

University of Lethbridge

University of
Lethbridge



Comprehensive Institutional Plan 2015/16 – 2017/18



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1.0 EXECUTIVE SUMMARY

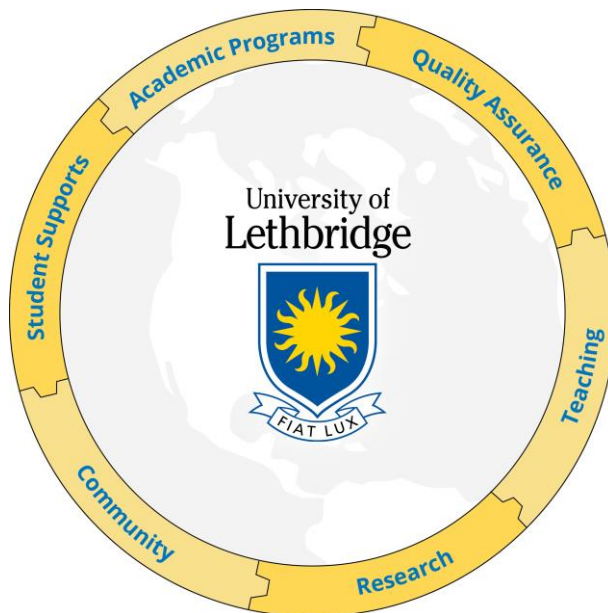
1.1 INTRODUCTION

Liberal Education has been a community tradition at the University of Lethbridge since its founding. Our approach to education continues to produce creative explorers and innovative thinkers who will lead in a complex global world. Liberal Education guides the academic and research activities that enable students to develop the skills to think critically, communicate clearly, work collaboratively, solve complex problems, and contribute fully to society as engaged and informed global citizens and leaders. The collaboration and integration inherent in Liberal Education has distinguished the University of Lethbridge as an attractive destination for potential students. This trans-disciplinary focus and transformational learning experience unifies the University of Lethbridge and sets our programming apart from other institutions.

We recognize and embrace our role as a comprehensive academic and research institution (CARI) within Campus Alberta. We take the responsibility to be comprehensive seriously: we provide opportunities for study at all levels (undergraduate, Masters, and Doctoral) and across the full breadth of disciplines; and we conduct high-quality, innovative research. While we are steadfast in the commitments made in our Strategic Plan, we remain flexible enough to respond to arising community and student needs as well as to government requests.

Because the University of Lethbridge was formed from the aspirations and needs of our local communities, access to our university with its creative and supportive environment is a fundamental value. We are committed to providing supports and new pathways to ensure all qualified students have access to our high-quality academic programs. Students also have access to exciting research opportunities, even at the undergraduate level, and to excellent Co-operative Education programs and to international exchanges. Our connection to the local communities is integral to our success. This entails community members' engagement with the University, including the regular use of our facilities, and the reciprocal engagement of University members with Lethbridge and the surrounding communities.

The University of Lethbridge's overall goal is to build a graduation culture in which all qualified students have access to inspiring and supportive programming that enables them to reach their full potential and contribute to a learning, healthy, prosperous, and progressive society. As part of this broad goal, the U of L aims to continue contributing to the further diversification of the Alberta economy. As we move towards our 50th anniversary in 2017, we will continue to strive to uphold our promise to our students "to do our best, so they can be their best"¹.



¹ Destination 2020 Strategic Plan, www.uleth.ca/strategic-plan/

1.2 ACCESS DEMANDS AND ENHANCED LEARNER PATHWAYS

The U of L continues to be committed to providing a comprehensive and diverse array of undergraduate, graduate and postgraduate quality programs. To this end, we are developing new programs and opportunities that capitalize on institutional strengths and address student, societal, and labour market demands while always integrating the principles of Liberal Education. Balancing between institutional strengths and outside demands ensures that we are making the best use of our resources to meet our mandate. As has long been our practice, the U of L will continue to identify and articulate areas of provincial and national need, and develop programmatic responses that match our strengths and capacities to provide students with high quality and supported learning experiences.

The realization of the Destination Project – the new Science and Academic Building, Energy/Utility Centre and the revitalization of University Hall – will be vital to our ability to continue to be responsive to emerging needs and to continue the quality improvement of our programs. Making use of the extra capacity we have in the Sciences depends on the state-of-the-art, laboratory facilities and collaborative spaces planned for the new building. Moving the Sciences to new, upgraded, safe facilities is a crucial step in re-investing in and revitalizing our Social Science and Humanities programming. Renovations to University Hall will also create space to enhance the care of and access to our extensive art collection, including a new visual study area for faculty and students for teaching, learning and research.

New Programming – Among the new offerings for Fall 2015 are two programs in the Faculty of Health Sciences. The Bachelor of **Therapeutic Recreation** is a post-diploma program that will provide diploma students with the critical thinking skills crucial to advancing the discipline. The U of L is the first institution in Canada to offer a degree in Therapeutic Recreation specifically designed to enable every graduate to meet the required competencies to achieve their certificate from the National Council for Therapeutic Recreation Certification upon graduation.

Aboriginal Health is a new major in the Bachelor of Health Sciences program and will explore the factors that contribute to health, strength, and resilience amongst Aboriginal people. Students will develop their skills through practicum experiences with rural and urban Aboriginal community partners.

Although not new, the **Pre-Professional Transfer Program in Engineering** has been revitalized with two new courses and a revamping of the three required Mathematics courses to better align with University of Alberta requirements. The number and quality of applications received to date indicate the program will have full enrolment in Fall 2015.

Quality Assurance – An ambitious goal to review every academic program and unit at least once is on track to be achieved by the end of 2020. By sharing our rigorously developed process, the U of L contributes to a culture of academic quality and success in Alberta.

Internationalization – We are committed to developing a comprehensive strategy to fully integrate internationalization within the programming, student supports and culture of the University. Our integrated model will aim to: increase international enrolment and retention; provide all students with the best possible experience to achieve success; and provide all students, faculty and staff with an integrated cultural experience.

First Nations, Métis, and Inuit Students – We will continue to improve access for all learners who are under-represented in our student body, especially First Nations, Métis, and Inuit students, as well as international students. Our successful First Nations Transition Program will continue and will be extended to students who are qualified for direct admission but need or desire a supportive pre-university experience to ensure their success. Plans for the new Academic and Science Building include a permanent space for Iikaiskini, the First Nations gathering place.

Revitalization of Liberal Education – The U of L's commitment to Liberal Education originates with its founding as a University and it has since been at the core of everything we do. In fall 2013, a team was appointed to review the understanding and application of Liberal Education throughout the University and to ensure it is the foundation of strategic decisions. That team's revitalization strategy is on track to be implemented over the next several years. See Appendix A for an outline of Liberal Education at the U of L.

Dual Credit – Our Fall 2015 pilot with a local high school will mark the first time in Alberta that a group of high school students will complete a primarily academic course at a university. Students will enroll in Liberal Education 1000 (Knowledge and Liberal Education) in the Fall and in Management 1850 (Systems and Supply Chains) in the Spring, giving them a university experience while completing their high school diploma. This exciting program will be extended to additional classes in the coming years.

Dual Admission – A pilot with College of the Rockies slated for Fall 2015 builds on our strong history as a transfer partner. Our commitment to offering learners varied pathways will help to increase overall access to post-secondary education in Alberta. With the increase in degree granting institutions in Alberta, we have worked to balance our efforts to build on existing and new transfer opportunities and partnerships. The U of L's Liberal Education principles help to make this a unique dual admission opportunity for students.

