



# ANNUAL REPORT 2025-2026



Concordia University of Edmonton is located on Indigenous lands within Treaty No. 6 territory and the homeland of the Métis Nation (District 9). The North Saskatchewan River has been a significant place for the niitsitapi (Blackfoot), denesųliné (Dene), nakoda isga (Nakoda Sioux), nehiyawak (Cree), nahkawininiwak (Saulteaux), and otipemisiwak (Métis) since time immemorial. We honour and respect the agreements made by our ancestors to live in good relations for as long as the sun shines, the grass grows, and the river flows.



## TABLE OF CONTENTS

|                                                          |           |
|----------------------------------------------------------|-----------|
| <b>Accountability Statement</b> .....                    | <b>1</b>  |
| <b>Management's Responsibility for Reporting</b> .....   | <b>1</b>  |
| <b>Message from the President and Board Chair</b> .....  | <b>2</b>  |
| <b>Operational Overview</b> .....                        | <b>3</b>  |
| <b>Goals and Performance Measures</b> .....              | <b>6</b>  |
| <b>Student Supports and Resources</b> .....              | <b>29</b> |
| <b>Strategic Research Priorities</b> .....               | <b>30</b> |
| <b>Collaboration with Other Learning Providers</b> ..... | <b>31</b> |
| <b>Financial Information</b> .....                       | <b>32</b> |
| <b>Self-generated Revenue</b> .....                      | <b>34</b> |
| <b>Capital Report</b> .....                              | <b>38</b> |
| <b>Free Speech Reporting</b> .....                       | <b>39</b> |

## ACCOUNTABILITY STATEMENT

Concordia University of Edmonton'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

**Trish Bronsch**

Chair, Board of Governors  
Concordia University of Edmonton

## MANAGEMENT'S RESPONSIBILITY FOR REPORTING

Concordia University of Edmonton's management is responsible for the preparation, accuracy, objectivity, and integrity of the information contained in the Annual Report. Systems of internal control are designed and maintained by management to produce reliable information to meet reporting requirements. These systems are 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

**Trish Bronsch**

Chair, Board of Governors  
Concordia University of Edmonton

88%

OF STUDENTS WERE SATISFIED WITH  
TEACHING QUALITY THEY RECEIVED

## MESSAGE FROM THE PRESIDENT AND BOARD CHAIR

Concordia University of Edmonton (CUE) proudly offers exceptional and career-focused programs in a setting where every learner has the opportunity to thrive. We pride ourselves in being purposeful about our size so that we provide a high-quality education and ensure students are recognized, supported, uplifted, and celebrated throughout their time at CUE.

Our approach recognizes the potential in every student. We provide a unique and robust educational experience that connects with the diverse backgrounds and needs of our students. Located along the historic banks of the North Saskatchewan river, we are a tight-knit community in the heart of a bustling and vibrant capital city. The Board of Governors, along with our administration, faculty, and staff, take great pride in the contributions our students make at a local, national, and global scale.

The annual report is an opportunity for us to reflect on the past year's achievements and challenges while also looking ahead to a future shaped by curiosity, resilience, and bold ambition. The next generation of learners are already seeking to find the solutions to ever evolving global problems, finding new pathways to success, and staying true to their personal aspirations and goals. We are committed to matching that course by offering a world-class education, fostering confidence, and spurring innovations in the leaders of the future.

Original Document Signed by:

**Trish Bronsch**

Chair, Board of Governors  
Concordia University of Edmonton

**Dr. Tim Loreman**

President and Vice-Chancellor  
Concordia University of Edmonton

“

Our approach recognizes the potential in every student.”



# OPERATIONAL OVERVIEW

## INTRODUCTION

For over a century, Concordia University of Edmonton (CUE) has been a prominent fixture in the Edmonton, and Alberta, post-secondary landscape. CUE offers highly regarded degree programs, sought-after graduates, and is an institution known for its sense of connection and community. Offering over 50 undergraduate and graduate programs across the Faculties of Arts, Science, Education, and Management, our mission and vision remains committed to providing a world-class education within a welcoming environment.

The 2025-2026 Annual Report highlights a year of resilience, growth, and opportunities for our institution. We continued to elevate our teaching environment, enhanced student support, connected to local and global communities, and expanded research output. We remain committed to evolving alongside the needs of our students and preparing our future graduates to be engaged and thoughtful citizens.

## ENROLMENTS

In 2025-2026, CUE experienced a decline in enrolment for the fifth consecutive year, following sustained growth between 2013-2014 and 2020-2021. 2,684 unique students were enrolled in Ministry-approved programs in 2025-2026, with full-load equivalents (FLEs) totaling 2,064.9. These figures represent a slight decrease from 2024-2025 (2,836 students and 2,145.7 FLEs). We are currently in the process of strengthening our recruitment and retention strategies through our [Strategic Enrolment Management Plan \(2026-2031\)](#). Despite this decline in enrolments, 605 students completed their degrees, which is comparable to 606 in 2024-2025.

## STUDENT EXPERIENCE

For the 17th consecutive year, CUE participated in the Canadian University Survey Consortium (CUSC) to gain insights into student satisfaction. In 2026, the Survey of Middle Years Students captured responses from 8,397 students across Canada, including 227 from CUE.

Students in their middle years reported high satisfaction ratings with many aspects of CUE, including many above national ratings. Eighty-eight percent of respondents were satisfied with the quality of teaching they received, higher than the score of 86% at many other institutions. CUE middle years students were also more satisfied with their decision to attend the university (88% versus 87% nationally) and more satisfied with the concern shown by the university for the student as an individual (74% versus 70% nationally). Eighty-one percent of middle years students felt their university experience expectations were met or exceeded, the same rate as at other universities. These results show that CUE is providing a personalized and supportive learning environment for students.

## STUDENT SUPPORTS

This commitment to a supportive environment is reflected in CUE's various student support services.

CUE's Student Life and Learning team ensures that students get the academic support they need. In 2025-2026, Student Accessibility Services (SAS) provided accommodations to 319 students with permanent or temporary disabilities and proctored 1,259 accommodated exams. Students booked more than 150 academic advising appointments to receive help with academic decision-making, learning strategies, accessing various services on campus, and other supports. 2025-2026 also saw the launch of the CUE C.A.R.E.S. (Consult, Assess, Respond, Educate, Support) team, to close gaps in our mental health, academic, conduct, and gender-based violence (GBV) responses. The team responded to 93 reports in 2025-2026.

CUE is committed to supporting the mental health of students. Counselling services were expanded by bringing in two additional counsellors on site from September through April; approximately one in 10 CUE students have accessed these services. The CUSC survey shows that 89% of students who accessed this service were satisfied or very satisfied. The CUE Wellness team hosted its first Community Mental Health Resource Fair, which included the participation of 20 community resources to further connect students to resources to support them.

CUE's Library continued to support student academic and research success. They reached 2,799 students during 118 in-class instruction sessions and answered 566 research related questions to assist students, faculty, and staff in the research process. 96.9% stated they would recommend the CUE Library to other students in the library's annual survey.

Enrolment of self-identified Indigenous students is growing at CUE; 191 students enrolled at CUE in 2025-2026, as compared to 170 in 2024-2025. kihêwak kâpimihâcik (Indigenous Student Services Centre) engaged between 25-35 students daily, which resulted in connecting with 80 unique students over the academic year. The Red Eagle Circle (the CUE Indigenous Student Association) was also established this year and held two artisan markets on campus.

While the international student population has declined by 31% at CUE in 2025-2026 (from 517 students to 358), the International Office (IO) continues to offer critical support to these students. 13 immigration-focused sessions were offered, along with other acculturation events. The IO also provided 211 student immigration appointments in 2025-2026.

## **FROM CLASSROOM TO CAREER**

CUE's quality teaching environment is supported by the Centre for Teaching Excellence (CTE). The CTE provided 15 synchronous professional learning opportunities (PLO) in 2025-2026 and developed five online modules for asynchronous PLO delivery on Teaching Foundations, Generative AI in Education, Striking a Balance with Sustainable AI, and Mentoring for Student Success. The CTE also conducted 26 classroom observations to provide teaching feedback, increasing from 11 classroom observations in 2024-2025.

CUE's classrooms and other supports prepare students for their future careers and advanced studies. 489 unique learners were enrolled in some form of Work Integrated Learning (WIL) in 2025-2026, up from 431 the previous year. For example, all 32 Bachelor of Management students completing their WIL requirement received a paid internship. CUE's Career Services held 152 one-on-one advising sessions (60% increase from last year), and 42 hours of drop-in sessions were offered (17% increase). The Career Fair hosted 33 employers to connect with students and discuss career options, while the Grad Fair hosted 22 graduate programs from 18 different institutions. A continued success story is the outcomes of Bachelor of Education (After Degree) graduates; 92% percent of program graduates have part-time or full-time employment offers for the 2026-2027 school year.

## **LOCAL AND GLOBAL COMMUNITIES**

CUE continues to strengthen its connections with communities both local and abroad.

CUE's engagement with our local community continues to grow through events such as the annual Easter Egg Hunt, Halloween event, and Lighting Up Ada Boulevard events. All of our community events experienced an increase in participation from community members.

The 2025 President's Fundraising Breakfast for Mental Health raised more than \$31,000 for student mental health initiatives through donations and sponsorship. All proceeds support the Shaughn O'Brien Mental Health Fund, which enables CUE to sustain and expand mental health services for students.

CUE Athletics hosted 64 home events that attracted a combined total of 7,320 spectators. CUE Athletics also continued their Thunder Days of Giving initiative to raise funds and volunteer time with community organizations.

Bridging the local and the global, the Centre for Chinese Studies (CCS) supported the CUE Thunder men's hockey team in hosting a hockey exhibition game against the Chinese Men's National Hockey Team. The event attracted more than 500 participants, including students, schools, universities, and members of the broader community.

CUE's international partnerships have expanded to 94 across 38 countries (from 85 international partnerships across 34 countries in 2024-2025), including the addition of several strategic partners in emerging regions such as Nepal, Thailand, Türkiye, and the United Kingdom. This growth supports CUE's international recruitment strategy to diversify the international student population. CUE also hosted four international visitors in 2025–2026, including two from Switzerland, one from Poland, and one from Colombia, while five CUE faculty members travelled outside of Canada on research exchanges through the Erasmus program, and one faculty member participated in a Faculty Mobility for Partnership opportunity.

## **RESEARCH AND INNOVATION**

CUE expanded research output and capacity in 2025-2026.

The total number of external funding applications by faculty members increased by 59.9% compared to the previous year, while the number of publications reported by faculty totaled 140, which is an increase of 122% compared to the previous year.

CUE students saw success in obtaining research funding as well. Natural Sciences and Engineering Research Council (NSERC) Undergraduate Student Research Awards (USRAs) were awarded to seven students in 2025, and the Social Sciences and Humanities Research Council (SSHRC) Graduate Student Research Scholarship was awarded to three graduate students in 2025-2026 to support their graduate research and doctoral studies.

We continue to host CUE's Annual Research and Innovation Conference (CARIC). 2025 was the first time that the Fine Arts Research Festival joined CARIC, truly unifying all types of research and scholarship across campus into one event. More than 200 people attended CARIC 2025; approximately 20% of attendees were external to CUE; these included government representatives, funders, partners, as well as family and friends.

CUE established a research and innovation marketing and communications strategy. This strategy includes monthly Research Spotlights for students and faculty researchers, promotion of new funding awarded, and external promotion of publications, podcasts and interviews.

In 2025-2026, CUE had multiple successes in increasing our research capacity. CUE received preliminary certification from the Canadian Council on Animal Care (CCAC) in February 2025. CCAC certification is the first step in CUE becoming eligible to receive and administer funding from the Canadian Institute for Health Research (CIHR). CUE was deemed eligible to apply for funding under the new federal Canada Impact+ Research Chair (CI+RC) program in 2025 and has also been allocated two Canada Research Chairs (one Tier 1 and one Tier 2) for recruitment in the academic year 2026-2027.

