and international per credit tuition and mandatory fees which offset the decrease in international enrolment of 8.6%. The \$3.3 million overall increase from budget is a result of higher than expected domestic enrolment, which offset the lower than expected international enrolment.

Government Grants

Government grant revenue was \$1.1 million higher than prior year and \$2.0 million higher than budgeted. The increase from prior year is a result of increased activity and revenue recognition associated with various Government of Alberta grants (Targeted Enrolment Expansion, Technology Talent Initiative, University of Alberta sub-grant) and Government of Canada funding for Global Skills Opportunity, Tri-Agency funding, and Community Support Multiculturalism and Anti Racism Initiatives.

At the time the budget was prepared, administration had not yet crystalized the work that was going to be done utilizing these funds and based on accounting rules you can only record revenue when the related expenses are incurred. CUE expenditures are planned within the bounds of confirmed work plans hence the \$2.0 million increase from budget.

Investment Revenue

Investment revenue was \$746,000 lower than prior year and \$1.2 million higher than budgeted. The lower revenue is a result of CUE's investments not growing as much in value. This occurred due instability in the financial markets due to political issues and broader economic factors. CUE also earned less interest income on its deposit accounts, including cash accounts and GICs due to timing of one GIC maturity and cash used to pay off the NAB construction loan. Investment revenue was \$1.2 million higher than budgeted. Investment income was estimated using a conservative approach to reflect market uncertainty and reduce the risk of overstatement. This means projected returns are based on modest, historically grounded assumptions rather than aggressive forecasts or short-term market trends. The performance of our investments exceeded our conservative estimates.