Mental Health – The U of L is receiving \$3 million over three years to expand and enhance a range of mental health services for students as part of Alberta's Addiction and Mental Health Strategy. Staffing enabled by this funding includes additional counselors, a part-time physician with mental health expertise, and a student services coordinator for the Northern campuses. In addition, evening counseling appointments are now available, and the U of L has been able to participate in several mental health related surveys. Because students do better when they live in residence, we are committed to continuing to increase available residence space. As a result, we are increasingly becoming a 24 hour campus with more activity on campus and an accompanying need for increased mental health services to support students on their educational journey.

Calgary and Edmonton campuses

Recognizing a niche that was not being served by Calgary and Edmonton institutions, the University of Lethbridge opened satellite campuses in these cities in 1996. Evening and weekend classes were offered to students holding business diplomas, providing them with an opportunity to ladder their diplomas into degrees. Since opening these campuses, 3,289 students have earned a U of L degree in Calgary and Edmonton with more than 6,500 additional U of L students taking courses on these campuses. Over the past ten years, however, Edmonton-based post-secondary institutions have increasingly developed the capacity to address these learners' needs, resulting in declining enrolments since 2004 in U of L programs offered in Edmonton. On December 11, 2014, the University's Board of Governors made the decision to transition out of Edmonton and close the Edmonton Campus. This process is being undertaken with an emphasis on students and honouring our commitment to them. The last semester of face-to-face classes is anticipated for January of 2017.

We will, on the other hand, continue to enhance the programming we offer at our Calgary campus, which has consistently experienced increased enrolments over the past five years. Our range of course offerings and group of qualified, dedicated instructors mean our programming remains in high demand in Calgary.

1.3 RESEARCH CAPACITY

At the University of Lethbridge we recognize the extensive impact and value of research on our students and society. Internally, a robust research environment enhances our role as teachers, heightens the quality of our academic programs, and inspires new program development. The U of L's strong commitment to both teaching and research, combined with its relatively small size, provides students with a rare opportunity to engage in ground-breaking research as undergraduates, an experience they can continue as graduate students. We foster an environment that emphasizes student engagement in learning and research in all disciplines and levels of instruction. The end result is a personalized and interactive learning environment combined with engagement in creative activities and research.

There is, of course, also the potential for national and international impacts arising from the research conducted at the University of Lethbridge. The Strategic Research Plan research themes transcend disciplinary boundaries and integrate long-standing areas of excellence with emerging areas of inquiry. Collectively, these themes are the foundation upon which the University of Lethbridge will build and advance its national and international impact:

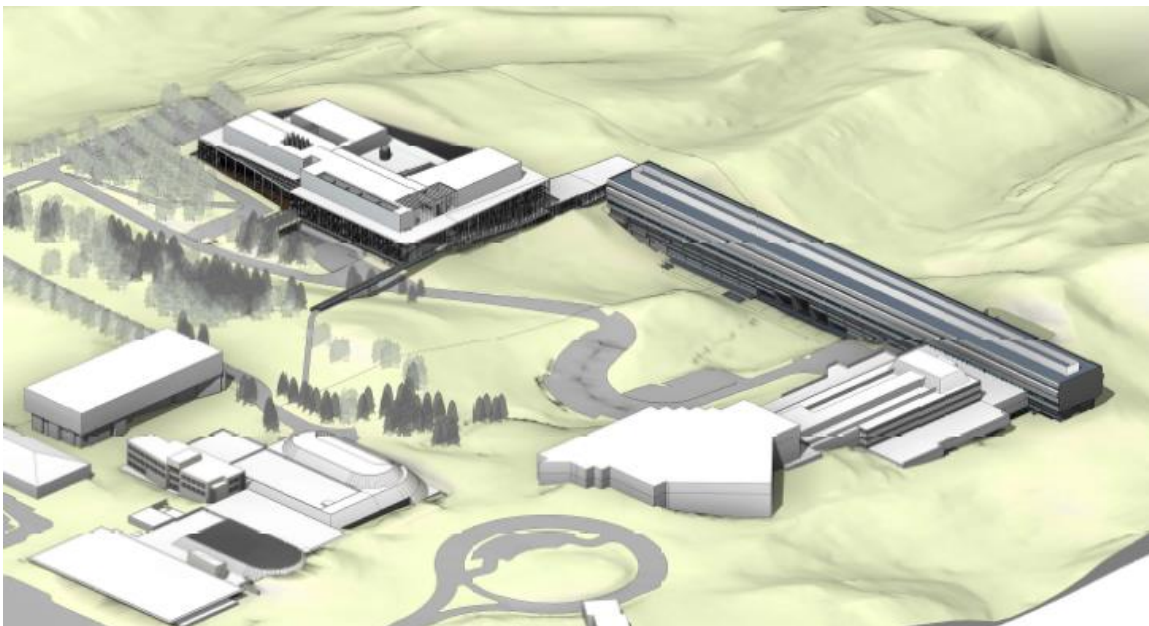
creativity and performance; earth and environment; healthy futures; organizations, culture and society; and origins and explorations.

1.4 RESOURCES AND CAPITAL

Over the past several years, the University of Lethbridge has revised its budget processes to ensure the institution is in a position to make resource allocation decisions that will advance the U of L’s mandate and strategic directions. Our academic, research, and strategic plans enable us to maintain our focus on our established priorities while remaining flexible enough to respond to new opportunities.

The proposed operating budget for the 2015/16 fiscal year is \$168,102,864.

The top three continuing capital priorities for the University of Lethbridge are directly tied to our ability to deliver our mandate: the Destination Project, Student Residences (Aperture Park Phase IV), and an Art Gallery. In addition to the requirements for additional space, we also need to maintain, re-imagine and optimize the use of existing space.



An “aerial” view of the new Science and Academic Building showing the connection to University Hall.

2.0 ACCOUNTABILITY STATEMENT

This Comprehensive Institutional Plan was prepared under the Board's direction in accordance with legislation and associated ministerial guidelines, and in consideration of all policy decisions and material, economic, or fiscal implications of which the Board is aware.

Gordon E. Jong, FCA
Chair, University of Lethbridge Board of Governors

3.0 INSTITUTIONAL CONTEXT

The University of Lethbridge is a public, board-governed university operating as a Comprehensive Academic and Research Institution under the authority of the *Post-secondary Learning Act of Alberta*. The university is committed to delivering on its Government approved mandate statement for the benefit of all Albertans.

Throughout its three campuses, the University of Lethbridge will:

- Develop and maintain high quality academic programs that serve the interests and needs of society, based on its founding principles of a student-centred, Liberal Education that optimizes preparation for future success;
- Strive to create seamless learning opportunities in collaboration with high schools, colleges and other universities;
- Advance knowledge for the improvement of society through a significant program of pure and applied research and creative activity;
- Develop and nurture centres and institutes of research excellence in areas of expertise and/or relevant areas of interest in the region or province;
- Provide access to the University to as many qualified students as possible, and engage with the members of the communities it serves;
- Continually strive to find ways to improve teaching and learning and enrich the student experience;
- Offer expertise, facilities, and services for the benefit of the community it serves;
- Advance the sustainability of the institution.