## **CUE THE FUTURE**

CUE embraces the challenges and opportunities to get students closer to their chosen future by providing the ideal balance of unique learning opportunities, career-building connections, and a close-knit campus community that provides the support they need to thrive and succeed.

We are proud of who we are and confident in where we are going. Looking ahead, we remain as committed as ever in preparing the next generations of independent thinkers, ethical leaders, and engaged citizens working for the common good.

## GOALS AND PERFORMANCE MEASURES

This section highlights CUE's progress toward our goals, priority initiatives, expected outcomes, and associated measures in the 2025–2026 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 our educators and inspire our students by providing innovative, evidence-based resources, and support.**

In 2025–2026, CUE's Centre for Teaching Excellence (CTE):

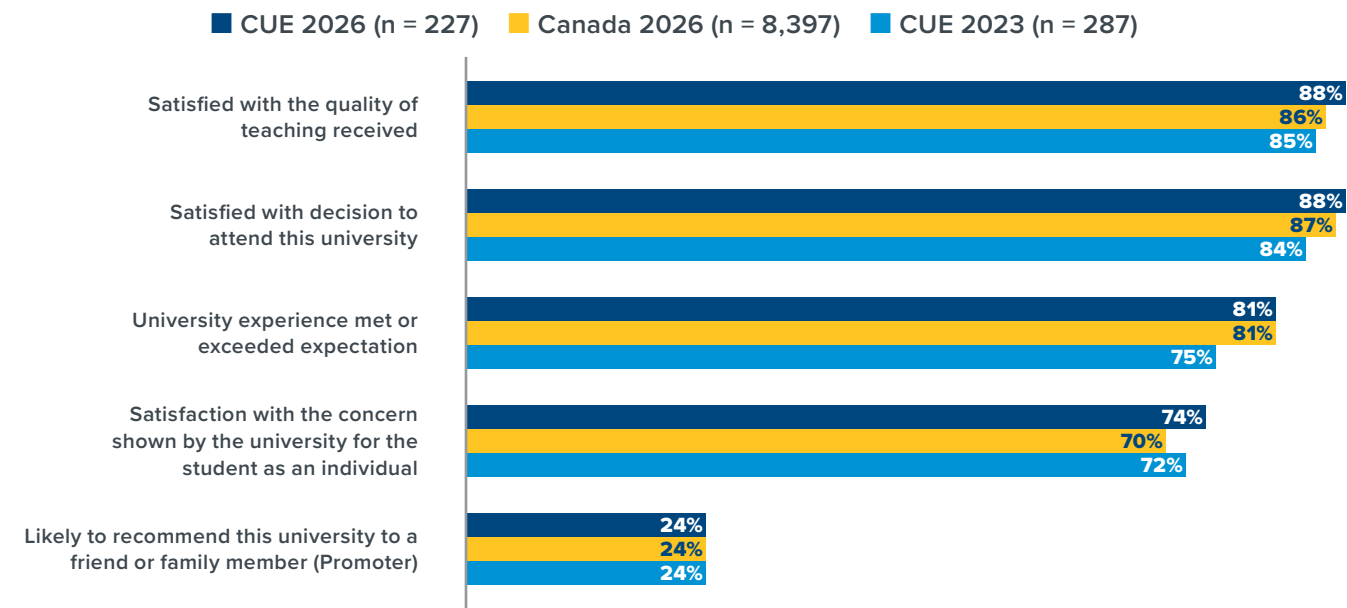
- ▶ Provided 15 synchronous professional learning opportunities (PLO) in 2025-2026. These PLOs had an overall attendance total of 185, down from 20 sessions with 239 participants in 2024-2025.
- ▶ Developed five online modules for asynchronous PLO delivery: Teaching Foundations, Generative AI in Education, Striking a Balance with Sustainable AI, and Mentoring for Student Success.
- ▶ Conducted 26 classroom observations followed by written feedback and conversation, increasing from 11 classroom observations in 2024-2025.
- ▶ Collaborated with library staff to curate a selection of physical and digital books for faculty that support teaching best practices.

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

This is the 17th 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 2026 Survey of Middle Years Students recorded the responses of 8,397 students nationally, including 227 from CUE. The response rate of CUE students was 29.7%

On five key outcomes measured by the CUSC 2026 Survey of Middle Years Students, CUE students provided positive ratings that either exceed or are on par with students at other universities. CUE students are more likely to express satisfaction with the concern shown by the university for the student as an individual (74% compared to 70% at other universities) and to indicate that they are satisfied with their decision to attend their university (88% compared to 87%). They are also more likely to say that they are satisfied with the quality of teaching received (88% compared to 86%). CUE students who say that their university experience met or exceeded expectations was on par with other universities at 81%. Additionally, 24% of CUE students and students at other universities were promoters, or likely to recommend this university to a friend or family member. Overall, these results have improved since the last time the CUSC Middle Years survey was run in 2023. See Figure 1 below.

**FIGURE 1 – CUSC 2026 Middle Years 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 the Bachelor of Education (After Degree) program and the Bachelor of Management program.
- ▶ Made substantive progress on the following reviews:
  - Bachelor of Science in Chemistry (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 Science in Biology (3- and 4-year programs)
  - Bachelor of Science in Environmental Science (3- and 4-year programs)
  - Bachelor of Arts in Psychology (3-year, 4-year, and the Applied Emphasis programs)
  - Bachelor of Science in Information Technology (4-year program).
- ▶ Launched reviews of the Bachelor of Arts in Religious Studies (3- and 4-year programs), the Master of Science in Information Technology (4-year program), the Master of Information Systems Assurance Management (MISAM), and the Master of Information Systems Security Management (MISSM) programs.

**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 in the final stages for three new specializations within the Bachelor of Management program: Accounting & Business Analytics, Human Resources Technology & Analytics, and Marketing & Business Intelligence.

## **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.**

- ▶ 489 unique learners were enrolled in some form of Work Integrated Learning (WIL), up from 431 the previous year. Proportionately, this represents 18% of the student population, up from 15% in 2024–2025.
- ▶ CUE's Career Services supported students in 2025-2026 in the following ways:
  - Hosted 33 employers at CUE's Career Fair to connect with students and discuss career options, more than the 29 employers at the 2024-2025 Career Fair. Three workshops were offered during Career Week, one delivered by Career Services and the other two delivered by employers. A mock interview event was also held, hosted by Royal Bank of Canada.
  - Held 152 one-on-one advising sessions (60% increase from last year), and 42 hours of drop-in sessions were offered (17% increase).
  - Hosted a mock interview session with a free professional clothing shop in Winter 2026 and delivered four presentations to students and faculty in specific programs (Chemistry, Environmental Science, and two for Management).
  - Introduced a mailing list to share new job opportunities, in addition to CUE's Career Connections job board. More than 150 students have opted in so far.
  - Hosted the Grad Fair where students had the opportunity to connect with 22 graduate programs from 18 different institutions.
- ▶ The Faculty of Education supported student transition into the teaching profession through an annual Career Fair (with 38 school boards or representatives of hiring authorities), employer engagement opportunities, mentorship, and field experience partnerships. Ninety two percent of Bachelor of Education (After Degree) graduates have part-time or full-time employment offers for the 2026–2027 school year.
- ▶ The Faculty of Management supported student transition to the job market in the following ways:
  - All 32 Bachelor of Management students completing their WIL requirement received a paid internship.
  - Hosted a speed networking event in preparation for CUE's Career Fair. Nine employers and more than 40 students participated.
  - Met the Faculty's goal of incorporating professionals with industry experience to speak with students in at least 30% of all classes.

**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.**

- ▶ Increased the budget for need-based bursaries by 1.8% in 2025-2026 and the entire budgeted amount (\$112,000) was awarded to eligible students.
- ▶ Scholarships had a budget decrease and an actual spending decrease due to less University Entrance Scholarships being awarded.
- ▶ Provincial funding to support graduate students remained at \$220,000 in 2025-2026.
- ▶ Received a third consecutive year of student research funding from Alberta Innovates (\$52,00 per year).
- ▶ Hosted two 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 13,488 high-quality academic open access titles to CUE's Library collection in the past year, bringing the total available to 106,115 e-books and e-journals, which is a 15% increase from the 2024–2025 total of 92,627.
- ▶ Replaced 94 traditional print textbooks with Library e-books, resulting in cost savings for hundreds of students.
- ▶ Successfully transitioned from the NEOS Library Consortium (due to its dissolution) to a new library services platform (LSP), which enhanced how users searched for and accessed library resources. After the transition, CUE Library was featured in an OCLC (Online Computer Library Center) member story. This spotlight celebrates how a shared commitment to user-friendly design and robust discovery systems empowers students and faculty to utilize library resources and services.
- ▶ 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), as well as licensed journals and other online 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 213 respondents to the library's 2026 annual survey, 96.9% stated they would recommend the CUE Library to other students, which is slightly lower than 98.1% in 2025.

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

- ▶ More than 650 students attended New Student Orientation, where they learned about their degree programs, extracurricular opportunities, on campus support, and community resources.
- ▶ In Fall 2025, Learning Services held 25 class visits in first year courses to promote awareness of student services, including tutoring and writing support, and they held 13 class visits in Winter 2026 for writing-heavy courses.
- ▶ Student Accessibility Services (SAS) provided accommodations to 319 students with permanent or temporary disabilities (9% higher than last year). To ensure students can access their accommodations, SAS proctored 1259 exams.
- ▶ The Writing Centre provided 94.5 hours of writing support to 81 students. Compared to last year, the number of users remained consistent, but the hours of support have decreased by 36%.

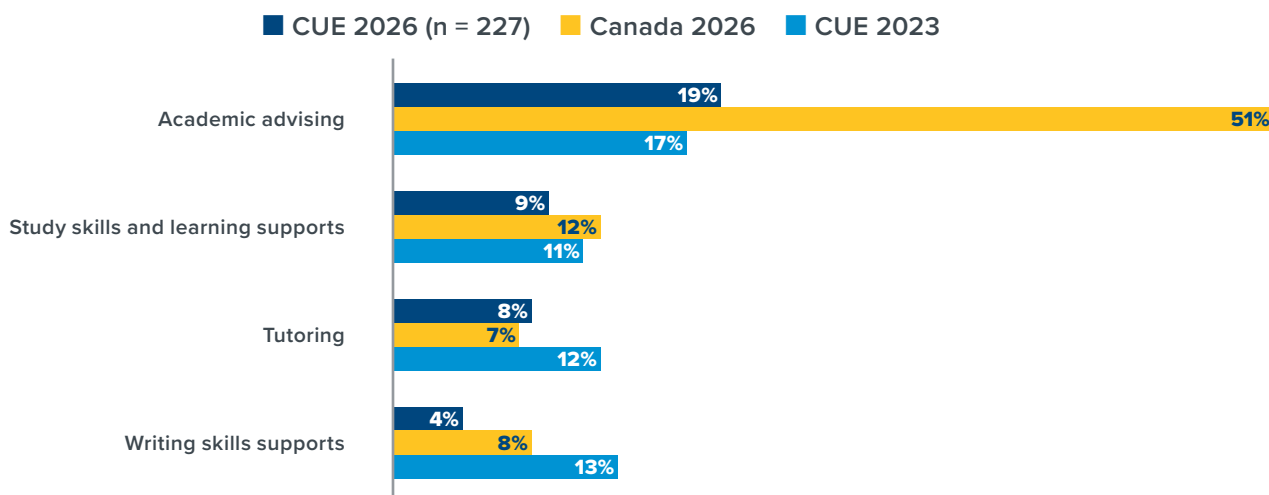
- ▶ Tutoring Services provided 185 hours of support (30% decrease) for 120 unique users (19% decrease).
- ▶ Learning Services delivered 19 online workshops on exam preparation, study strategies, AI tools that support learning, note-taking skills, and time management.
- ▶ Students in MAT 151, ECO 101, ECO 102, and PSY 211 were able to access 64 hours of group support through Supplemental Instruction.
- ▶ Students booked more than 150 academic advising appointments to receive help with academic decision-making, learning strategies, accessing other services on campus, and other supports.
- ▶ Student Life & Learning launched an initiative to connect with students on academic probation to offer support in the Winter 2026 term. 265 students were contacted and encouraged to book an academic advising appointment. 21 students met with an academic advisor, and four students met with the Indigenous Student Navigator.