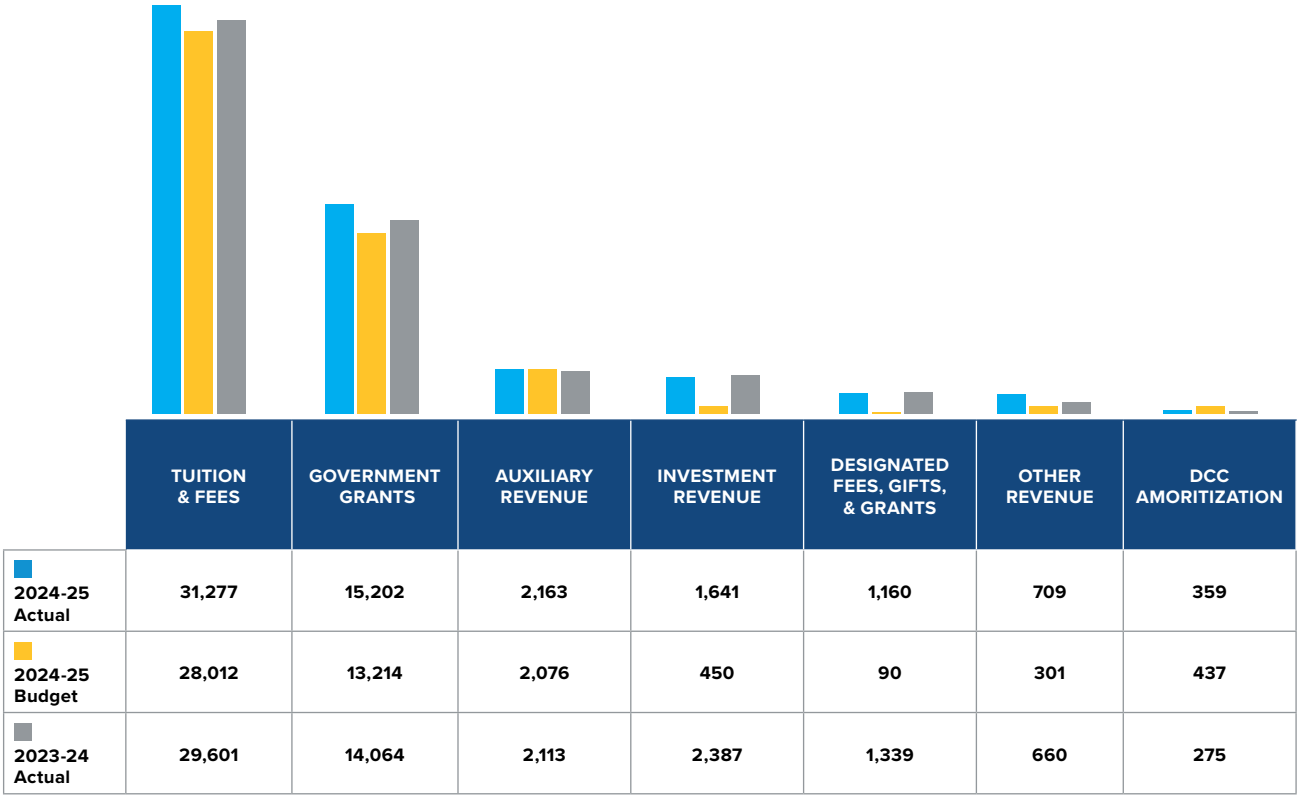
Designated Fees, Gifts and Grants

Designated fees, gifts and grants were \$179,000 lower than prior year and \$1.1 million higher than budgeted. The decrease from prior year is a result of a one-time correction from deferred capital to donation revenue which is reflected in the prior year figures. The increase from budget is a result of revenue recognition associated with scholarships issued on half of the Government of Alberta which is a non-budgeted revenue item.

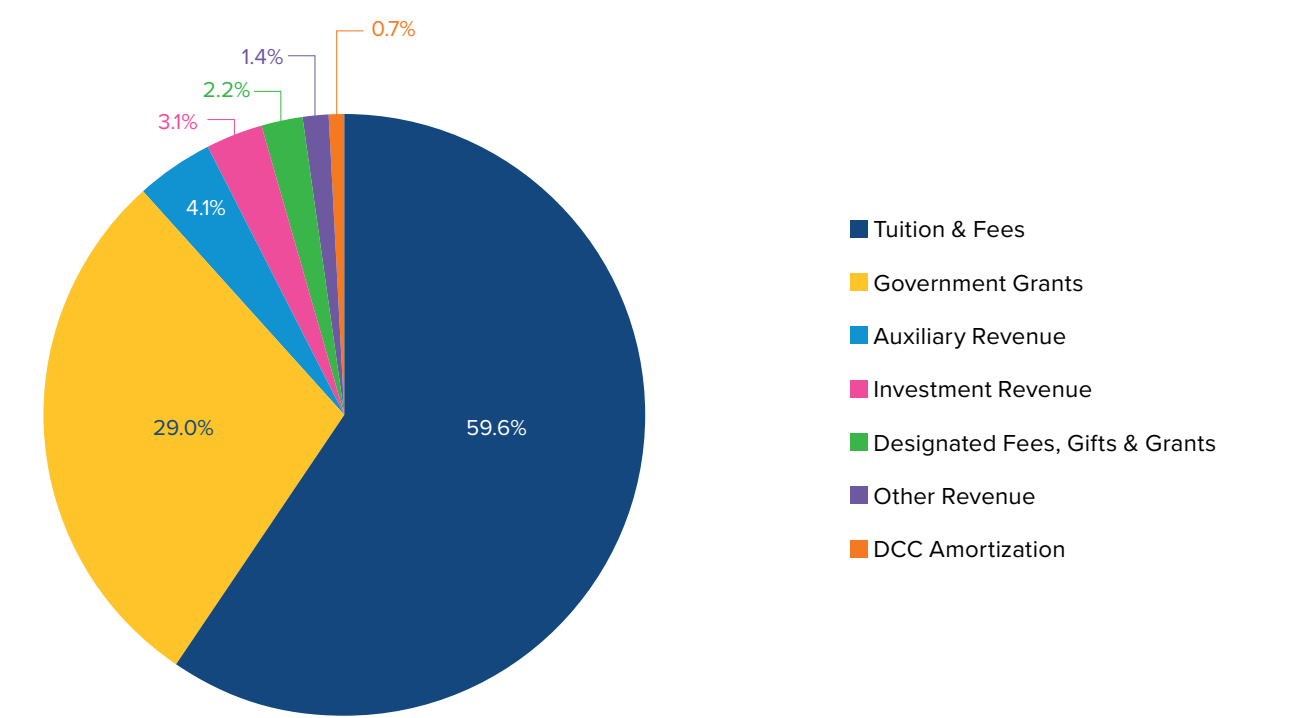
Other Revenue

Other revenue was in line with prior year and \$408,000 higher than budgeted. The increase from budget is mainly a result of interest earned on student accounts which were underbudgeted and miscellaneous Athletics revenue from various fundraising initiatives held during the year which is a non-budgeted revenue item.