Several plans guide the University of Lethbridge in meeting its Mandate. Using these, and numerous other plans and initiatives, the University of Lethbridge will deliver on its Mandate using specific directions, goals, and actions:

- Strategic Plan
- Academic Plan
- Unit Academic Plans
- Strategic Research Plan
- Faculty-level strategic plans
- Campus Master Plan
- Capital Plan
- Comprehensive Institutional Plan

The University of Lethbridge will use its fundamental principles² to inform how it meets its commitments for implementing our Mandate as a Comprehensive Academic and Research Institution in Alberta's post-secondary education system. We believe that our approach serves to liberate students' minds to enable them to fully explore the world around them, all of its opportunities, and reach their full potential as engaged members of society.

² See: uleth.ca/campaigns/destination-2020/article/our-fundamental-principles

3.1 INSTITUTIONAL MANDATE

The University of Lethbridge is a public, board-governed university operating as a Comprehensive Academic and Research Institution under the authority of the Post-secondary Learning Act of Alberta.

Founded on the principles of liberal education, the University of Lethbridge provides undergraduate and graduate programs in education, fine arts, health sciences, humanities, management, nursing, sciences, and social sciences, leading to bachelor's, master's, and doctoral degrees. The institution also provides certificate programs, post-baccalaureate certificate programs, post-graduate certificate programs, post-master's certificate programs, programs and degrees that lead to professional specialization, and open studies for lifelong learners.

The University of Lethbridge conducts pure and applied research and establishes and sustains facilities for pursuing original research. The University develops centres of research excellence in areas in which it has special expertise or that have particular relevance to the region or province. Programs of research, scholarship, and creative activity include the study of fundamental issues for their intrinsic intellectual, aesthetic, or philosophical interest, and of practical challenges of direct importance for social, cultural, economic, or environmental well-being. The University of Lethbridge protects free inquiry and scholarship, facilitates access to scholarly resources, and supports artistic expression and the free and open scholarly discussion of issues.

In support of Campus Alberta, the University of Lethbridge collaborates with other institutions to ensure transferability within the province's post-secondary education system and deliver seamless learning opportunities. As part of this commitment, the University works with other institutions to provide degree completion opportunities for university transfer students and diploma graduates.

Across the spectrum of intellectual pursuit, the University of Lethbridge continually develops innovative programs and research collections in existing and emerging disciplines to meet the needs of students, society, and the economy. This includes collaborating with First Nations, Métis, and Inuit peoples to develop programs and collections that are relevant and accessible to them.

The University of Lethbridge serves a variety of student groups: undergraduate and graduate students; transfer students; high school graduates; First Nations, Métis, and Inuit students; adult learners; international students; and immigrants. It also serves students on campuses in Edmonton and Calgary and, through distance learning technology, students across the province, the country, and the world. The University of Lethbridge strives to make university-level education available to all Albertans, including those living outside major urban centres and those who have traditionally not sought university education.

The University of Lethbridge fosters a learning community that meets the educational and personal growth needs of its students. This learning community emphasizes teaching excellence, exposure to research, information literacy, interaction with professors and instructors, effective academic advising and personal counselling, and a spectrum of cultural, recreational, and extracurricular opportunities. The University of Lethbridge values a high quality of teaching and emphasizes the mutually beneficial relationship between teaching and research. Other facilities and services, such as the Library, student residences, health services, theatres and other performance spaces, and sports and recreation facilities support and enrich the student experience and the lives of community members while respecting environmental sustainability. The University strives to enhance its educational environment through innovation and creativity.

The University of Lethbridge builds mutually supportive relationships and partnerships, addresses the cultural and societal needs of the communities it touches, and advocates the critical role that education plays in the growth and well-being of an informed society. The University further contributes to society by discovering, preserving, synthesizing, and disseminating knowledge for the benefit of all.

Approved by the Deputy Premier and Minister of Advanced Education and Technology, June 24, 2010.

<http://iae.alberta.ca/media/277273/u leth.pdf>

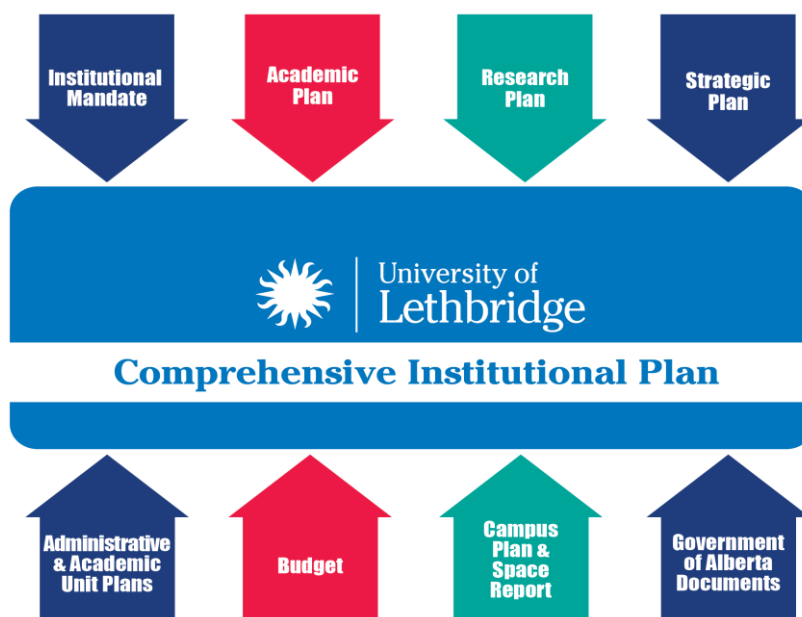
4.0 PLAN DEVELOPMENT

4.1 CONTEXT OF THE COMPREHENSIVE INSTITUTIONAL PLAN AT THE U OF L

Planning activities for the Alberta ministry responsible for higher education have evolved over the past decade, as have the U of L's planning processes. The current Comprehensive Institutional Plan (CIP) evolved from the integration of the Accessibility Plan and the Business Plan, planning documents that institutions submitted annually to the Ministry. Accessibility Plans provided information on strategies designed to increase access to post-secondary programs in Alberta. They contained enrolment plans, program expansions, and proposals for new programs targeted at areas of institutional expertise, and student and societal need. Business Plans covered opportunities, challenges, goals, strategies, performance measures, budget information, and capital projections.

Since the Ministry introduced an integrated plan submission in 2011 to replace the Accessibility and Business Plans, the U of L has incorporated the CIP as a key part of its own expanded planning cycle. We use the CIP to reflect and clarify the key directions in our planning documents, and also to inform those key directions. The foundational plans upon which the CIP is built are developed with input from academic and support units through their Unit Plans, and in consultation with senior administrators, faculty and staff, and students. The Strategic Plan, Academic Plan, and Strategic Research Plan are the key informants of the CIP, promoting the values of the institution and the ongoing support of Campus Alberta.

The CIP is coordinated and co-written by the Office of the Provost and Vice-President (Academic), with topical input from the Office of the Vice-President (Finance and Administration) and the Office of the Vice-President (Research). In developing the CIP, various other units on campus are asked for their input, including: Institutional Analysis, Financial Services, Financial Planning, Internationalization, Information Technology, and Facilities. General Faculties Council reviews and approves all academic and research components of the CIP before its presentation to the Board of Governors where it receives a final review and formal approval.