**CUE middle years students continue to report high levels of satisfaction with academic services, special services, and general facilities and services.**

### ACADEMIC SERVICES

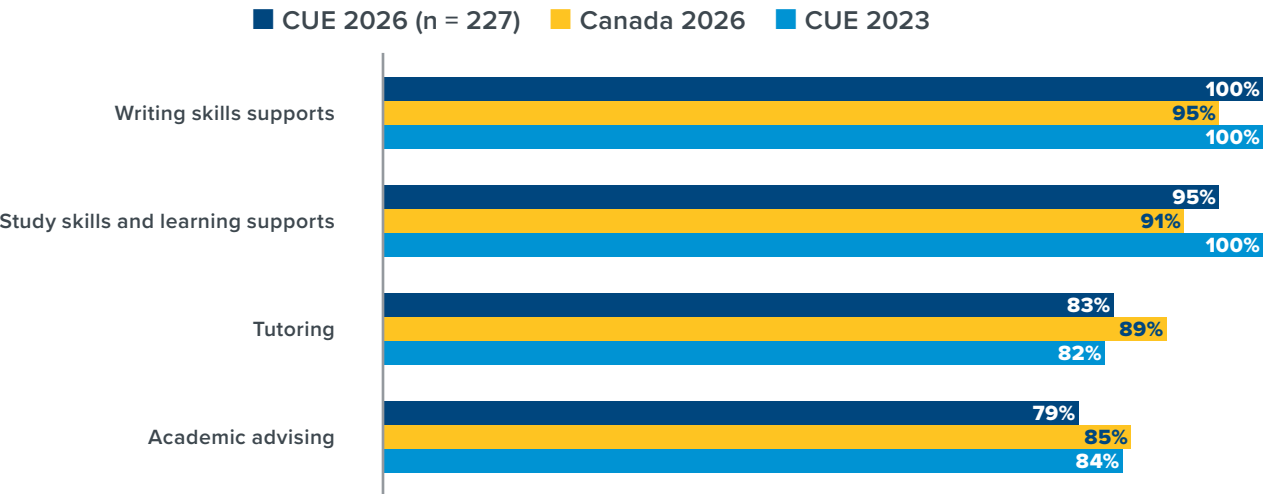
- ▶ In the 2026 CUSC Middle Years Students Survey, only 19% of CUE students reported using academic advising services, which is much lower than students nationally (51%). CUE middle year students are also less likely to use writing skills supports and study skills and learning supports, but slightly more likely to use tutoring. While use of academic advising has risen since 2023, there have been declines in the use of other academic services by middle years students. See Figure 2.

**FIGURE 2 - CUSC 2026 Middle Years Students Survey Reports on Use of Academic Services**



- ▶ CUE students continue to report high levels of satisfaction with academic services. They are 100% satisfied with writing skills support and 95% satisfied with study skills and learning supports (compared to 95% and 91% respectively at other institutions), but less satisfied with academic advising (79% compared to 85%) and tutoring (83% compared to 89%). Satisfaction with study skills and learning supports and academic advising has slightly decreased by 5% since the last Middle Years survey in 2023, but has remained the same for writing skills supports (see Figure 3).

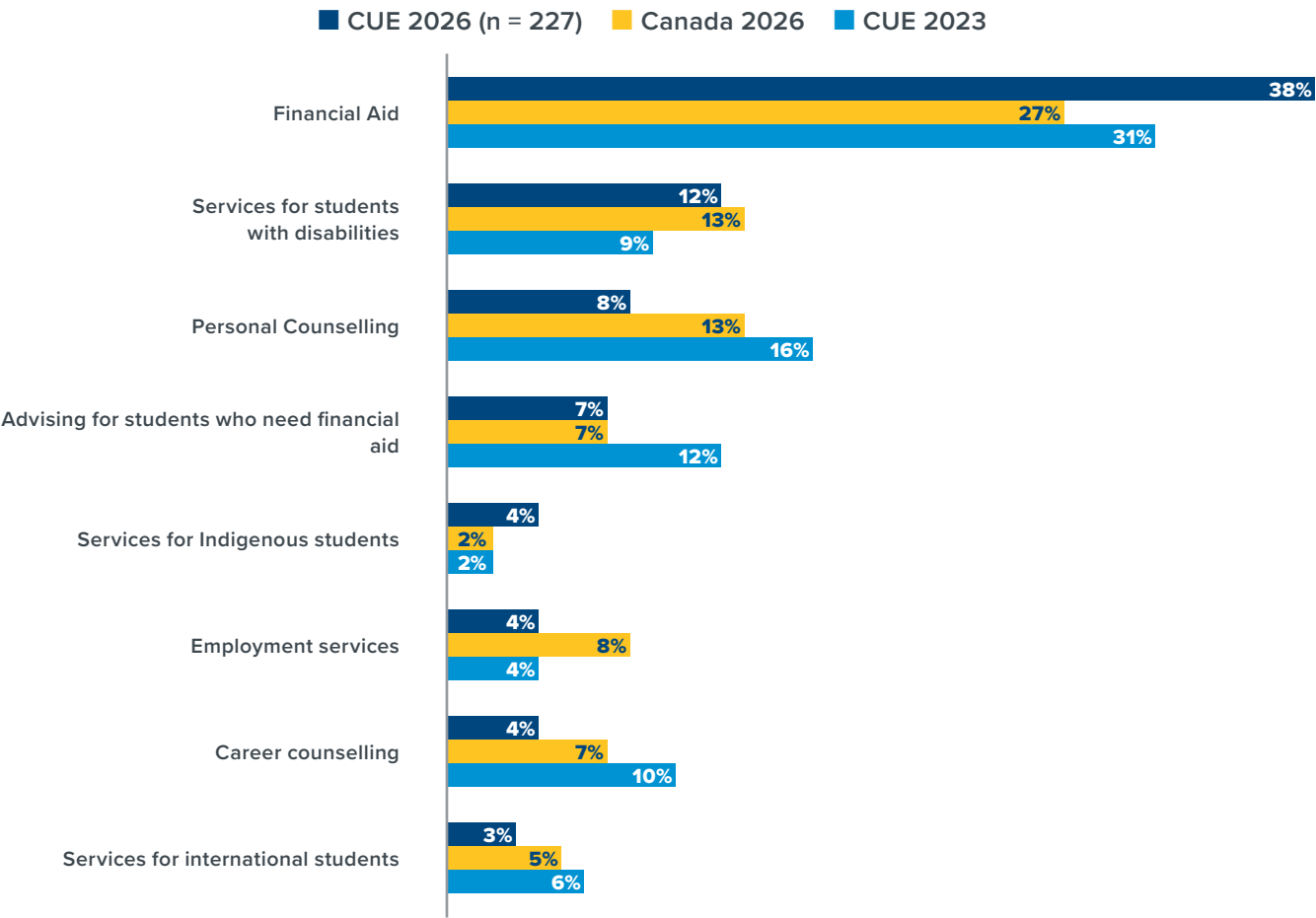
FIGURE 3 - CUSC 2026 Middle Years Students Survey Reports on Satisfaction with Academic Services



SPECIAL SERVICES

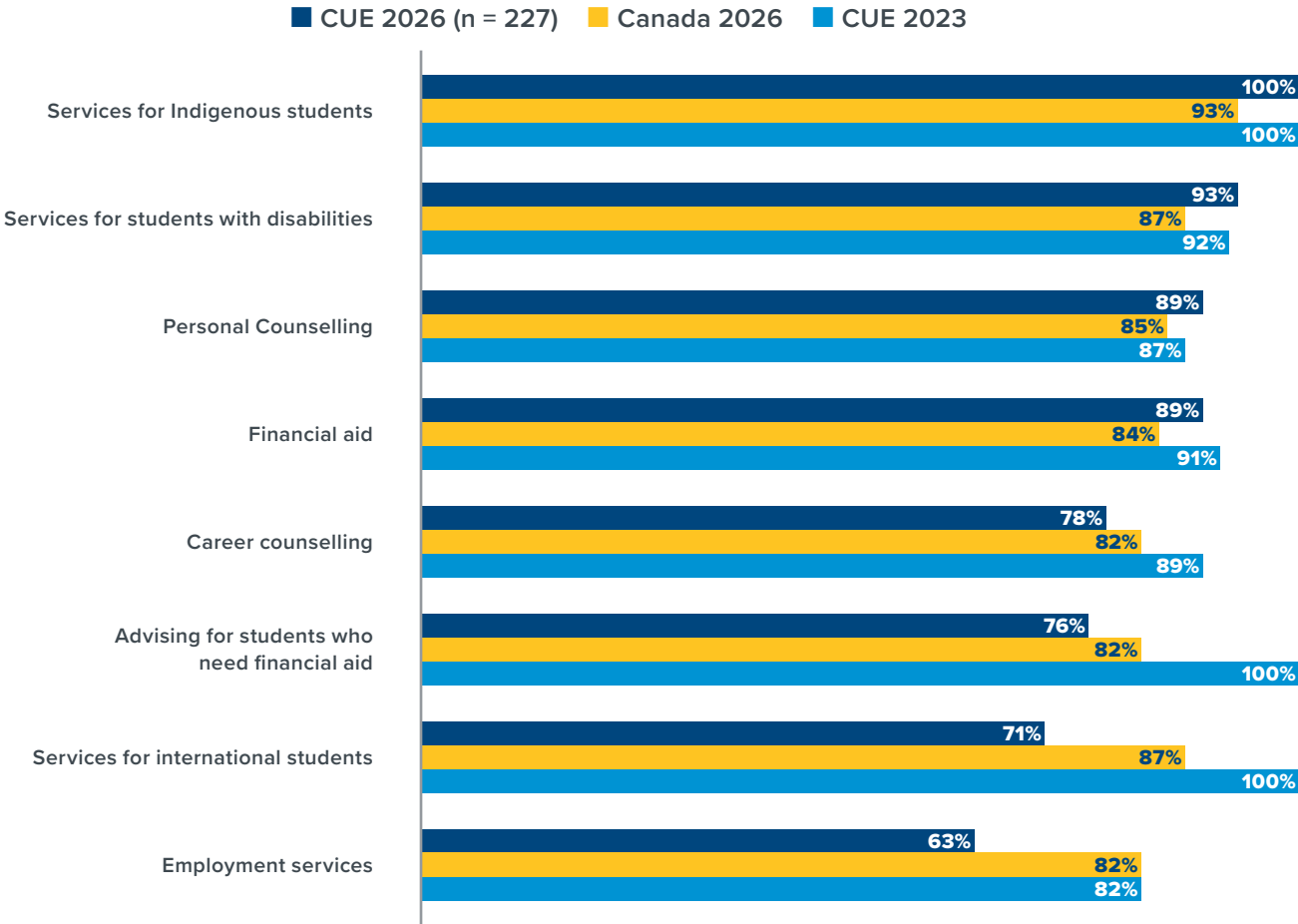
- Special services are created for specific groups of students, though they are often accessible to all students. The most commonly used special services by CUE middle years students are financial aid (38%), services for students with disabilities (12%), personal counselling (8%), and advising for students who need financial aid (7%). Financial aid (38% compared to 27%) and services for Indigenous students (4% compared to 2%) are more likely to be used at CUE than other institutions. Use of financial aid, services for students with disabilities, and services for Indigenous students have increased since 2023 by middle years students (see Figure 4).