The following are the comparative values for CUE’s sources of revenues (in ‘000s):



The following graph illustrates the distribution of expenses for the year ended March 31, 2025:



EXPENSES

For the year ended March 31, 2025, CUE incurred \$45.0 million in expenses representing an increase of \$4.6 million (11.5%) from prior year and \$440,000 (1.0%) higher than budget. Salaries and benefits are the largest expenditure component at CUE, representing 65.8% of expenses. Academic and support programs represent the largest functions at the University, with this function representing 82.0% of the University’s expenses.

EXPENSES BY OBJECT	2024-25 ACTUAL	2024-25 BUDGET	VARIANCE FROM BUDGET	2023-2024 ACTUAL	VARIANCE FROM ACTUAL
Salaries, Wages, and Benefits	\$29,619,979	\$30,541,261	\$(921,282)	\$27,833,992	\$1,785,987
Supplies and Services	7,687,948	7,418,734	269,214	6,358,040	1,329,908
Capital Amortization	2,652,005	1,900,000	752,005	1,850,396	801,609
Scholarships and Bursaries	1,725,938	1,233,375	492,563	1,784,491	(58,553)
Interest	1,034,327	700,000	334,327	501,698	532,629
Utilities	951,827	1,175,584	(223,757)	930,090	21,737
Cost of Goods Sold	611,139	655,450	(44,311)	563,805	47,334
Maintenance	441,126	889,492	(448,366)	412,109	29,017
Unrealized Loss on Interest Rate Swap	246,796	-	246,796	88,869	157,927
Property Tax	26,159	41,032	(14,873)	26,864	(705)
Total Expenses	\$44,997,244	\$44,554,928	\$442,316	\$40,350,354	\$4,646,890

SALARY, WAGES AND BENEFITS

Expenditure on salaries, wages and benefits was \$1.8 million higher than the prior year and \$920,000 less than budget. The increase over prior year actual is due to the following July 1 salary increases: (1) Faculty/ASO grid movement, (2) sessional instructor 1.5% COLA increase, (3) non faculty permanent staff 1.5% COLA increase and one-step grid movement. There were also several new hires during the year which also attributed to the increase in actual expenditures. Spending was lower than budgeted as a result of vacancies that occurred throughout the year.

As shown in the following table, a total of 12 new permanent positions were added during the year and 6 position remained unfilled at year end.

NEW POSITIONS ADDED - YEAR ENDED MARCH 31, 2025	
Position	Faculty/Department
Assistant Professor	Mathematics
Events & Communications Coordinator	Athletics
Gender Based Violence Program Coordinator	Campus Life
Community Relations Specialist	Community Relations
Lab Technician	Office Research & Innovation
Sr Grants & Contracts Officer	Office Research & Innovation
Governance Coordinator	Planning & University Relations
Custodian 0.5 FTE	Custodial Services

NEW POSITIONS ADDED - YEAR ENDED MARCH 31, 2025	
Position	Faculty/Department
Custodian	Custodial Services
Custodian	Custodial Services
Maintenance Generalist	Plant Operations
Admissions Advisor	CStudent Enrolment Services
NEW POSITIONS BUDGET, NOT FILLED - YEAR ENDED MARCH 31, 2025	
Position	Faculty/Department
Assistant Professor	Biology & Environmental Science
Assistant Professor	Business Management
Assistant Professor	Business Management
Assistant Professor	MISSM/MISAM
Assistant Professor	MISSM/MISAM
Program Liaison	Environmental Health

SUPPLIES AND SERVICES

Supplies and services expenses was \$1.3 million higher than prior year and \$269,000 more than budgeted. This is due to higher costs in the following areas: marketing related costs (for professional fees, branding, publicity and promotional expenses), more staff being employed as contracted employees to fill vacancies, first time operational costs related to the NAB (Braaksma), insurance costs, athletics team playoff expenses, and graduation expenses.