4.1 a) Groups Consulted in CIP Development

<p>Senior Academic and Non-Academic Administrators President, Provost & Vice-President (Academic), Vice-President (Finance & Administration), Interim Vice-President (Research), Vice-President (Advancement), Vice-Provost and Associate Vice-President (Academic), Interim Associate Vice-President (Research), Associate Vice-President (Students), Deans, University Librarian, Executive Directors, Managers</p>
<p>Faculties, School, and Library Faculties of Arts and Science, Education, Fine Arts, Health Sciences, Management, School of Graduate Studies, University Library</p>
<p>Administrative Units Ancillary Services, Facilities, Financial Planning, Financial Services, Human Resources, Information Technology, Institutional Analysis, Internationalization, Registrar, Enrolment and Student Services</p>
<p>Faculty Members As required, for input pertaining to new programming</p>
<p>Alberta Innovation and Advanced Education</p>

4.1 b) Document Inputs to CIP

<p>University of Lethbridge</p>	<p>Strategic Plan 2020 — Developed in consultation with a wide variety of internal and external groups, the University of Lethbridge Strategic Plan defines who we are, where we are going, our fundamental principles, and several priority strategic directions to help us achieve our collective vision for the institution.</p> <p>Academic Plan 2015 - 2016 — This annually updated plan contains the planned academic actions that support the Strategic Plan.</p> <p>Strategic Research Plan 2012-2017 — This document, which contains strategic priorities for research at the University of Lethbridge, informs the research components of the CIP.</p> <p>Institutional Mandate – Approved in 2010, this statement lays out the University of Lethbridge’s principles, scope, and values as a primarily undergraduate Comprehensive Academic and Research Institution.</p> <p>Campus Space Report — The report, which identifies space needs to 2018, was developed in consultation with faculty and staff from senior administration, the Faculties, Registrar, Enrolment, and Student Services, and other administrative units.</p> <p>Capital Plan — Submitted to the Government of Alberta annually, the Capital Plan presents the University of Lethbridge’s capital priorities, which are aligned with the Government’s Strategic Capital Plan, and are the result of ongoing consultation with Government representatives.</p>
<p>Government and Ministry Documents</p>	<p>Government of Alberta Strategic Plan, 2014–17</p> <p>Innovation and Advanced Education Business Plan, 2014–17</p> <p>Campus Alberta Planning Resource 2014</p> <p>Research and Innovation Framework</p> <p>Roles and Mandates Policy Framework</p> <p>Government of Alberta 20-Year Strategic Capital Plan</p>

5.0 ENVIRONMENTAL SCAN

The University of Lethbridge faces opportunities and challenges in our efforts to provide students with an affordable, accessible and supported quality post-secondary education. The opportunities and challenges faced by the U of L in achieving this broadly mirror those faced by the Ministry:

- Changing demographics;
- Desire to increase participation of under-represented groups;
- Economic conditions;
- Addressing labour market demands;
- Striking a balance between economic needs and social benefit;
- Enhancing learner pathways; and
- Increasing research capacity.

The following environmental scan examines some of the specific demographic trends affecting the U of L as well as key aspects of the post-secondary environment in which we operate. The opportunities and challenges emanating from these trends and the post-secondary context are then identified for each. Appendix B contains detailed statistical information.

5.1 DEMOGRAPHIC TRENDS

5.1 a) A Changing Population

The Campus Alberta Planning Resource (CAPR) anticipates a shift in the age distribution for Alberta over the next ten years: while overall population growth is expected to be 21.8%, projected growth of 18-34 year olds is much lower at 6.1%. This is the primary age group at the U of L with 80% of undergraduate students in Fall 2014 between 17 and 25 years of age, and 50.1% of Master's and Doctoral students being 30 or younger³. In Fall 2014, 38.2 % of all students at the U of L came from the Calgary and Edmonton regions while both cities were experiencing lower than average demographic growth. This was a slight increase over 2013 when 37.9% of our students came from these two cities. Increased capacity of other institutions and the closing of the Edmonton campus, may well result in a decrease in the number of students from Calgary and Edmonton choosing the U of L in the future. We will, however, continue to respond to student and societal demands with an array of quality programming, coupled with robust student support services to ensure the U of L remains a preferred destination for Alberta students.

5.1 b) Aboriginal Students

The University of Lethbridge is located on traditional Blackfoot land and adjacent to three Blackfoot Nations in Canada: the Blood Reserve, the Piikani Reserve, and the Siksika Reserve. In Fall 2014, 5.0% of the U of L student body identified as First Nations, Métis, or Inuit (FNMI)⁴. The U of L continues to have the highest proportion of FNMI students of the six Alberta universities (CARIs and Baccalaureate and Applied Studies Institutions). Aboriginal peoples represent a growing segment of Alberta's population, including the traditional post-secondary cohort of 18-24 year olds.

Opportunities to recruit and receive aboriginal students from Mexico are also being explored through the U of L's initiative with the State of Quintana Roo, Mexico through a proposal to CONACyT (The National Council of Science and Technology in Mexico) to host 20 indigenous women from across the state for a 4 to 6 week summer program to enhance their opportunity for admission to graduate studies.

³ University of Lethbridge 2014/2015 Fact Book

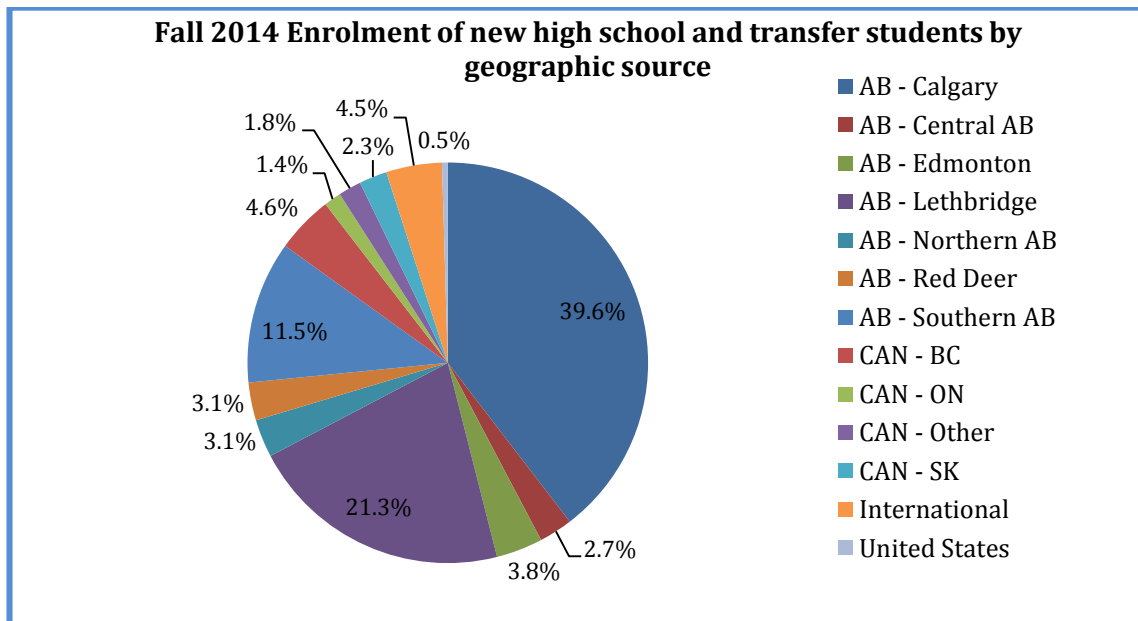
⁴ University of Lethbridge 2014/2015 Fact Book

5.1 c) High School Transitions

The High School Transition Report prepared by Innovation and Advanced Education provides the number of June 2013 high school graduates by school region who attended an Alberta publicly funded institution in Fall 2013. The data show that the percentage of high school graduates from the Lethbridge service region who attended an Alberta post-secondary institution in Fall 2013 was 35.2%. This was lower than the Alberta average of 36.9% (Appendix B, Figure 1).