FIGURE 4 - CUSC 2026 Middle Years Students Survey Reports on Use of Special Services



- Student satisfaction with most special services is very high, with some categories higher than other universities. These include services for Indigenous students (100% compared to 93% nationally), services for students with disabilities (93% compared to 87%), personal counselling (89% compared to 85%), and financial aid (89% compared to 84%). Four special services received lower satisfaction ratings compared to the national average: career counselling (78% compared to 82% nationally), advising for students who need financial aid (76% compared to 82%), services for international students (71% compared to 87%), and employment services - 63% compared to 82% nationally (see Figure 5). Additionally, several categories have declined in satisfaction since the 2023 Middle Years survey. We are seeing declines in satisfaction with services for international students (-29%), advising for students with disabilities (-24%), employment services (-19%), and career counselling (-11%). The other categories maintained or slightly increased their ratings.

**FIGURE 5 - CUSC 2026 Middle Years Students Survey Reports on Satisfaction with Special Services**

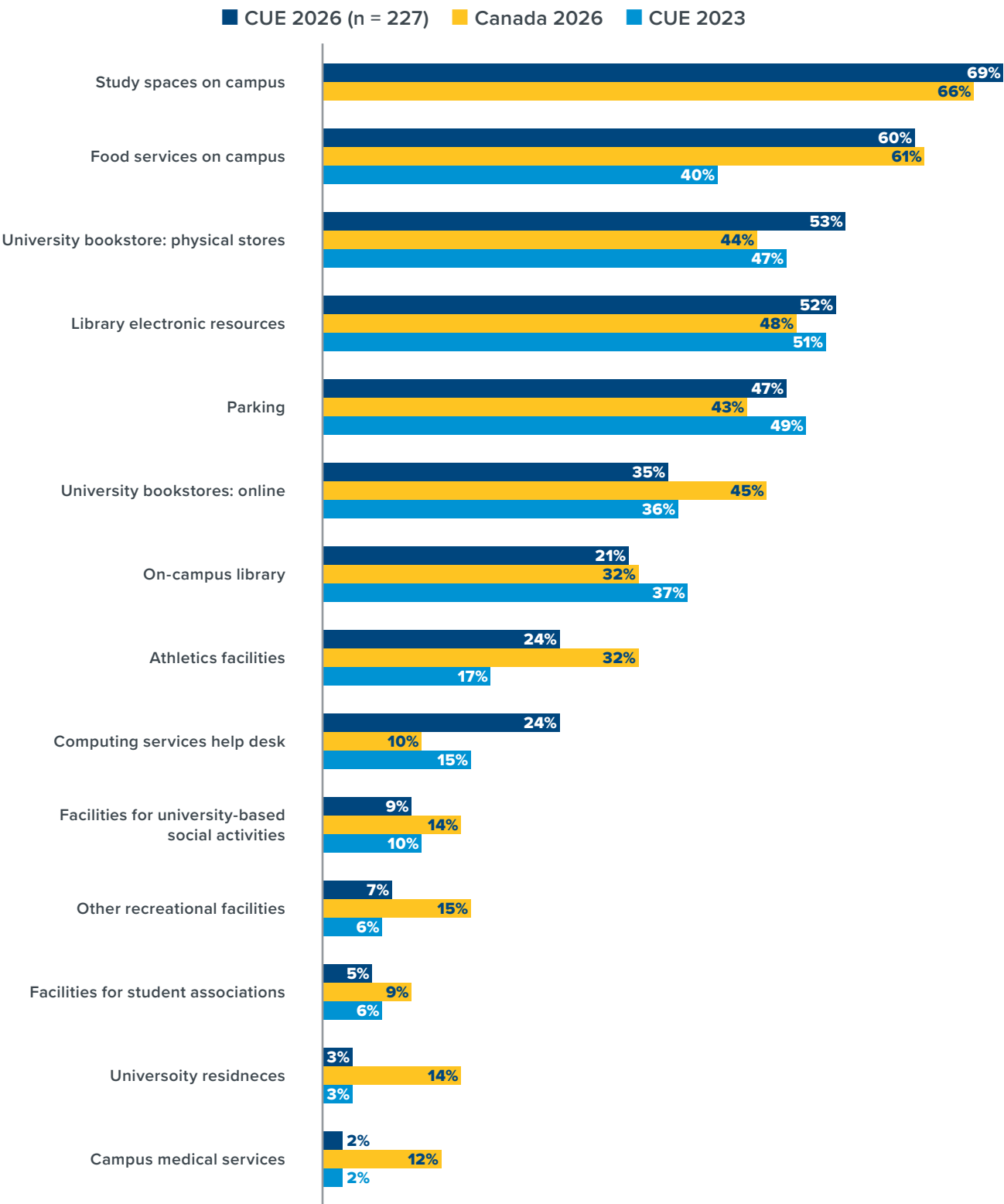


“We are proud of who we are and confident in where we are going.”

# GENERAL FACILITIES AND SERVICES

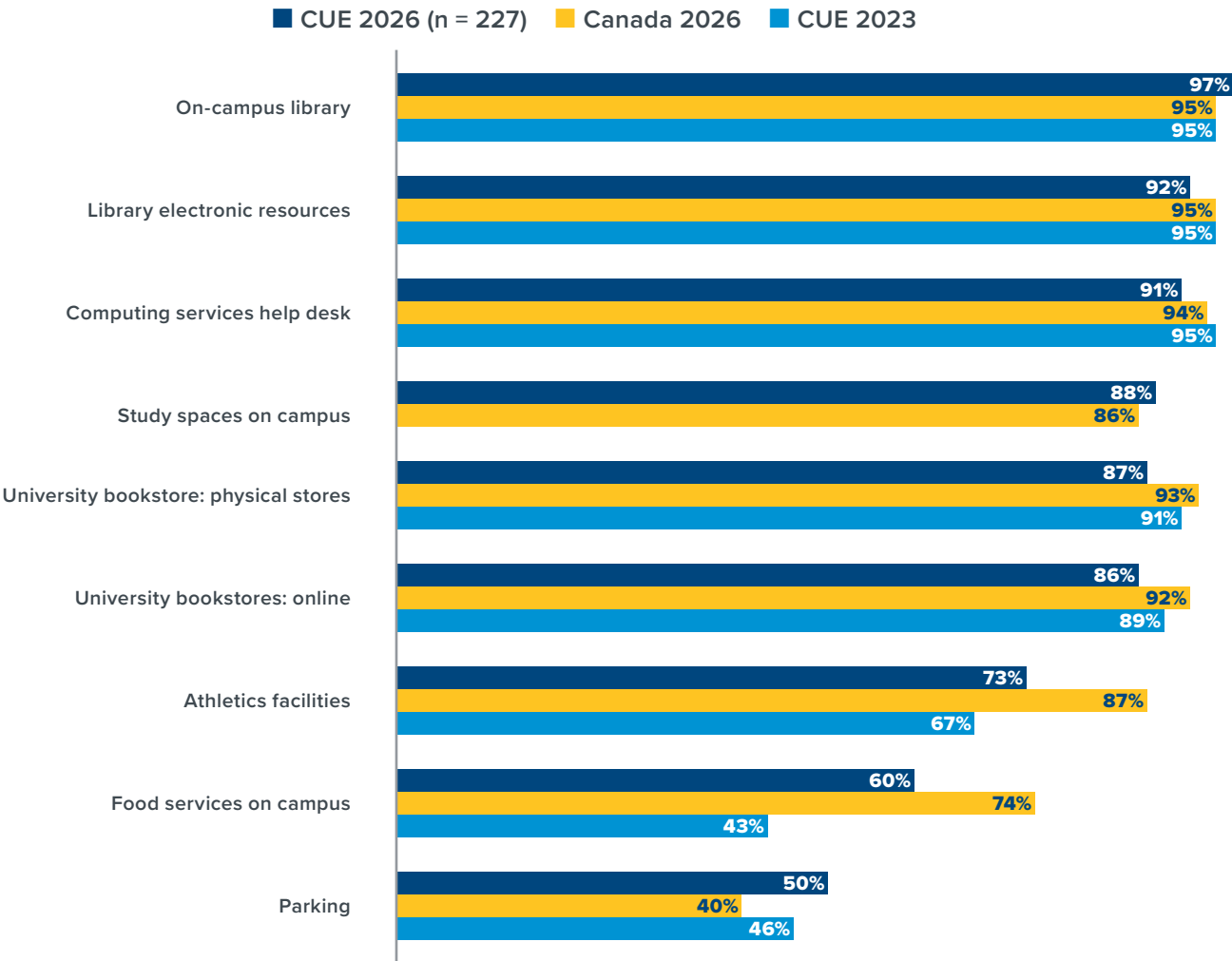
- The general facilities and services most commonly used by CUE's middle years students are study spaces on campus, food services, the on-campus bookstore, library electronic resources, and parking. The use of food services, the physical university bookstore, athletic facilities, and the computing services help desk have increased since 2023 (see Figure 6).

**FIGURE 6 - CUSC 2026 Middle Years Students Survey Reports on Use of General Facilities and Services**



- ▶ Among the services used by at least 24% of CUE middle years students in the past year, only three showed a satisfaction gap greater than 10% between CUE students and their national peers. Middle years students at other universities are more satisfied with their athletic facilities and food services, but CUE students are more satisfied with parking. Satisfaction has increased for food services (by 17%), athletic facilities (by 6%), and parking (by 4%) since the last Middle Years survey in 2023 (see Figure 7 - please note that “Study spaces on campus” is a new item in CUSC 2026).

**FIGURE 7 - CUSC 2026 Middle Years 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 2025–2026, we continued to offer opportunities for students to engage in work-integrated learning (WIL).

- ▶ The proportion of programs with a WIL component remained at 51% for 2025–2026.
- ▶ 489 unique learners enrolled in some form of WIL, up 3% from the previous year. Proportionately, this represents 18% of the student population.

## **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:

- ▶ Integrated information into CTE resources about AI-aware and AI-resilient assessment practices that reduce inequities created by overreliance on traditional writing formats, thereby supporting students with diverse linguistic, cognitive, and learning profiles.
- ▶ Created and facilitated activities for all attendees on the topic of artificial intelligence at the faculty retreat.
- ▶ Purchased and piloted the Turnitin Clarity extension, which is designed to mitigate academic dishonesty in written assignments. 22 participants volunteered to be early adopters.
- ▶ Redesigned the Graduate Studies Academic Integrity and Ethics course to include a section on "Citing Indigenous Knowledge and Storytelling".

## **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 & Wellness hosted 64 home events between soccer, volleyball, basketball, men's hockey, and Campus Recreation that attracted a combined total of 7,320 spectators. Participation was up by 21% 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. 70 participants took part in the program over the eight weeks.
- ▶ CUE Athletics organized and delivered a Thunder Days of Giving initiative to raise funds and volunteer time with community organizations, including: Sacred Heart Church of the First Peoples, Thistle Curling Club, Help Portrait, Santa's Anonymous, Thrive Elementary, Christmas Bureau, Sport Central, St. Clement School, and Canadian Blood Services.
- ▶ In 2025-2026, CUE Athletics continued its partnership with the Thunder Volleyball Club (a youth development volleyball program), creating meaningful opportunities for mentorship, and community engagement. CUE coaches and student-athletes worked directly with youth athletes, sharing their expertise. The partnership also benefited CUE Thunder home events, as Thunder Volleyball Club members volunteered in game-day roles, helping deliver a high quality experience while strengthening the connection between grassroots and post-secondary volleyball in Edmonton.

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

- ▶ In 2025-2026, CUE received \$349,937 in donations, supporting scholarships and bursaries, student mental health services, athletics, and campus events. Philanthropic giving continues to play a key role in advancing student success and campus life.
- ▶ CUE secured \$224,429 in sponsorship support, strengthening signature events and community-focused initiatives.
- ▶ The 2025 President's Fundraising Breakfast for Mental Health raised more than \$31,000 for student mental health initiatives through donations and sponsorships. The event promotes mental health awareness, stigma reduction, and well-being on campus. All proceeds support the Shaughn O'Brien Mental Health Fund, which enables CUE to sustain and expand mental health services for students.