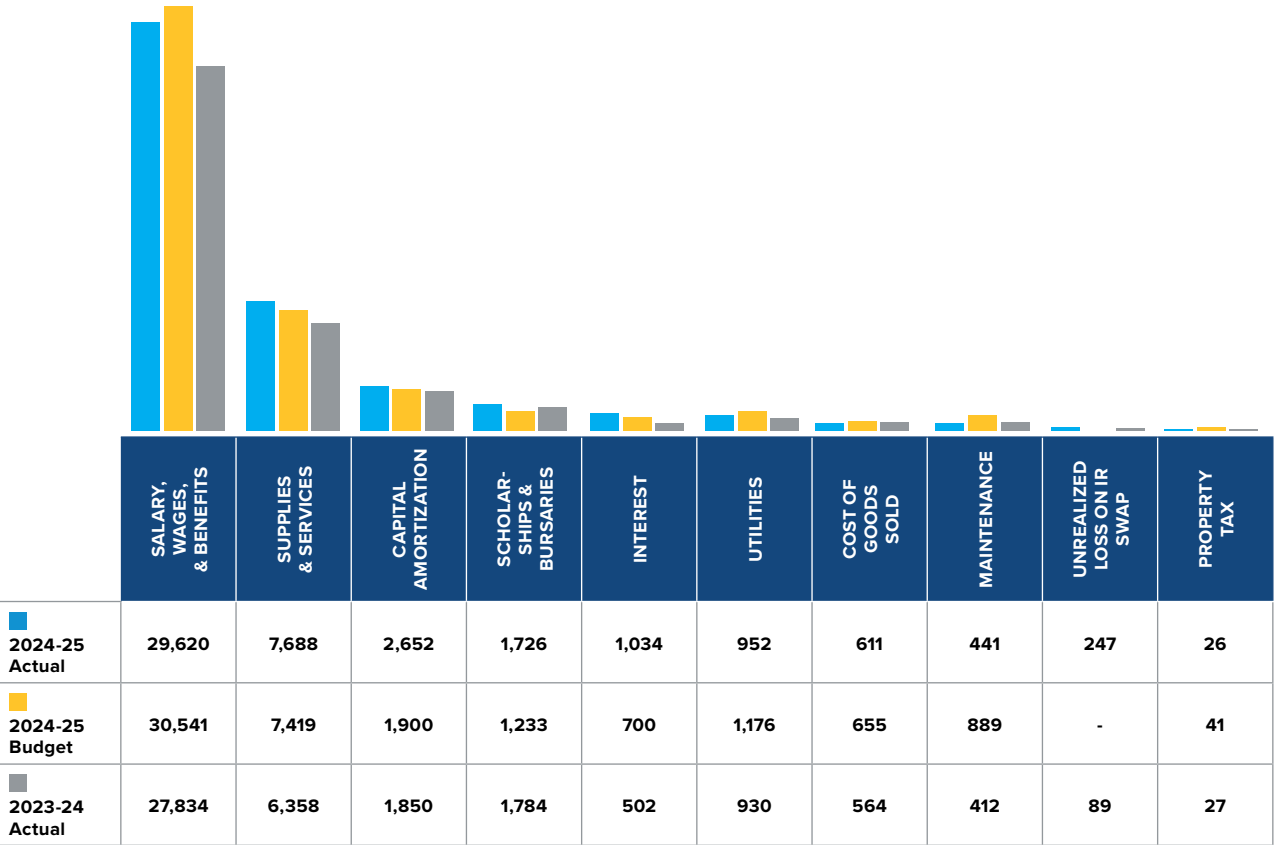
CAPITAL AMORTIZATION

Amortization of capital assets was \$802,000 higher than prior year and \$752,000 more than budgeted. This is due to the NAB (Braaksma) being put into service and the amortization associated with the building and equipment additions.