The report also reveals that on average, fewer rural Alberta high school students transition directly to post-secondary studies. In the Lethbridge service region, 58.4% of the high school population is from a rural location and only 29.7% of the rural population transitions to post-secondary studies as opposed to 43.0% of the population from the City of Lethbridge (Appendix B, Figure 2). This presents a unique challenge for the U of L, which attracts 35%⁵ of its population from the Lethbridge region. As of 2012/2013⁶, 41.2% of Lethbridge Region high school students do not transition to post-secondary within six years of graduation.

Currently the U of L is not the first choice institution for high school students in the Lethbridge region⁷. In Fall 2013, the U of L attracted 36.8% of Lethbridge service region high school students attending post-secondary. It is not anticipated that this percentage improved in Fall 2014⁸. In Fall 2014, there was a 21% decline in registrants entering from a Lethbridge census division high school. The high school population in the Lethbridge census division from which the U of L attracts students declined by 3% from the 2012/13 to 2013/14 school year.⁹ This is a point of concern for the U of L requiring further attention.



⁵ Learner and Enrolment Reporting System, 2013/2014

⁶ Campus Alberta Planning Resource, 2014

⁷ In Fall 2013, 41.7% of Lethbridge service region high school students attending post-secondary went to Lethbridge College.

⁸ Data expected to be provided by Innovation and Advanced Education by July 2015.

⁹ Alberta Education Student Population, 2013/2014

Opportunities related to demographic trends

- With the changing demographics and increased competition reducing the pool from which we have been recruiting students, we need to expand our recruitment reach to:
 - regions outside our traditional sources of students; e.g. Northern Alberta;
 - work with local communities to recruit more First Nations, Métis and Inuit students;
 - increase the number of international graduate and undergraduate students;
 - focus more on adult learners as students
- Continue building on the strong relationships established with the Blackfoot community and continue to develop services and supports in line with the U of L's Aboriginal Education Policy.
- Enhance recruitment activities and programs to attract more regional high school students, both urban and rural. Dual Credit is a new program designed to connect local high school students to the U of L. A dual credit program with Lethbridge Collegiate Institute (School District 51) will be piloted in Fall 2015 and Spring 2016.

Challenges related to demographic trends

- As competition for the traditional post-secondary cohort increases, other institutions will increasingly look to our region to recruit new students. Both "in-Alberta" and "out of Alberta" post-secondary competition for students is anticipated. Not only are we likely to see increasing competition for students in our own region, we also will have to work harder to maintain our recruitment rates in Calgary.
- Academic programs and student support services must be more focused to meet the needs of an increasingly diverse student body, such as adult learners and FNMI students, to enable them to participate, persist, and succeed.

5.2 POST-SECONDARY ENVIRONMENT

5.2 a) Campus Alberta

The increased number of baccalaureate degree granting institutions has resulted in increased competition for new students, and a smaller pool of potential transfer students seeking to attend the U of L. With the policy shift under the *Roles and Mandates Policy Framework*, the U of L has experienced a decline in the number of students coming to the U of L to complete undergraduate degrees as transfer or post-diploma students.

Overall new transfer student enrolment at the U of L has declined 27% in the last five years (Appendix B, Figure 3). The most recent available data indicates that from Fall 2008 to 2012, the Bachelor of Management program at the U of L saw a 28.4% decline in new transfer students as a result of newly approved degree offerings from the Baccalaureate and Applied Studies (BASI) and Polytechnical (POLY) institutions in Alberta. During the same time period, the BASI and POLY institutions saw a 135% increase in Fall semester unique student enrolments in Business degree offerings (Appendix B, Figure 4).

The U of L continues to value its longstanding participation in Campus Alberta. We contribute to the governance of ACAT, were an early adopter in developing Post-diploma programs, and are the first CARI institution to sign a Dual Admission agreement with a college. Our continued commitment to transfer oriented programs is exemplified by the new post-diploma pathway into the BFA for Olds College Apparel Technology students and the revitalization of our Engineering Transfer Program.

5.2 b) Demand & Access

The University of Lethbridge excels at providing access to qualified applicants. In Fall 2014, the U of L was able to accommodate 95.1% of qualified Alberta applicants on at least one application.¹⁰ Oversubscribed programs including Nursing, Education, and some graduate programs have qualified applicants who cannot be accommodated with an offer. As an example, the University had 618 applications for 120 available Bachelor of Nursing seats, and while 125 applicants who were not offered admission to the Bachelor of

¹⁰ Application Submission Initiative, Fall 2014

Nursing received offers to an alternative program at the University, many others not accepted to the Bachelor of Nursing did not attend the U of L in Fall 2014.¹¹

Also concerning for the U of L are those qualified applicants who are offered admission and choose to not attend the University. In Fall 2014, 3,755 offers of admission were made to new and returning students, however, only 2,179 (58%) are attending the U of L. This conversion rate is substantially lower than the prior year's of 63%. Part of the reason is a greater number of offers of admission to international students, who have a much lower conversion rate than the domestic population.¹²

5.2 c) Student Outcomes

The U of L has experienced stable program completion rates over the past ten years. In the last year, the University had a 0.6% increase in first-year student retention rates to 77.1%.¹³ While this was a positive result for the University, when compared nationally this retention rate appears to be lower than most universities. Retention rates may be influenced by the engagement level of students. The engagement level of U of L first-year undergraduate students on indicators provided through the 2014 National Survey of Student (NSSE) is lower when the U of L is compared to different groups of Canadian institutions. Engagement levels do improve for senior-year undergraduate students (Appendix B, Figure 5).

The U of L has implemented innovative strategies to address attrition, increase program completion rates, and enhance collaborative opportunities to increase learner pathways and success. For example, our First Year Experience course prepares students for university and has been so successful that additional first year experiences are being developed, such as the Arts & Science Global Citizenship Cohort program for first year students.

5.2 d) Research

Over the past decade the value of externally funded research grants received by the U of L has grown 41% (\$11.6 million in 2004/2005 to \$16.3 million in 2013/2014)¹⁴. We have seen similar steady growth in our success in securing Tri-Council funding. The growth aligns with our goal of confirming ourselves as a comprehensive university but carries a number of opportunities and challenges for the U of L.

The U of L research environment includes innovative research facilities and state-of-the-art equipment such as an aquatic research facility, a commodity-trading laboratory, a simulation health centre, and 2 fMRI units. Our data network is among the best in Canada. U of L's nationally and internationally recognized researchers engage in targeted research that often involves cross-disciplinary collaboration within the University and across the province, country and globe. Researchers are well supported by institutional structures and funds, and are encouraged to integrate their teaching and research resulting in many, varied research opportunities for students at the graduate and undergraduate levels.

The U of L does face two significant challenges related to maintaining and further developing our research capacity. The research facilities in University Hall are significantly outdated and the cost of renovating the iconic building for Science research and Science academic program delivery would be more expensive than constructing a new building. The construction of a new Science and Academic Building is vital, therefore, to developing the mandate of a comprehensive university that emphasizes graduate education while ensuring an excellent undergraduate experience. Relatedly, the U of L needs to ensure a critical mass of resources and researchers to continue to build excellence in niche areas while maintaining our broader mandate as a comprehensive university.