- ▶ Homecoming 2025 took place over September 26–27, 2025 and brought together alumni, students, community members, and friends of CUE for a vibrant weekend of connection and celebration. Programming across campus highlighted CUE's commitment to community engagement, student life, and shared experiences.
- ▶ In February 2026, CUE hosted an Education Alumni Appreciation Breakfast alongside the Greater Edmonton Teachers' Convention. This pilot event provided a meaningful opportunity for Faculty of Education alumni to reconnect with one another and with CUE in a professionally relevant setting.
- ▶ Our engagement with our local community continues to grow through events such as the annual Easter Egg Hunt, Halloween event, and Lighting Up Ada Boulevard events. All of our community events experienced an increase in participation from community members. We continue to demonstrate our commitment to community participation at the Highlandia Community Festival where we not only financially support, but also provide an interactive community engagement table. These events deepen our relationships within Edmonton and the surrounding area and foster a shared sense of belonging within the community.
- ▶ In 2025-2026, CUE's partnership with Bank of Montreal (BMO), which supports CUE's BMO Centre for Innovation and Applied Research (BMO-CIAR), entered the final year of its current agreement. BMO's support has been instrumental in enabling CUE researchers and students to explore new research opportunities, work closely with industry, and explore commercialization research outputs.
- ▶ CUE's Associate Vice-President, Research and Innovation (AVP-RI) is a member of the PSI committee for the Edmonton Regional Innovation Network (ERIN) and, in October, became the Chair of the sub-committee. 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 Brazil Hub, a partnership between CUE and the Chamber of Commerce Brazil-Canada, came to the end of its current agreement. The Brazil Hub is a landing-pad and incubator for Brazilian companies looking to establish themselves in Canada, particularly in Western Canada.

## 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.

- ▶ Updated CUE's Discrimination, Harassment, & Accommodation Policy and Procedures.
- ▶ Worked closely with Inclusion AB to best support the Inclusion Alberta students on campus and in residence through to convocation.

**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:

- ▶ Continued work with BGC (Boys and Girls Club) 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.
- ▶ Collaboration and counsellor visits 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), E2 Academy (private) and Edmonton Academy (private).
- ▶ Participation in Tri Community Adult Learning Association (TriCALA)'s career fair in Spruce Grove.
- ▶ Participation in Parkland School Division (PSD)'s career fair for their Knowledge and Employability (K&E) and Life, Academic, Work Skills (LAWS) students. The K&E program is designed for students who benefit from hands-on, practical learning who may not find success in standard high school settings. The LAWS program supports students with mild to severe cognitive delays by focusing on functional literacy, numeracy, communication, and life skills.
- ▶ Indigenous events, such as:
  - Soaring, an Indigenous youth success conference hosted by Indspire in Vancouver.
  - Presentations and collaboration with Braided Journeys, Edmonton Catholic School Division's Indigenous Student Support Centres.
  - Career fairs for Indigenous employment and training organizations across the province, including Maskwacis, Saddle Lake, and Oteenow.
  - Participation in the Fall 2026 circuit of the Post-secondary Indigenous Recruitment of Alberta Association travel, including ECSD's (Edmonton Catholic School Division) Bridging Futures event for all Indigenous students in ECSD.
  - Collaborating with CUE's kihêwak kâpimihâcik to host students from Indigenous, Métis, and Inuit communities on campus to tour and explore CUE.

## **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 Student Accommodation Services to create a reference sheet that guides instructors to better understand accommodations and provide them with practical examples that align with student accommodation needs.
- ▶ Launched the Understanding Gender-Based Violence and Mentoring for Student Success modules on the Moodle staff training site.
- ▶ Designed and delivered professional learning focused on inclusive pedagogies, questioning techniques, and qualitative assessment practices that honour diverse ways of knowing and expressing learning.

## **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.**

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

- ▶ Implemented a Performance Management Process for permanent staff members. Staff members benefit by getting real-time feedback, monthly one-on-one sessions, and two formal reviews annually to develop their professional performance. This process is designed to pull teams together and build trust with their supervisors, while providing their unique skills to their role.

- ▶ 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.
- ▶ Hosted the annual Recognition Event recognizing employees' years of service, retirements, and individual awards.

## **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.**

- ▶ The Gender-based Violence (GBV) Educator supported initiatives in support of Gender-Based Violence Awareness and Education on campus:
  - Launched the online GBV modules to increase education and awareness of GBV, GBV policies, procedures, and best practices for GBV response.
  - Initiated a GBV Visibility Campaign to promote our GBV education modules, and to incentivise participation in GBV education events.
  - More than 190 students have completed the GBV modules, and at least 10 staff members.
- ▶ Launched the CUE C.A.R.E.S. (Consult, Assess, Respond, Educate, Support) team, to close gaps in our mental health, academic, conduct, and GBV responses. The team responded to 93 reports in 2025-2026.
- ▶ Expanded counselling services by having two additional counsellors on site from September through April. Counselling services continued to support approximately one in 10 CUE students.
- ▶ Supported all CUE athletes in accessing mental health prevention and response workshops, as well as GBV workshops with the Sexual Assault Centre of Edmonton.

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

##### CUE's Campus Life:

- ▶ Collaborated with other Edmonton PSIs (YEG Pride Network) to expand our Pride offerings, including a final Pride Gay-la (prom).
- ▶ Supported the student-led Pride Club in creating events for CUE Pride Week.
- ▶ Engaged the entire campus in joining pride initiatives and creating pride events open to the entire campus community.
- ▶ Supported workshops for faculty and staff in areas of gender diversity.

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

- ▶ The Peer Support Program delivered 57 sessions for mental health support and referrals, compared to 47 sessions in 2024-2025.
- ▶ CUE Wellness events in 2025-2026 were attended by 3,696 participants, compared to 2,907 participants in 2024-2025. Events included men's mental health programming, Women's Wellness Workshops, and Coping in Canada for International Student Wellness.
- ▶ CUE Wellness hosted its first Community Mental Health Resource Fair, which included more than 20 community resources.
- ▶ CUE Wellness continued to offer certificate-eligible mental health training through the following workshops:
  - Two Mental Health First Aid (MHFA) workshops taken by 29 participants.
  - Two safeTALK workshops taken by 22 participants.
  - Three The Inquiring Mind (TIM) workshops taken by 52 participants, including every first year athlete at CUE.

## 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 Indigenization.**

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

In 2025-2026, kihêwak kâpimihâcik (Indigenous Student Services Centre) did the following to support Indigenous students:

- ▶ Engaged between 25-35 students daily, which resulted in connecting with 80 unique students over the academic year. This is 42% of the Indigenous population at CUE, which is up from 36% in 2024-2025.
- ▶ Continued the 10-week Build Your Bundle program, which had eight female students.
- ▶ Provided another two-day drum-making workshop for eight male students.
- ▶ The Indigenous Cultural Advisor provided one-on-one sessions for 23 students (Indigenous and non-Indigenous) as well as seven staff and faculty.
- ▶ Programming included: an Indigenous Student Welcome Breakfast in the Fall and Winter, a Christmas luncheon and giveaway, weekly beading, a pipe ceremony, and monthly soup and bannock lunches.
- ▶ Offered a two-part music therapy and sound healing program for Indigenous students for the first time.
- ▶ Held an Indigenous Graduation ceremony that honoured and recognized seven graduates from Education, Psychology, Applied Psychology, Sociology, Biology, and Environmental Science.

Indigenous faculty members supported the following initiatives:

- ▶ The establishment of the Red Eagle Circle (CUE Indigenous Student Association).
- ▶ A Métis Campfire Stories event in October 2025 with 10 attendees.
- ▶ A Decolonizing Psychology panel, in collaboration with the Social Sciences department, with more than 35 attendees.

The Faculty of Education invited an Elder to four engagement sessions with students in support of cultural teaching. Students and staff had the opportunity to observe protocol and participate in speaking circles.

**Supported the recruitment of crucial Indigenous support staff.**

Human Resources supported the recruitment of two new positions that focused on Indigenous support:

- ▶ The Indigenous Student Recruitment Advisor builds relationships with Indigenous communities and collaborates with kihêwak kâpimihâcik to raise awareness of the services provided for Indigenous students.
- ▶ The Indigenous Cultural Advisor provides students with the opportunity to grow within a community that honours Indigenous perspectives, knowledge, and lifeways.

#### **CUE continued to attract and retain Indigenous students.**

- ▶ In the past year, 191 self-declared Indigenous students enrolled at CUE, compared to 170 in 2024–2025. The proportion of the domestic student body that self-identified as Indigenous is 8%.

#### **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 kihêwak kâpimihâcik include:

- ▶ A monthly teaching series open to all students, staff, and faculty including content on wakohtowin (interconnectedness), humour as medicine, kinship systems, cultural appropriation, and truth and reconciliation.
- ▶ Rock moccasin creation, ceremony, display, and circle for Orange Shirt Day/National Day for Truth and Reconciliation.
- ▶ Facilitated a Week of Discussion for Missing, Murdered, and Exploited Indigenous Peoples featuring ceremonies, a walk, displays, and creating faceless dolls for the development of a permanent exhibit.
- ▶ Supported Remembrance Day planning with guest speakers and Elders.
- ▶ Supported the Red Eagle Circle (Indigenous Student Association) with two artisan markets (Christmas and Spring).

### **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 nine different courses in 2025–2026, compared to 15 in 2024–2025. This included courses in the Education After-Degree, graduate and undergraduate Education courses, Psychology (Applied Emphasis), and Indigenous Studies courses.
- ▶ kihêwak kâpimihâci collaborated with others for the following events:
  - Religious Studies Research Cluster hosted a learning session about the canonization of St. Olga.
  - The Literature and Languages department and Concordia Students' Association (CSA) hosted author Jessica Johns for a reading of *Bad Cree*.
  - PHY 220 (Story of the Solar System) brought in George Desjarlais to teach about Cree Star Stories.
  - EAS 102 (Environmental Earth Science) brought in Les Skinner to talk about earth materials and Cree language.
- ▶ Students in INDG200 (Experiences and Perspectives of Indigenous Peoples in Canadian History) participated in field trips to Provincial Archives of Alberta, UAlberta Bruce Peel Special Collections, UAlberta Archives, UAlberta Cameron Library and Rutherford Library.
- ▶ Students in INDG330 (Indigenous Law and Governance) went on a field trip to Frog Lake First Nation and supported the Nation in helping them to apply for a government grant.

## 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 2025–2026, we expanded Indigenous student participation in research, innovation, and entrepreneurial activities.**

- ▶ Two CUE students, who self-identify as Indigenous, received Natural Sciences and Engineering Research Council (NSERC) Undergraduate Student Research Awards (USRAs) to conduct research in the summer of 2025.
- ▶ In 2025-2026, our CUE internal grant funding was updated to reflect best practices and new federal requirements when conducting research with Indigenous peoples, knowledge, or traditional lands. All CUE researchers seeking funding were required to be compliant with these new criteria and the Research and Faculty Development Committee (RFDC) committee was briefed on how to assess projects of this kind.
- ▶ Students enrolled in INDG330: Indigenous Law and Governance undertook a course-based applied research project in partnership with the ayîk sâkahikan Historical Society.
- ▶ The launch of CUE's Student Research Spotlight series featured Emma Haugen and her research, which incorporated Indigenous methodologies and including Indigenous women as active participants in the research process.
- ▶ CUE's Annual Research and Innovation Conference (CARIC) 2025 included active participation from Indigenous students and scholars.