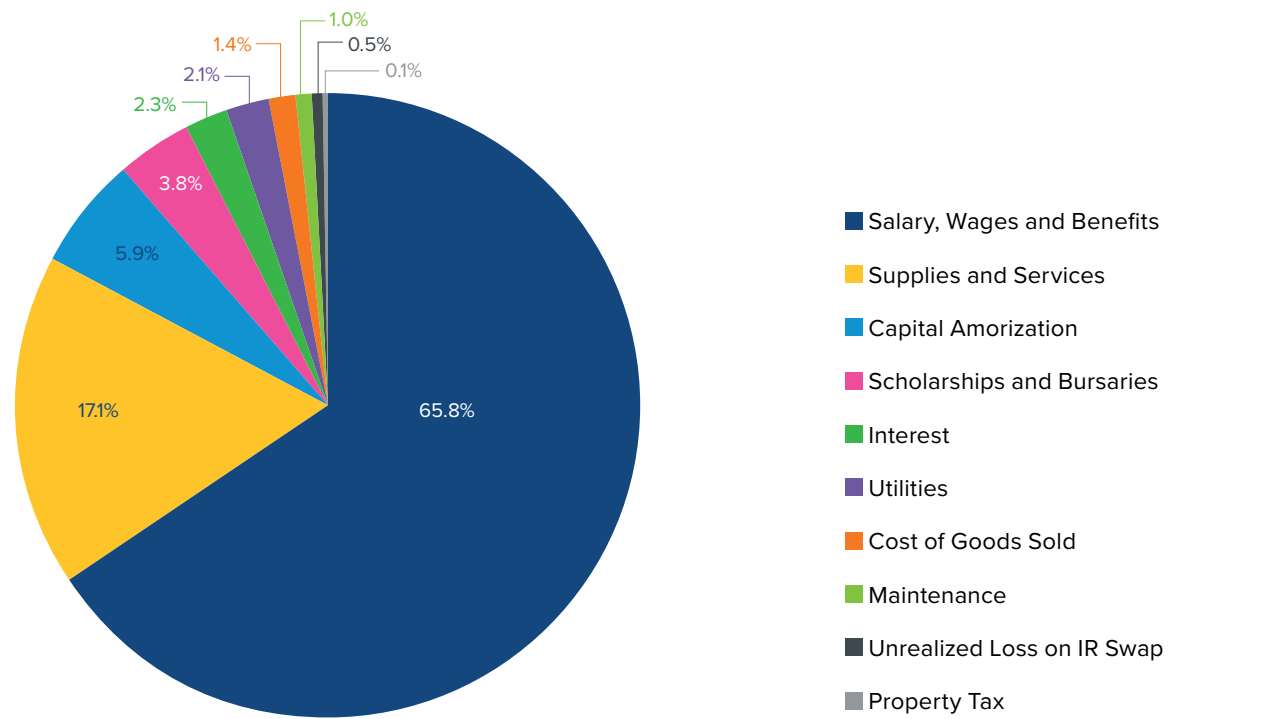
INTEREST

Interest expense was \$533,000 higher than prior year and \$334,000 more than budgeted. This is due to early termination fees on the interest rate swap contract which was terminated when CUE fully paid off its NAB construction loan in February 2025.

The following are the comparative values for CUE’s sources of revenues (in ‘000s):



The following graph illustrates the distribution of expenses for the year ended March 31, 2025:



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

EXPENSES BY PROGRAM	2024-25 ACTUAL	2023-2024 ACTUAL	VARIANCE FROM ACTUAL	% CHANGE
Support Programs	\$19,123,342	\$17,340,602	\$1,782,740	10.3%
Academic Programs	17,772,277	16,335,627	1,436,650	8.8%
Auxiliary Enterprises and Activities	1,199,115	1,624,021	(424,906)	-26.2%
Student Financial Aid	1,725,938	1,784,491	(58,553)	-3.3%
Research	1,243,444	824,650	418,794	50.8%
Debt Servicing	1,034,327	501,698	532,629	106.2%
Total Expenses by Program	42,098,443	38,411,089	3,687,354	9.6%
Capital Amortization	2,652,005	1,850,396	801,609	43.3%
Unrealized Loss on Interest Rate Swap	246,796	88,869	157,927	177.7%
Total Expenses	\$44,997,244	\$40,350,354	\$4,646,890	11.5%

COMPLIANCE WITH POLICY

Effective April 2025, CUE implemented a Capital Reserve Fund Policy to ensure that CUE has adequate financial resources to support long-term capital needs and a Contingency Fund Policy to set out the requirements for the management and utilization of a contingency fund to address unforeseen financial challenges and ensure financial stability of CUE. Below is an assessment of management’s compliance with the minimum and optimal balances set out in these policies for fiscal 2025.