¹¹ University of Lethbridge Enrolment Review

¹² University of Lethbridge Enrolment Management Report

¹³ University of Lethbridge Accountability Website (<http://www.uleth.ca/analysis/accountability>)

¹⁴ University of Lethbridge 2013/2014 Fact Book

Opportunities related to the post-secondary environment

- Ensure new undergraduate programs mesh with graduate-level programming to strategically increase our graduate student population.
- Increase the focus on Liberal Education as a competitive advantage to address student learning needs and business and societal demand for more broadly educated future employees to meet the constantly growing needs of a globalized economy and globalized civil society.
- Promote programs that currently have some extra capacity such as the Bachelor of Science.
- Develop new programs and collaborations to attract transfer students. The Fall 2015 Dual Admission pilot project with College of the Rockies is one example of such an endeavour and we are pursuing additional Dual Admission partnerships with Campus Alberta institutions.
- Implement predictive modeling strategies to improve, and develop new recruitment and enrolment processes to increase the conversion rate of applicants to registrants at the U of L.
- Enhance retention rates through the work of the various integrated and collaborative, cross-Faculty groups in the Recruitment and Retention Project, along with other institutional initiatives and supports which remain critical to further enhancing the experiences of students, both academically and personally.
- Enhance the focus on internationalization to increase student, faculty and staff opportunities and experiences to further contribute to a globalized economy.
- Build on the U of L's Liberal Education foundation and excellent undergraduate research experiences by developing an innovation and entrepreneurship program for undergraduate and graduate students.
- Intensify research progress through the growth in graduate programs and, in turn, enhance excellent undergraduate programming and increased research opportunities to attract graduate students.
- Continue to support the maturation of research programs for the next order of research program development and capabilities to attract significant research dollars. For example, the growth of the molecular biology program in the area of epigenetics enabled the successful multidisciplinary CFI grant application (\$8.2 million).
- Foster an enhanced integration of the U of L's Liberal Education principles to further strengthen the diversity of research interests and collaborative partnerships.
- Enhance internal research funds to support the development of Social Science, Humanities, and Fine Arts research programs and faculty members' applications for external funding.

Challenges related to the post-secondary environment

- The increased number of baccalaureate degree granting institutions within Alberta challenges the U of L to maintain undergraduate student enrolments. It is crucial for the U of L to build on continuing strengths and continue to forge new relationships as a receiving institution for transfer students.
- Accommodating additional students while maintaining the quality of education and the student experience within available resources will require creativity and collaboration amongst all units.
- Better understanding of student demands, working to provide new academic programs, and improving access to existing programs for which there is student and employer demand, must be balanced with our commitment to be a comprehensive institution.
- Resource constraints limit the ability of the U of L to provide increased levels of funding for graduate students thereby limiting our ability to attract well-qualified students to graduate programs. Additional fundraising will be required to increase numbers and amounts of available graduate scholarships.
- Recruiting and retaining students in four-year programs will become even more important to offset the declining numbers of transfer students. New strategies based on tools such as the Applicant to Enrolment Predictor Model and the Student Retention Predictor will need to be designed and implemented.
- Resource considerations affect the ability to maintain and support our research productivity. Without specifically targeted funding, the U of L must absorb significant indirect costs, such as utilities costs for research labs, regulatory and ethical compliance costs, and technology transfer activities.

6.0 GOALS AND PRIORITY INITIATIVES

6.1 ADVANCED LEARNING SYSTEM OUTCOMES

Building on our commitment to quality academic programming, teaching excellence, and innovative research, the U of L will enhance continuing programs, and will pilot or implement a range of new initiatives in line with available financial and faculty resources.

6.1 a) A Learner Enabling System

Strategic Priorities	Actions
Recruitment, enrolment & retention	<ul style="list-style-type: none"> • Use predictive modeling to target efforts to encourage applicants to become registrants • Pilot Dual Credit initiative with local high school in Fall 2015
Student academic supports	<ul style="list-style-type: none"> • Expand Dual Credit initiative to additional high schools and courses • Pilot Dual Admission initiative with COTR in Fall 2015
Student Life	<ul style="list-style-type: none"> • Expand Dual Admission program to additional colleges • Pilot a first year experience cohort in Fall 2015 (Global Citizenship Cohort) • Develop additional first year experiences
Enhanced academic programming	<ul style="list-style-type: none"> • Pilot the use of Academic-Zone on-line writing and numeracy skill development tools • Ensure access to library resources the new Science and Academic Building • Continue to improve the transfer experience for students
Program delivery	<ul style="list-style-type: none"> • Continue providing supports to students with disabilities • Continue providing expanded mental health services to students under the \$3 million Mental Health and Addictions Grant received from Alberta Health in 2013. • Increase student scholarships and awards for undergraduate and graduate students • Increase on-campus residence space • Develop new programs in response to student demand and in anticipation of societal need • Improve the co-ordination of a range of internationalization efforts • Expand programming and services for FNMI students, e.g. hosting of Contemporary Indigenous Theatre group each summer • Enhance the supports and personal development training for students • Develop systems to enable students to manage their academic careers and goals thereby enhancing their University experience

6.1 b) Value For Investment

Strategic Priorities	Actions
Opportunities for experiential learning	<ul style="list-style-type: none"> • Continue to increase Co-operative education and Applied Study opportunities • Develop Co-op opportunities for Dually Admitted students
Development of citizenship skills and civic engagement	<ul style="list-style-type: none"> • Develop <i>AGILITY</i>, a new initiative to inspire innovative thinking and entrepreneurial skill development for undergraduate and graduate students • Establish Lethbridge Journal Incubator to enable students to develop journal production skills
Quality assurance of academic programs	<ul style="list-style-type: none"> • Implement strategies to revitalize the U of L commitment to Liberal Education • Continue supporting students' international experiences and contributions through the new President's Grant for International Community Engagement • Develop and implement a People Plan (for faculty and staff)
Develop new initiatives in response to community and provincial needs	<ul style="list-style-type: none"> • Continue to support research applications to external funders (e.g., CIHR, NSERC, SSHRC) to improve applicant success • Create a new Centre for Agricultural Research and Agribusiness Innovation • Establish a Chair in Potato Science • Further intensify the integration of Liberal Education in academic programming and student support services • Complete at least one quality assurance review of all programs and units by 2020

6.1 c) Advancing Knowledge

Strategic Priorities	Actions
<p>Teaching development</p> <p>Research priorities</p> <p>Integration with the community</p> <p>Enable student mobility</p> <p>Ensure appropriate and innovative spaces</p>	<ul style="list-style-type: none"> • Continue to expand and deliver programs and services provided to K to 12 students through ASPIRE (Arts & Science Programs Inspiring Research and Exploration) • Expand the recognition of teaching excellence through internal recognition and nominations to external agencies • Continue to provide a range of teaching supports and workshops through the Teaching Centre • Continue to support research excellence and student access to research opportunities • Continue to develop responsive academic programs grounded in faculty capacities and research • Continue to implement innovative teaching and learning structures like the SCALE-UP classroom¹⁵ • Continue and enhance the Executive-in-Residence program in the Faculty of Management • Develop an institutional strategy and the necessary support for innovative program delivery (on-line, blended, video conferencing) • Continue consulting and planning for the Destination Project with attention to research, teaching, and collaborative spaces • Begin planning for the revitalization of University Hall to provide space for interdisciplinary research on people, culture, and society (Social Sciences, Humanities, and Fine Arts) • Award a total of 50 Research Chairs by 2017 (U of L's 50th Anniversary) in line with Canada Research Chair standards • Continue to expand on international experiences and collaborations • Develop a teaching support strategy (Teaching Centre) • Review and re-develop Information Literacy Programming (University Library)



Meeting and study space in the new Science and Academic Building

¹⁵ SCALE-UP stands for Student Centred Active Learning Environment with Upside-down Pedagogies. The SCALE-UP classroom has a collaborative working arrangement providing a more student focused and active learning environment.