**CUE continued to foster research collaborations with First Nations and Indigenous communities in 2025–2026, building on long-standing partnerships and launching new, land-based initiatives.**

- ▶ Dr. Xin Chen's research project, in partnership with the Traditional Environmental Knowledge Association (TEKA), concluded in 2025-26. The project prioritized traditional knowledge, engaging directly with Indigenous communities, and contributed to environmental policy.
- ▶ The Department of Biology, the Department of Environmental and Physical Sciences, and kihêwak kâpimihâcik continued their collaboration on a Prairie Garden project that has replaced the turf grass with native grasses, sedges, shrubs, and flowers on CUE's south lawn. Large portions of the lawn were replaced and native plants planted in summer 2025 and have since resulted in decreased water usage and an increase in the biodiversity that is present.

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

Throughout 2025-2026, CUE continued to implement its Research and Innovation Strategic Plan (2024-2029), including ensuring university research and innovation promoting the 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. These are now reflected in research agreements the university and/its faculty enter into when working with Indigenous communities.

## 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.**

- ▶ Four outbound exchange students in the Fall 2025 and Winter 2026 terms went to the following places:
  - Beijing Foreign Studies University (BFSU) in China: this was a student in CUE's 1+2+1 Dual Degrees in Management Program and received a full Chinese Government Scholarship to cover their two years of studies in China.
  - LaSalle Campus Barcelona in Spain
  - Université Catholique de l'Ouest in France
  - University of Szczecin in Poland: this student received Erasmus+ funding to support their studies.
- ▶ Two students participated in the Toyo Summer Program, hosted by Toyo University, a CUE partner university in Japan.
- ▶ One student participated in Summer School 2025, hosted by The Universidad Pontificia Comillas, which is a CUE partner university in Spain.
- ▶ One student participated in the Chinese Bridge Summer Program, hosted by Zhejiang Normal University in China.
- ▶ Seven Bachelor of Education (After Degree) students participated in the intern abroad program in Thailand.
- ▶ One Bachelor of Education (After Degree) student participated in the intern abroad program, hosted at Bern Institute of Teacher Education in Switzerland.

**CUE continued to develop and maintain formal international partnerships with universities abroad and welcomed students from abroad.**

- ▶ International partnerships have expanded to 94 across 38 countries (from 85 international partnerships across 34 countries in 2024-2025), including the addition of several strategic partners in emerging regions such as Nepal, Thailand, Türkiye, and the United Kingdom. This growth supports the diversification of the international student population, in alignment with CUE's international recruitment strategy.
- ▶ The number of inbound exchange students in Fall 2025 and Winter 2026 is 44. In Fall 2025, 22 students came to CUE from 19 institutions representing 12 countries. In Winter 2026, 25 students came to CUE from 19 institutions representing nine countries. The largest number of students came from France (eight), Brazil (seven) Spain (five), and Germany (five).
- ▶ CUE has signed a Memorandum of Understanding with Ross University School of Medicine (RUSM) and American University of the Caribbean School of Medicine (AUC) to offer graduates of CUE a defined pathway to pursue their Doctor of Medicine degree.
- ▶ CUE welcomed the first two Canadian International Development Scholarship students in Fall 2025 from the University of Kigali in Rwanda. These students have received a full scholarship for CUE's Master of Information Systems Security Management (MISSM) or Master of Information Systems Assurance Management (MISAM) program.

**We created opportunities for cultural exchange on campus.**

- ▶ The Centre for Chinese Studies (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 Lunar New Year, Moon Festival, Intercultural Day, a Homecoming Event, and a Canada China Cultural Festival.
- ▶ 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 supported the Thunder Men's Hockey Team in hosting a hockey exhibition game against the Chinese Men's National Hockey Team. The event attracted more than 500 participants, including members of the Chinese community and the Consul General. It provided a valuable opportunity to engage students, broaden their global perspectives, and foster a strong sense of belonging through cross-cultural exchange.

## OBJECTIVE 3.6

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

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

CUE hosted four international visitors in 2025–2026, including two from Switzerland, one from Poland, and one from Colombia. The international visitor from Colombia was a graduate student hosted by a CUE Science professor with Mitacs grant. The other three international visitors were researchers and professors facilitated by the International Office through the Erasmus program.

## 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 continues to partner with the Research Ethics Office at the University of Alberta (U of A) to have research ethics review for projects that involve human participants and related support provided to CUE. The partnership ensures that CUE faculty and students are able to have their research reviewed by specialized research ethics board committees, and receive comprehensive REB professional development and guidance. Additionally, the agreement enables CUE faculty to serve as committee members on the four REB committees operated by the U of A, thereby creating opportunities to extend their professional networks and research experience. Currently, four CUE faculty sit as members of the U of A's REB committees.
- ▶ CUE continued working with Inclusion Alberta to establish 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. This year involved formalizing the partnership and identifying long-term funding options to support a CIPD Director.
- ▶ The ORI expanded grant development support to faculty applying for research funding, including grant identification, pre-review of applications, and post-adjudication consultations. This has resulted in an increase in grant applications and re-applications.
- ▶ The Director of Research & Innovation Services presented to the students enrolled in the Fine Arts programs and in the undergraduate Management program about ways to become involved in research and innovation at CUE. As a result, one Fine Arts student applied for and received a CUE Student Project Grant and a second is applying for a Mitacs internship (to take place in Fall 2026).
- ▶ CUE Library enhanced research activity in the following ways:
  - Participated in the Canadian Knowledge Network's (CRKN) Read and Publish Agreements. This license allowed for two CUE faculty members to save more than \$11,000 in article processing charges (APCs) they otherwise would have had to pay to publish their research.

- Upgraded to the ProQuest Ebooks Collection providing unlimited user access to 700,000 titles.
- Answered 566 research related questions to assist students, faculty, and staff in the research process. This includes assignment consultations, how to find/access scholarly resources, citation support, and publishing support.
- 118 in-class instruction sessions were taught and 2,799 students were reached. These sessions teach students about the research process including introducing them to library resources and services, learning how to create a search strategy, searching library databases, and proper citation format.

**More faculty applied for internal and external research grant awards in 2025–2026, reflecting a year-over-year increase in both participation and success.**

- ▶ The total number of external funding applications increased by 59.9% compared to the previous year.
- ▶ CUE's total funding received from the tri-agency over the last three years has increased by 32.5%.
- ▶ In June 2025, Drs. Simmee Chung, Tolly Bradford, and Muna Saleh were awarded Social Sciences and Humanities Research Council (SSHRC) Insight Grants from the Fall 2024 competition, a 75% success rate for CUE, which is almost twice as high compared to the national average.
- ▶ The maximum value of CUE Seed and SIG grants was increased by 40% in 2025-2026, providing faculty members with more funding to develop proof of concept projects. While not as many CUE SEED and SIG grants were funded as compared to the previous year, funded amounts increased by 110.8%.
- ▶ One new Mitacs project was funded this year, with four previously funded projects still ongoing.

**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.**

- ▶ CUE received preliminary certification from the Canadian Council on Animal Care (CCAC) in February 2025. 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. Full certification will be sought in 2026-2027.
- ▶ CCAC certification is also the first step in CUE becoming eligible to receive and administer funding the Canadian Institute for Health Research (CIHR), one of the three funding bodies that comprise the tri-agency.
- ▶ CUE was deemed eligible to apply for funding under the new federal Canada Impact+ Research Chair (CI+RC) program in 2025. If awarded, CUE will receive annual funding for eight years to support high caliber and internationally recognized research at CUE. CUE recruited its first CI+RC candidate and submitted their application in the June 2026 competition. This position, if awarded, will lead the Canadian Institute for Persons with Intellectual Disabilities. CUE is exploring the option for a second CI+RC candidate in the Faculty of Science. The CI+RC opportunity is a first for CUE to be eligible to recruit internationally recognized experts in fields that align with CUE's strategic priorities and signature areas.
- ▶ CUE has been allocated two Canada Research Chairs (one Tier 1 and one Tier 2) for recruitment in the academic year 2026-2027. While not a first for CUE, it is the first time that CUE will maintain its status and full funding during the CRC 5-year allocation.

**Students continue to be successful in being awarded funding for research.**

- ▶ NSERC Undergraduate Student Research Awards (USRAs) were awarded to seven students in 2025, including two for Indigenous student scholars and one for a black scholar. Additionally, one student was awarded a CUE Undergraduate Student Research Award.
- ▶ The SSHRC Graduate Student Research Scholarship was awarded to three graduate students in 2025-2026 to support their doctoral studies and graduate research.
- ▶ Undergraduate student Project Grant applications decreased by 40% but saw a 20% funding increase.

- ▶ Graduate student Project Grant applications increased by 25% but were funded at the same level as the previous year.
- ▶ Undergraduate travel award applications decreased by 52.4% and saw a 61.5% decrease in funding.
- ▶ Graduate travel award applications decreased by 33.3% and had a 37.5% decrease in funding.

#### **CUE faculty reported an increase in scholarly dissemination activity in 2025–2026.**

- ▶ The number of publications reported by faculty totaled 138, which is an increase of 119% compared to the previous year.
  - Of these, 54% were from the Faculty of Arts, 30% were from the Faculty of Science, 14% from the Faculty of Management, and 3% from the Faculty of Education.
  - Journal articles comprised 33%, published conference papers or presentations comprised 43%, and books, book chapters and other contributions made up the remaining 22%.

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

- ▶ CUE established a research and innovation marketing and communications strategy. This strategy includes monthly Research Spotlights for students and faculty researchers, promotion of new funding awarded, and external promotion of publications, podcasts and interviews.
- ▶ In the past year, the following CUE faculty have been highlighted in the media:
  - Dr. Teresa Fowler in Wired Magazine about hockey culture in Canada.
  - Dr. Holli-Anne Passmore in the Washington Post regarding the impact of nature on mental health.
  - Dr. Jenna Congdon on CTV News about her research into animal cognition conducted at the Edmonton Valley Zoo.
  - Dr. Sergey Ishutov in Gripped Climbing Magazine on the possibility of using 3D printed rocks to preserve climbs.
- ▶ Additionally, the following researchers were featured on podcasts:
  - Dr. Thea Comeau on the Bountiful Podcast
  - Dr. Holli-Anne Passmore on the Bountiful Podcast
  - Dr. Reginald Wiebe on the The Hardy Boys Podcast
- ▶ CUE published 13 research and innovation stories in 2025-2026. Newsroom stories related to research attracted 1,146 visits over the year.
- ▶ CUE research websites received 3,417 visits during the year.
- ▶ CUE research content on LinkedIn recorded 560,448 impressions, and 13,562 page views.

#### **We continued CUE's Annual Research and Innovation Conference (CARIC) and supported other research dissemination venues.**

- ▶ CUE hosted CARIC 2025 from April 10-13, 2025. This was the first time that the Fine Arts Research Festival also joined CARIC, truly unifying all types of research and scholarship across campus into one event. More than 200 people, on par with 2024, attended CARIC 2025. Approximately 20% of attendees were external to CUE; these included government representatives, funders, partners, as well as family and friends.
- ▶ The ORI and the Library are collaborating on the development of CUE's own open access journal for students. Initial discussions have occurred with potential external partners to support the hosting platform. Funding to support the journal is also being explored. The date of launch is anticipated for Fall 2028.

## **OBJECTIVE 4.2**

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

**In 2025–2026, we expanded our partnerships and strengthened the impact of joint research projects with other post-secondary institutions and industry collaborators.**

- ▶ The Associate Vice-President, Research and Innovation continued to serve as a member of the PSI subcommittee within the Edmonton Regional Innovation Network (ERIN), an organization funded through Alberta Innovates, and, in October, became the Committee's Chair. The PSI subcommittee works towards promoting collaborations between PSIs in Edmonton to amplify the innovation ecosystem.
- ▶ CUE is a co-applicant on one NSERC Lab-to-Market (L2M) funded program. This program provides our faculty and students with the opportunity to assess the commercial viability of research discoveries and bring new products to market.
- ▶ One discovery was disclosed and assessed for patentability. This disclosure resulted in a spin-off company that is owned and led by a CUE alumni.
- ▶ One MISSM student began market validation of their business idea.
- ▶ Alberta Innovates toured CUE research facilities and met with faculty and student research assistants to discuss opportunities for commercialization and increasing connections to small and medium sized businesses in the province.