Capital Reserve*	\$3,532,912
Contingency**	2,625,519
Total Requirement per Policies	6,158,431
Unrestricted Net Assets	8,912,527
Restricted Assets	4,202,452
Total Available for Reserves	13,114,979
Excess/(Deficiency)	6,956,548

* The balances is set at 2% replacement value of capital assets.

** Reserve for contingencies set at 5% of total annual revenues.

NET ASSETS

CUE’s net asset balance is an important indicator of financial health. Sound financial planning and strategic decision making combined with strong operational results have contributed to the University’s \$70.6 million in net assets. Investment in capital assets of \$56.2 million represents the largest component of Net Assets. The remaining \$14.4 million in net assets includes \$8.9 million in Net Assets Available for Operations, \$4.2 million in restricted assets and \$1.2 million for Endowments.

	NET ASSETS AVAILABLE FOR OPERATIONS	INVESTMENT IN CAPITAL ASSETS	INTERNALLY RESTRICTED	ENDOWMENTS	TOTAL
Net Assets, Beginning of Year	\$13,393,758	\$44,057,715	\$4,202,452	\$1,142,442	\$62,796,367
Excess of revenue over expenditures	9,806,635	(2,293,502)	-	-	7,513,133
Employee future benefits remeasurement	196,000	-	-	-	196,000
Endowment contributions	-	-	-	100,000	100,000
Transfers					
For capital additions	(8,807,235)	8,807,235	-	-	
Capital contributions	158,436	(158,436)	-	-	-
Repayment of loans	(5,835,067)	5,835,067	-	-	-
Total Expenses	\$8,912,527	\$56,248,079	\$4,202,452	\$1,242,442	\$70,605,500

AREAS OF FINANCIAL RISK

Student Enrolment

The top institutional risk continues to be enrolment. Over the last five years, CUE’s overall enrolment has declined by 15% (13% domestic and 21% international). CUE’s domestic enrolment continues to face pressure from other public post-secondary institutions who are increasing capacity via additional targeted funding from the Province and from additional infrastructure that will continue to develop over the next 3-4 years. International student enrolment will continue to decline due to Government of Canada caps on international study permits, stricter eligibility rules for post-graduation work permits, diplomatic tensions with India (a major source of our international students) and increased competition from other countries with clearer permanent residency pathways and more supportive visa policies. To date, CUE has seen a significant decline (58%) in international student applications, and we cannot rely on international enrolment for significant surpluses in coming years. Administration is working to address these risks vis-à-vis the development of CUE’s first ever Strategic Enrolment Management Plan which will provide a more coordinated, evidence-based approach to counter enrolment challenges and address how we attract, support and retain students. Other initiatives include increased infrastructure capacity, new student housing, and enhanced services to students to help increase enrolment.

Provincial Funding

For the Operating and Support Grant totaling \$12.6 million, funding has remained flat for the last three years (2022-23 to 2024-25). CUE also received an additional \$1.2 million in operating funds from the Province to support the expansion of the Bachelor of Education After Degree program in 2025-26. As a result, management determines provincial funding to be lower of a risk than we have identified in past years. We do note however, that several unknown factors continue to pose a risk to CUE’s ability to fund emerging priorities in coming years including collective bargaining outcomes, volatility of US tariff policies, high inflation and the Province’s 2% tuition cap limiting the ability of institutions to generate additional revenue. While the tuition cap does not directly apply to CUE, we do need to establish rates that remain competitive with other PSIs in Alberta. In addition, increases in energy prices, supply chain problems and a tightening labour market continues to cause prices for goods and services to rise. As a result, CUE has seen escalation in both operating and capital costs which exacerbates the stagnation in government funding and limitations in tuition increases.