6.2 ACCESS AND QUALITY

6.2 a) New Programming

Any new programs conceived in response to student, societal and market demands, must also fit with faculty and institutional capacities. Many new programs are explicitly grounded in the research being done by individual faculty members or through our research institutes and centres. For example, the proposed PhD in Population Studies and Health developed out of the work of the Prentice Institute. The PhD in Education rests on the interplay between research and program development in the Faculty of Education. And, the undergraduate major in Aboriginal Health initially grew out of the research conducted by a faculty member in the Faculty of Health Sciences on the health, strength and resilience of Aboriginal Canadians.

Student Category	Program	Projected Funding Source	Planned Implementation	Stage of Development
Undergraduate	Bachelor of Health Sciences, General Major	Government funding	2016	Internal development
	Post-Diploma Bachelor of Health Sciences, General Major	Government funding	2016	Internal development
	Post-Diploma Bachelor of Therapeutic Recreation	Government funding	2015	Approved
	Bachelor of Health Sciences, Aboriginal Health Major	Government funding	2015	Approved
	Bachelor of Science, Applied Statistics Major	No government funding required for implementation	2015	Approved
	Bachelor of Fine Arts – New Media/Bachelor of Education – CTS New Media Focus	No government funding required for implementation	2015	Approved
Graduate	Master of Arts in Culture, Theory, Social Change	No government funding required for program implementation	2015	CAQC review
	Master of Business Administration	T.B.D.	2016	Internal development
	Master of Health Services Management	Government funding	2016	Internal Development
	Master of Science in Remote Sensing	No government funding required for program implementation	2016	Internal development
	Ph.D. in Culture, Theory, Social Change	No government funding required for program implementation	2015	CAQC review
	Ph.D. in Population Studies and Health	No government funding required for program implementation	2015	CAQC review
	Master of Nursing	No government funding required for program implementation	2015	Approved

6.2 b) Quality Assurance

The University of Lethbridge is a leader in post-secondary academic quality assurance. Though academic quality assurance (AQA) at the U of L dates back to 1987, the formal AQA process began in earnest with the *Academic Quality Assurance: Policy and Process*, which was approved by the Board of Governors on December 16, 2004. Since the approval of this policy and process document, the U of L has closed 32 AQA reviews (as of April 2015) and, unique amongst Alberta institutions, has the goal of reviewing all academic programs and units at least once by 2020. We are on track to accomplish this milestone.

The U of L is committed to ensuring the high quality of its academic programs and units, using an effective and continuously improving AQA process. In 2012, the U of L applied quality assurance principles to review its own AQA process, which included an external assessment and concluded with an action plan. Also in 2012, the U of L had its quality assurance processes audited as part of the Alberta Universities Association/Campus Alberta Quality Council Audit Pilot Project. The U of L has responded to the recommendations from both of these projects with major improvements to the AQA policy and process, resulting in a singularly robust process within the province that other post-secondary institutions look to as a model for their own quality assurance processes.

The U of L shares its AQA process and the results of its reviews openly, something few other institutions do. The quality assurance web page (www.uleth.ca/quality) contains information on the process, a schedule of reviews, and summaries of all closed reviews.

Appendix C contains a chart outlining the detailed schedule of completed, continuing and planned reviews.

6.3 ENROLMENT PLAN

As stated in the Preliminary Enrolment Survey provided to Innovation and Advanced Education, the University of Lethbridge is anticipating 6,757 full-load equivalent (FLE) students in the 2014/15 academic year. This represents a 0.7% decrease from the 2013/14 enrolment of 6,805 full-load equivalent students.

A notable increase in enrolment occurred in the Bachelor of Science program. The U of L is anticipating 1,529 FLEs in the Bachelor of Science in 2014/15, a 7.3% increase from the prior year. While additional capacity will remain in our Science programs, the Academic and Science building will be essential to using that capacity to meet the demands for Science degrees. The Bachelor of Health Sciences is expected to have a 14.4% increase in enrolment to 231 FLEs during the same time period. Because of funding cuts to the Bachelor of Nursing and BN After Degree programs, enrolment in Health Sciences is projected to decrease over the next three years in spite of planned increases in enrolment to the Bachelor of Health Sciences programs and the new Bachelor of Therapeutic Recreation.

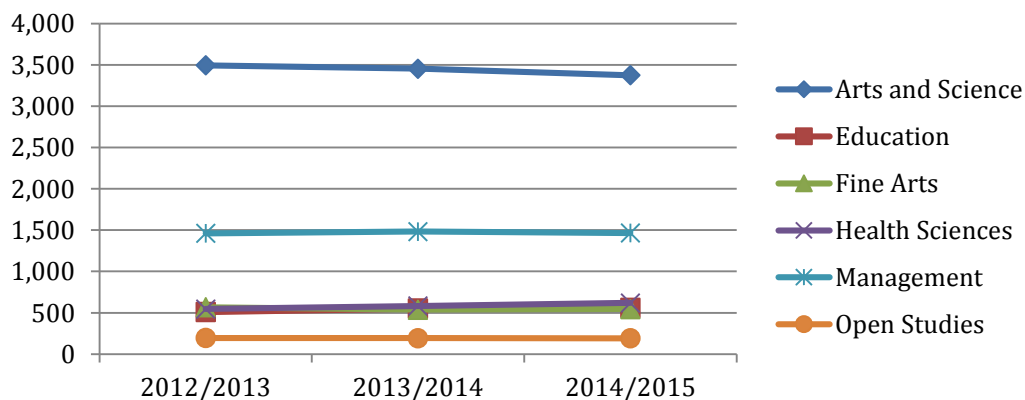
Graduate programs have also grown from 666 to 680 FLEs from 2013/14 to 2014/15, a 2.1% increase. We expect continued modest growth in graduate enrolment, at both the Masters and the PhD levels.

International student full load equivalent enrolment is anticipated to increase approximately 15% from 2013/14 to 2014/15¹⁶. International FLE enrolment is projected to grow by 4% in 2015/16, and 6% in 2016/17 and 2017/18.

The Bachelor of Arts program is anticipated to see a 12.8% reduction in FLEs from 2013/14 to 2014/15. We also anticipate a reduction in FLEs of 1.4% over the same time period in the Bachelor of Management programs. The closure of the Edmonton campus, due to low enrolments, will further contribute to the decline in Management numbers. While FLE enrolment in the Bachelor of Management has declined, enrolment in combined programs in the Bachelor of Management (i.e., Bachelor of Arts/Bachelor of Management, Bachelor of Science/Bachelor of Management, Bachelor of Fine Arts - New Media/Bachelor of Management, and Bachelor of Health Sciences/Bachelor of Management) have increased 26.7% overall.