## **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 supports interdisciplinary research and innovation by:

- ▶ Promoting external funding opportunities through CUE Connect and directly to faculty members.
- ▶ Developing external partnerships with interdisciplinary foci and connecting these partners with faculty sharing their research interests.

## **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 five new Assistant Professor positions:
  - Assistant Professor, Accounting
  - Assistant Professor, MISAM
  - Assistant Professor, Ecology
  - Assistant Professor, Plant Biology
  - Assistant Professor, Education
- ▶ CUE added one Academic Service Officer position:
  - Field Experience Coordinator

- ▶ CUE hired twelve staff positions:
  - Indigenous Student Recruitment Advisor
  - Custodian – Part-Time
  - Student Accounts Administrator
  - Maintenance Generalist
  - Executive Director, Learning Innovation and Professional Studies
  - Laboratory Technician
  - Director, Research and Innovation
  - Student Success Advisor
  - Indigenous Cultural Advisor
  - Technical Analyst, Desktop Technology Specialist
  - Test Centre Coordinator
  - Academic Advisor

## **OBJECTIVE 4.5**

### **Attract and retain international students and research collaborators.**

#### **We continue to work to diversify the international student population.**

- ▶ CUE's international student population dropped by 31% (or 159 students) from 517 in 2024–2025 to 358 in 2025–2026. This year, international students came from 46 countries, as compared to 56 countries in 2024–2025. 64% of international students originated from India, Nigeria, and Bangladesh.
- ▶ As part of the implementation of the International Recruitment Strategy, 2025–2027:
  - CUE conducted in-person recruitment activities in the Philippines, Nepal, and Vietnam, engaging with 10 high schools and 100 agents across the region to strengthen institutional visibility and build the CUE brand.
  - Expanded global outreach through participation in virtual recruitment fairs, hosting 14 events. These efforts enabled direct engagement with more than 2,000 prospective students and 500 schools across Latin America, Southeast Asia, MENA, Türkiye, and South Asia. Moving forward, the goal is to engage students earlier in their decision-making process.
  - Fostered a growing culture of faculty engagement in international recruitment activities across the institution.
  - Implemented a targeted digital campaign in the United States (July 7–September 28, 2025) to test the market and generate actionable insights. The campaign delivered strong digital performance, with click-through rates significantly exceeding industry benchmarks. It attracted approximately 34,000 new website visitors and more than 800 returning users, indicating strong initial interest and future engagement potential.
  - Established a partnership with the Canadian Arabic Friendship Association (CAFA) and launched the CAFA International Student Cultural Engagement Award (one award of \$2,000 per academic year for international graduate students at CUE).

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

- ▶ The IO provided 13 immigration-focused sessions during the fall and winter semesters.
- ▶ Provided 211 student immigration appointments in 2025–2026, down from 265 in 2024–2025. Although down, cases have become more complex, requiring more support and attention.
- ▶ Continued to support international students through the Airport Pick Up Service and the CUE Cupboard (food bank). 15 new international and exchange students used the Airport Pick Up Service, compared to 36 in 2024–2025.

- ▶ The IO has begun hosting a series of global engagement events throughout the year to support student acculturation in a Canadian setting, foster cross-cultural awareness, and encourage participation in diverse cultural experiences. These activities include:
  - pre-departure online sessions
  - orientation sessions
  - student mingles with cultural adjustment components
  - Health Coverage and Alberta Health Info Sessions
  - post-arrival support
  - Immigration Online Sessions
  - CRA Tax Webinar
  - Working in Canada Session
  - two cultural events per semester in collaboration with the Concordia Students' Association (CSA)
  - International Student Night

#### **We enhanced opportunities for international research collaborations.**

- ▶ Five CUE faculty travelled outside of Canada on research exchanges through the Erasmus program, and one faculty member participated in a Faculty Mobility for Partnership opportunity.
- ▶ CUE hosted one Mitacs Global Research Intern for 14 weeks over the summer from the Faculty of Nanotechnology Engineering, Universidad Pontifica Bolivariana, Colombia.

## **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.**

- ▶ The Chinese Test Centre at CUE established a second testing venue at Webber Academy in Calgary, expanding its services to southern Alberta. This site is currently the only Chinese language testing venue in Calgary.
- ▶ The Centre for Chinese Studies co-hosted Lunar New Year celebrations at Enbridge and the Legislative Assembly. These are strategic partnerships to expand CUE's collaboration with industry and government partners.
- ▶ The CCS supported the Thunder Men's Hockey team in hosting an exhibition game against the Chinese Men's National Hockey Team. The event attracted more than 500 participants, including students, schools, universities, and members of the broader community. It provided a valuable opportunity to engage students, broaden their global perspectives, and foster a strong sense of belonging through cross-cultural exchange.

# 122%

**INCREASE IN RESEARCH PUBLICATIONS  
(140 PUBLICATIONS IN 2025–2026)**

## STUDENT SUPPORTS AND RESOURCES

*Outline and provide specific examples of the 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.

## STRATEGIC RESEARCH PRIORITIES

*Outline your institution's strategic research priorities. Describe how these priorities align with provincial strategies (Alberta 2030: Building Skills for Jobs, Alberta Technology and Innovation Strategy, etc.). For each priority area, describe key achievements (results or anticipated outcomes and impacts) and how they have contributed to the advancement of your institution's own strategic research priorities. Where possible, include quantitative indicators to support examples provided. Institutions with emerging research strategies may focus on priority areas under development and describe foundational activities, early achievements, and intended outcomes.*

CUE has accomplished many of the goals outlined in its Research and Innovation Strategic Plan (2024–2029), which prioritizes 1) fostering CUE's research ecosystem; 2) inspiring student belonging, involvement, and growth; and 3) bolstering our research culture and celebrating impact. Additionally, the plan aligns to the Government of Alberta's "Alberta 2030: Building Skills for Jobs" and the "Alberta Technology and Innovation Strategy." CUE is currently developing its work-integrated learning (WIL) framework to support the ongoing curricular WIL opportunities for students across campus. Through partnerships with Mitacs and Alberta Innovates, CUE supports graduate and undergraduate internships that provide students with a variety of work-integrated learning opportunities and connects them to future employers throughout the province. Through our participation in the Edmonton Regional Innovation Network and the Lab to Market (L2M) initiative, as well as through our collaborations with Edmonton Unlimited and Technology Alberta, our faculty and students are supported in moving research to innovation and further to commercialization.

In 2025-2026, CUE became eligible to apply for a Canada Excellence Research Chair (CERC), a program that runs every four years. If successful, the CERC award is for eight years. CUE qualified to apply for one CERC, a first in our institutional history. A similar program, the Canada Impact+ Research Chair, is a one time program and similar to CERC, CUE qualified to apply, a first for CUE. CUE also became eligible for Canada Research Chairs, a Tier 1 and a Tier 2. This recruitment will commence in Fall 2026.

“

The next generation of learners are already seeking to find the solutions to ever evolving global problems, finding new pathways to success, and staying true to their personal aspirations and goals.”



## 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:*

### **BROKERED PROGRAMS**

CUE does not have any brokered programs.

### **COLLABORATIVE DELIVERY (SATELLITE OR OTHER ARRANGEMENTS)**

CUE does not do any collaborative delivery.

### **INSTITUTION-LEVEL RESEARCH COLLABORATIONS**

CUE actively pursues research collaborations with other institutions. Numerous faculty members collaborate with faculty at other post-secondary institutions across the country, including the University of Alberta, University of Saskatchewan, University of Manitoba, St. Thomas University, and Saint Mary's University.

### **LEARNER PATHWAYS (E.G., TRANSFER CREDIT FOR COURSES/PROGRAMS)**

CUE is a part of the Alberta Council on Admissions and Transfer (ACAT) that works with stakeholders to help support learner pathways, student mobility and transfer credit. CUE collaborates with the learning providers within this council to provide seamless student transitions between institutions. CUE does so through a course by course transfer credit assessment process. CUE is also a part of articulation committees within ACAT that collaborates with different learning providers to discuss best practices and share insights into emerging trends and shifts within the transfer credit world. CUE currently has around 6,000 published transfer credit agreements within the ACAT system. CUE completed a total of 1,649 transfer credit assessments between April 1, 2025 and March 31, 2026. This number represents courses from ACAT institutions as well as from Canada and around the world.



**We remain committed to evolving alongside the needs of our students and preparing our future graduates to be engaged and thoughtful citizens.”**

## FINANCIAL INFORMATION

Provide your institution's financial reporting for the fiscal year, including approved budget figures, actual results, and audited financial statements.

### BUDGET VARIANCES

Using the budget submitted to Advanced Education by May 31st, identify key variances between budgeted statement of operations and actual audited results. Provide a detailed explanation for all material variances.

| CATEGORY                           | BUDGETED AMOUNT | ACTUAL AMOUNT | VARIANCE     | VARIANCE EXPLANATION                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------|-----------------|---------------|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Student Tuition and Fees           | \$29,773,583    | \$28,335,130  | -\$1,438,453 | Student tuition and fees of \$28.3 million was \$1.4 million lower than budget. The decrease was due to lower than expected international enrolment, while the budget included a decrease to international enrolment the decline was more sharp than expected. Domestic enrolment fell short of target.                                                                                                                                         |
| Government grants                  | \$14,697,777    | \$16,162,433  | \$1,464,656  | Government grant revenue was \$1.4 million higher than budgeted. The University budgeted revenues using a conservative approach. 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. |
| Auxiliary                          | \$2,837,025     | \$2,273,489   | -\$563,536   | Auxiliary revenue was \$2.3 million, which is \$564,000 lower than budget. The largest contributor to this shortfall is the Bright Horizons lease, accounting for approximately \$466,000. The remaining variance is due to parking revenue, reduced classroom space requirements from Olds College, and bookstore revenue impacted by declining enrolment and providing more cost-effective book options for students.                         |
| Designated fees, gifts, and grants | \$131,000       | \$1,215,102   | \$1,084,102  | Designated fees, gifts and grants were \$1.1 million higher than budgeted. The increase from budget is a result of revenue recognition associated with scholarships issued on behalf of the Government of Alberta which is a non-budgeted revenue item.                                                                                                                                                                                         |
| Investment income                  | \$600,000       | \$1,030,220   | \$430,220    | Investment revenue was \$430,000 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 exceed our conservative estimates.                                |

| CATEGORY                         | BUDGETED AMOUNT | ACTUAL AMOUNT | VARIANCE     | VARIANCE EXPLANATION                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------|-----------------|---------------|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Salaries, Wages and Benefits     | \$32,920,091    | \$31,051,560  | -\$1,868,531 | Salaries, wages, and benefits were \$31.1 million, or \$1.9 million below budget. Higher than expected employee turnover resulted in positions being vacant for part of the year, which reduced overall payroll costs. HR recruiting has also progressed more slowly than planned, delaying the hiring of replacements and new roles. The collective agreement was ratified after the fiscal year close, and retroactive pay for unionized employees were incurred after year end. |
| Supplies and services            | \$8,545,915     | \$8,171,259   | -\$374,656   | Supplies and services expenses were \$8.2 million, which is \$375,000 below budget. Expenditure restraint was implemented in the second quarter to avoid a potential deficit. As a result, only spending essential to the University's operations were approved.                                                                                                                                                                                                                   |
| Amortization of capital assets   | \$2,670,000     | \$3,343,106   | \$673,106    | Amortization of capital assets was \$673,000 more than budgeted. This is due to a change in amortization for the new Braaskma Hall being componentized (e.g. lab equipment, etc) and resulted in some costs being amortized over a shorter period resulting in higher annual amortization expense.                                                                                                                                                                                 |
| Maintenance                      | \$627,551       | \$370,211     | -\$257,340   | Maintenance expenses were \$370,000, which is \$257,000 below budget. Expenditure restraint was implemented in the second quarter to avoid a potential deficit. As a result, only spending essential to the University's operations were approved.                                                                                                                                                                                                                                 |
| Interest                         | \$450,000       | \$285,591     | -\$164,409   | Interest expense was \$286,000, which is \$164,000 lower than budget. This reduction reflects lower than expected interest rates and a lower principal balance on outstanding loans.                                                                                                                                                                                                                                                                                               |
| Impairment loss on capital asset | \$-             | \$182,323     | \$182,323    | Impairment of \$182,000 as the existing structure on 112th Avenue was demolished to make way for the new student residence, which eliminated its remaining property value.                                                                                                                                                                                                                                                                                                         |