Expert Panel on Post-Secondary Institution Funding and Alberta's Competitiveness (Mintz Panel)

The Mintz Panel was announced in late 2024. The panel’s aim is to review and assess how Alberta funds its public and independent post-secondary institutions, both domestically and compared to models globally, and to evaluate the province’s global competitiveness in higher education. While the results of the Panel have not been released there are several risks inherent in the review. These include tying institutional funding to outcomes like graduate employment or research commercialization which will favor those disciplines with immediate commercial appeal while marginalizing humanities and the arts; further budget cuts or constrained public spending; greater influence of corporate interests in post-secondary education; or expansion of private and for-profit institutions at the expense of public ones.

Capital Funding

As an Independent Academic Institution, CUE receives no capital funding from the provincial government. Major capital projects and ongoing capital maintenance and renewal must be funded through debt financing, donor funding, operating revenue, or federal government grants.

In October 2019, CUE unveiled a Campus Master Plan which includes new facilities for classroom and residence space with an estimated cost of \$65 million. From the Campus Master Plan, construction commenced in September 2021 on the New Academic Building and Student Quad, which was completed in September 2024 at a final cost of \$40.6 million. The project was delayed by over a year and half and as a result CUE experienced significant operational, reputational and financial costs and lost revenues.

Also, as part of the Campus Master Plan, CUE is planning to commence construction on the New Student Dormitory Building in Fall 2025 which is budgeted at \$22.6 million. CUE’s internal reserves are not sufficient to fund this project and therefore CUE is currently working to secure debt financing which may include CMHC funding and/or bank financing. Key risks of this project include fluctuations in the cost of materials, supply chain issues, tariffs and upward changes in interest rates.

CAPITAL REPORT

The University continued with construction of the New Academic Building (NAB) in the first half of 2024-25 and the facility was put into service on September 27, 2024. CUE has also identified the need for a New Student Dormitory Building and the project is currently underway, with construction expected to commence in Q2 2025-26.

In 2024-25, the University expended \$8.8 million (2024: \$13.3 million) on construction and other capital asset acquisitions. This capital activity represents the construction of the NAB and New Student Dormitory Building and other minor capital investments. The following is a breakdown of the two major capital projects during the year:

	2024-25	INVESTMENT TO DATE	TOTAL REVISED BUDGET
New Academic Building	\$5,632,177	40,583,725	40,583,725
New Student Dormitory Building	\$718,532	762,934	22,600,000

FINANCIAL HEALTH METRICS

	MARCH 31, 2025	MARCH 31, 2024	MARCH 31, 2023	MARCH 31, 2022
Current assets	32,072,692	31,880,559	35,380,626	38,618,227
Current liabilities	16,957,183	20,857,379	19,644,201	16,281,391
Current Ratio	1.89	1.53	1.80	2.37
Calculation = Current assets / Current liabilities				
Objective: Measures an institution's ability to meet its short-term obligations				
Good ratio: 1.50-3.00 or greater				
	MARCH 31, 2025	MARCH 31, 2024	MARCH 31, 2023	MARCH 31, 2022
Cash and cash equivalents	12,687,848	17,179,325	18,024,438	18,246,109
Total expenses	44,997,244	40,261,485	39,595,698	37,247,211
less: Amortization	(2,652,005)	(1,850,396)	(1,843,244)	(1,781,719)
Total cash expenses	42,345,239	38,411,089	37,752,454	35,465,492
Days Cash on Hand	109	163	174	188
Calculation = Cash and cash equivalents / Total cash expenses X 365 days				
Objective: Determines how long an institution can continue to pay its operating expenses without generating future revenue				
Good ratio: 90-180 days or greater				
Variance: FY25 lower due to \$5.8 million cash used to pay off long term debt				

SECTION 7. FREE SPEECH REPORTING

i. Free Speech Policy Information

Please provide the URL where your institution’s free speech policy is posted.

[Freedom of Expression Policy](#)

Has your institution amended its free speech policy during the 2024–2025 fiscal year?

Effective date: May 2023 - No amendments made in the given time frame.

ii. Cancelled Events

During the reporting period, were any events at your institution cancelled for reasons related to free speech?

No cancelled events have been reported.

iii. Free Speech-Related Complaints

Describe any complaints related to free speech policies within the time frame including number of complaints, description, context and complaint resolutions.

No Free Speech complaints have been received.

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