## B. AUDITED FINANCIAL STATEMENT

*Please provide the URL to where audited financial statements are posted.*

<https://concordia.ab.ca/about/who-we-are/governance/financial-results/>

## SELF-GENERATED REVENUE

Report all revenue your institution generates through its various enterprises and activities. Each revenue stream must be categorized and include a description of the activity, annual revenue, and profit/loss. Categories include:

### TUITION AND MANDATORY FEES

Report all revenue from tuition and mandatory student fees associated with instruction. Examples may include, but are not limited to, domestic tuition, international student tuition, continuing education fees, and other mandatory student fees associated with instruction.

| REVENUE SOURCE                | DESCRIPTION                                                                                                                                | ANNUAL REVENUE |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Domestic Tuition              | All domestic student tuition fees.                                                                                                         | \$21,707,342   |
| International Student Tuition | All international student tuition fees including the per credit international student fee and international student differential flat fee. | \$3,950,192    |
| Continuing Education Fees     | Revenue earned from our School of Grad Studies and Continuing Education.                                                                   | \$27,314       |
| Other Mandatory Student Fees  | All other fees including: lab, application, processing, graduation, athletic, technology, building, and training fees.                     | \$2,650,282    |
| SUBTOTAL                      |                                                                                                                                            | \$28,335,130   |

### DONATIONS AND INVESTMENT INCOME

Report all revenue from donations received and investment income earned. Examples of donations may include, but are not limited to, cash donations and donations in-kind. Investment income examples may include, but are not limited to, interest earned, interest earned on endowments and realized and unrealized gains and losses. Please also identify if the revenue is restricted or unrestricted.

| REVENUE SOURCE          | DESCRIPTION                                                                                                                                                           | ANNUAL REVENUE |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Cash Donations          | All cash donations received during the year both unrestricted and restricted for which matching expenses are included in various statement of ops expense categories. | \$1,044,008    |
| Donations In-Kind       | N/A                                                                                                                                                                   | \$-            |
| Interest Earned         | Interest income earned on cash in deposit accounts, GICs, and investments held by the University.                                                                     | \$638,767      |
| Interest on Endowments  | Interest income earned on endowment investments.                                                                                                                      | \$85,799       |
| Realized Gains/Losses   | Realized gains and losses on the sale of investments.                                                                                                                 | \$6,504        |
| Unrealized Gains/Losses | Unrealized gains and losses on mark to market of investments value at year end.                                                                                       | \$299,150      |
| Other                   | Sponsorship Revenue                                                                                                                                                   | \$5,500        |
| SUBTOTAL                |                                                                                                                                                                       | \$2,079,728    |

## RESEARCH GRANTS

Report all research grant revenue from external sources, not including grants received from the Province of Alberta. Examples may include but are not limited to, grants from not-for-profit organizations, other provincial governments, and businesses.

| GRANT SOURCE                 | DESCRIPTION                                                                                                                                                                                   | ANNUAL REVENUE |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Not-for-Profit Organizations | MITACS, Canadian Cattle Association (BCRC division), Results Driven Agriculture Research                                                                                                      | \$111,239      |
| Federal Government           | Government of Canada grants: Research Support Fund grant, NSERC grants, SSHRC grants, Universities Canada grant, and the Community Support Multiculturalism and Anti Racism Initiatives grant | \$425,967      |
| Other Provincial Governments | N/A, only provincial funding from GoA                                                                                                                                                         | \$ -           |
| Businesses                   | EPIC IT Security Ltd                                                                                                                                                                          | \$3,018        |
| Other                        | N/A                                                                                                                                                                                           |                |
| SUBTOTAL                     |                                                                                                                                                                                               | \$540,224      |

## OTHER GRANTS

Report all non-research grant revenue from external sources, not including grants received from the Province of Alberta. Examples may include but are not limited to, grants from not-for-profit organizations, other provincial governments, and businesses.

| GRANT SOURCE                 | DESCRIPTION                                                 | ANNUAL REVENUE |
|------------------------------|-------------------------------------------------------------|----------------|
| Not-for-Profit Organizations | Suncor Energy Foundation and Enterprise Holding Foundation. | \$14,626       |
| Federal Government           | N/A                                                         | \$-            |
| Other Provincial Governments | N/A, only provincial funding from GoA                       | \$-            |
| Businesses                   | N/A                                                         | \$-            |
| Other                        | ROC3k Funding grant                                         | \$359          |
| SUBTOTAL                     |                                                             | \$14,985       |

## AUXILIARY / ANCILLARY SERVICES

Report revenue from all auxiliary and ancillary operations. Examples may include, but are not limited to, bookstores, student residences, parking services, laundry facilities, printing services, sports and recreational facilities, rental services, catering operations, and cafeterias.

| SERVICE                            | DESCRIPTION                                                                                                               | ANNUAL REVENUE |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------|----------------|
| Bookstores                         | Sales revenue for textbooks, books, souvenirs, supplies, clothing, and course packs.                                      | \$230,810      |
| Student Residences                 | Student housing revenues, programming fees and misc revenue from student housing.                                         | \$410,018      |
| Parking Services                   | Parking sales for underground parkade, main lot and northlands parking.                                                   | \$747,100      |
| Laundry Facilities                 | Laundry machine revenue.                                                                                                  | \$14,487       |
| Printing Services                  | Copy card sales                                                                                                           | \$2,073        |
| Sports and Recreational Facilities | N/A                                                                                                                       | \$-            |
| Rental Services                    | Facility rentals                                                                                                          | \$248,061      |
| Catering Operations                | N/A                                                                                                                       |                |
| Cafeterias                         | Meal plan sales revenue and vending machines.                                                                             | \$57,093       |
| Other                              | Testing Centre Revenues for IELTS Centre, Paragon testing, and Goethe Institut testing, and other miscellaneous revenues. | \$563,847      |
| SUBTOTAL                           |                                                                                                                           | \$2,273,489    |

## ACADEMIC ENTERPRISE

Report revenue from activities that are integral to your institution's educational, research, public service, and campus support functions. These activities should align with your academic mission rather than being primarily profit-driven. Examples may include, but are not limited to, continuing education programs, culinary school restaurants, agricultural operations, and breweries.

| ENTERPRISE                    | DESCRIPTION | ANNUAL REVENUE |
|-------------------------------|-------------|----------------|
| Continuing Education Programs | N/A         | \$-            |
| Culinary School Restaurants   | N/A         | \$-            |
| Agricultural Operations       | N/A         | \$-            |
| Breweries                     | N/A         | \$-            |
| Other                         | N/A         | \$-            |
| SUBTOTAL                      |             | \$-            |

# LAND TRUSTS AND FOR-PROFIT VENTURES

Provide information on all revenue-generating subsidiary entities, including a detailed description of each venture's primary business activities and areas of operation.

| VENTURE   | DESCRIPTION OF PRIMARY BUSINESS AND AREAS OF OPERATION | ANNUAL REVENUE |
|-----------|--------------------------------------------------------|----------------|
| Venture 1 | N/A                                                    | \$-            |
| Venture 2 | N/A                                                    | \$-            |
| Venture 3 | N/A                                                    | \$-            |
| SUBTOTAL  |                                                        | \$-            |

# OTHER

Report any additional self-generated revenue not captured in the previous categories. Include clear descriptions of each revenue source.

| REVENUE SOURCE | DESCRIPTION                                                                                                                                                                                                                                                                                                       | ANNUAL REVENUE      |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| Other Source 1 | Amortization of deferred capital contributions                                                                                                                                                                                                                                                                    | \$372,783           |
| Other Source 2 | <b>Student activities revenue</b> - includes music ticket sales, concert choir fees, symphony orchestra fees, events revenue, student insurance revenue, athletics gate receipts revenue, athletics season passes revenue, and other athletics fundraising revenue like KDays and Heritage days parking revenues. | \$370,298           |
| Other Source 3 | <b>Miscellaneous revenue</b> - includes mainly interest earned on student accounts, locker rentals, advertising revenues, homecoming sponsorship revenues, etc.                                                                                                                                                   | \$334,740           |
| SUBTOTAL       |                                                                                                                                                                                                                                                                                                                   | \$1,077,821         |
| SUBTOTAL       |                                                                                                                                                                                                                                                                                                                   | <b>\$50,057,843</b> |

489

STUDENTS PARTICIPATED IN  
WORK INTEGRATED LEARNING

## CAPITAL REPORT

Provide an overview of your institution's capital plan and include the total project costs and detailed funding source breakdowns for each of the following categories: Government of Alberta, Government of Canada, institutional funds, donations, foundations, and industry. For each funding source category specify the percentage of contribution from each source to each project, and amounts received to date.

### A. TOP THREE PRIORITY PROJECTS

Define and describe your top three priority capital projects proceeding within the next three to five years that exceed either \$2.5 million or 50% of your institution's Infrastructure Maintenance Program grant, whichever is greater. These projects may include infrastructure supporting high-demand programs, research initiatives, critical health and safety improvements, or essential information technology systems.

| DESCRIPTION                    | TOTAL PROJECT COST  | START DATE             | END DATE                    |
|--------------------------------|---------------------|------------------------|-----------------------------|
| New Student Dormitory Building | \$ 22,600,000       | Friday, August 1, 2025 | Thursday, December 31, 2026 |
| FUNDING SOURCES                |                     |                        |                             |
| SOURCE                         | AMOUNT              | PERCENTAGE             | RECEIVED TO DATE            |
| Government of Alberta          |                     | 0%                     |                             |
| Government of Canada           |                     | 0%                     |                             |
| Institutional Funds            | \$11,300,000        | 50%                    | \$8,368,751                 |
| Donations                      | \$100,000           | 0%                     | \$1,858                     |
| Foundations                    | \$ -                | 0%                     |                             |
| Industry                       | \$11,200,000        | 50%                    |                             |
| <b>TOTAL</b>                   | <b>\$22,600,000</b> | <b>100%</b>            | <b>\$8,370,609</b>          |



# FREE SPEECH REPORTING

## A. FREE SPEECH POLICY INFORMATION

*Provide the URL for the institution's publicly posted free speech policy and detail any amendments made to the policy during the reporting period.*

Freedom of Expression Policy

*Has your institution amended its free speech policy during the 2025-26 fiscal year? If YES, please detail any amendments made to the policy during the reporting period.*

No changes were made to the Freedom of Expression Policy during this time period.

## B. CANCELLED EVENTS

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

No

## C. 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.*

None that we are aware of.

## D. COMPLAINTS PROCESS AND CONTACT

*Describe your institution's free speech complaint mechanism.*

Complaints are addressed through existing conduct frameworks that prohibit the restriction of free expression. Under these frameworks:

- ▶ Employees (and others covered by the Code of Conduct Policy): Misconduct complaints are reported using a Code of Conduct Disclosure Form.
- ▶ Students: Non-academic misconduct issues are reported using a Non-Academic Misconduct Report Form.

*Please provide your institution's point of contact for complaints.*

Policy does not designate a single point of contact for freedom of expression complaints. A reasonable approach may be to direct employee complaints to Human Resources, and student complaints to Campus Life.

“

CUE embraces the challenges and opportunities to get students closer to their chosen future.”