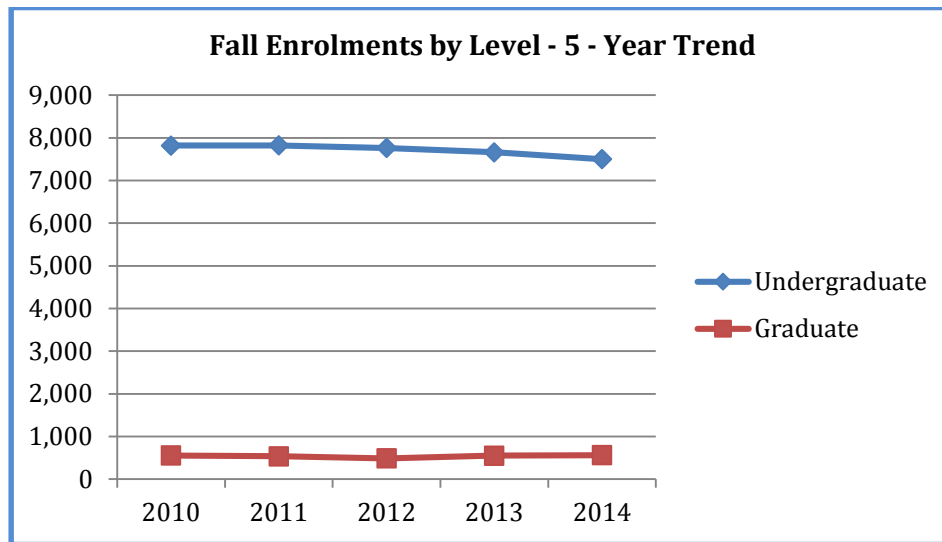
Specific breakdowns of projected FLE enrolment by program are provided in Appendix D. Following are three charts showing the 5-year trends of unduplicated counts of students according to level of study, citizenship, and campus location.

**Full-load Equivalent (FLE) Enrolment by Faculty
2012/2013 to 2014/2015**



¹⁶ Final Spring semester FLE data will not be available until June 2015.

FALL ENROLMENT FIGURES¹⁷



Level	2010	2011	2012	2013	2014
Domestic	7,931	7,925	7,803	7,770	7,589
International	443	434	450	442	470
Total	8,374	8,359	8,253	8,212	8,059

Note: Unduplicated count of students as of December 1 of each year.

International includes students who are not Canadian citizens, permanent residents, diplomats, or refugees and require a visa and study permit to attend the U of L.

Domestic includes students who are Canadian citizens, permanent residents, diplomats, and refugees.

Level	2010	2011	2012	2013	2014
Lethbridge	7,302	7,326	7,271	7,265	7,135
Calgary	679	697	714	727	745
Edmonton	393	336	268	220	179
Total	8,374	8,359	8,253	8,212	8,059

Note: Unduplicated count of students as of December 1 of each year.

¹⁷ All data from Student Information Systems

6.4 RESEARCH, APPLIED RESEARCH AND SCHOLARLY ACTIVITIES

The University of Lethbridge's research goal is to fulfill our comprehensive mandate such that our recognition and research performance clearly place us amongst Canada's most influential universities. In less than half a century, the University of Lethbridge has built an outstanding record of research performance that has consistently placed us among the top ranks of competition within our cohort.

Our commitment to becoming a comprehensive university provides the opportunity for complementary emphases on teaching and research. To achieve this goal, the University of Lethbridge fosters an environment that prioritizes student engagement in learning and research in all disciplines and levels of instruction, from undergraduate to graduate. The end result is a personalized and interactive learning environment combined with engagement in creative activities and research. The construction of new laboratory and classroom space, followed by the revitalization of University Hall, are crucial to ensuring we continue to enhance the integration of teaching with research.

The University of Lethbridge conducts pure and applied research and establishes and sustains facilities for pursuing original research. Programs of research, scholarship, and creative activity include the study of fundamental issues for their intrinsic intellectual, aesthetic, or philosophical interest, and of practical challenges of direct importance for social, cultural, economic, or environmental well-being. The University of Lethbridge protects free inquiry and scholarship, facilitates access to scholarly resources, and supports artistic expression and the free and open scholarly discussion of issues. The University's *Strategic Research Plan* supports these endeavours.

The University of Lethbridge deliberately focused development both in programs of instruction and in research, in order to develop excellence and depth of expertise in a rich and sustainable environment. The pillars of research identified in the *Strategic Research Plan* integrate long-standing areas of excellence with emerging areas of inquiry, and those of strategic importance to our community. These pillars provide the framework for the knowledge investment, capacity building and innovative and creative outcomes that define our strategic direction and form our national and international impact. These research pillars transcend disciplinary boundaries and promote collaborative research across the humanities, social sciences, fine arts, natural sciences, and health sciences.



Laboratory space in the new Academic and Science Building

6.4 a) Aligning with Alberta's Priorities

The University of Lethbridge's strategic research priorities capitalize on external opportunities to build capacity in the research pillars. Below is an overview of the five research pillars supporting the *Strategic Research Plan*.

Creativity and Performance

This research pillar recognizes research at the intersection of art, culture, and society. It builds on the University of Lethbridge's strength in visual arts by incorporating traditional and emerging media, including digital and interactive media with disciplines and methodologies found in the arts and sciences. Through collaborative efforts with other disciplines, research explores the connections of movement and performance, both athletic and artistic, and its implications on group identity and popular culture.

Earth and Environment

The semi-arid ecosystem that defines southern Alberta has led to the development of significant expertise at the University of Lethbridge in understanding the earth, its resources and its sustainability. This unique 'living laboratory' informs many of the interconnected problems revolving around issues of sustainability, development and globalization. Many of our research efforts in this area are cast in a regional context, but we are mindful of the broader applicability of our work. Our current capacity stems from our work on water, fresh-water ecosystems, mountain and river hydrology and the overall sustainability of our environment, including the development of biofuels, bioenergy sources and new materials, such as biodegradable plastics. Our work on remote sensing and imaging, spectroscopy, chemical processes and structures, and water and environmental research will provide data and knowledge pertinent to the development of effective land and water management practices. Our emerging capabilities include exploring and resolving the interconnected problems revolving around demographics, economics and environmental sustainability.

Healthy Futures

This research pillar is built on an integrated approach to health and wellness that incorporates a range of disciplines including the social sciences, natural sciences, health sciences and education. Basic research is providing the knowledge necessary to realize breakthroughs in wellness and in disease prevention and management. This fundamental research offers potential for the development of new treatment approaches for many of the devastating injuries and diseases we face throughout life. Upon these foundations, our emerging capabilities include developing ground-breaking techniques for measuring learning-related brain changes, developing and refining new drug techniques, identifying new targets and novel perspectives for a number of inherited and acquired diseases, improving child development outcomes for children born pre-term, and understanding the implications of re-growth of mammalian brain cells for the treatment of cognitive disorders. The University of Lethbridge has strong research efforts aimed at improving the health and wellness of all Albertans and we will continue to further our capacity to influence social policy, improve education, identify preventative strategies and reverse pathology.

Organizations and Society

This research pillar explores the relationships that exist between people, cultures and places, and organizations. Our current capabilities are founded on scholarship that seeks to provide insight into how individuals, groups, organizations and institutions relate to one another as well as the ethos and processes that shape society and civilization. Research questions challenge the multifaceted dimensions of civilization through critical and interpretive examination of the past and the present across multiple perspectives including those of culture, aesthetics and language, nationality and race; gender, age, disability, and sexuality; religion and politics; ethics, morality, justice, equity and social trust; work, sport and leisure activity; and business and the economy. Through social and cultural critique, our researchers seek to understand our present and our past, and to identify and clarify public issues. In doing so, they contribute the knowledge and understanding necessary to inform political participation and cultural, social and economic policy, and to enable individuals, communities and organizations to engage effectively and meaningfully with an increasingly global environment.

Origins and Explorations

This research pillar explores the most basic questions of life, humanity and the universe. From the origins of human cultures to the creation of galaxies and stars, our researchers probe thought, understanding and reason to provide the numerical, literary and computational discourse to advance theory, critique contemporary and historical frameworks, synthesize new materials, create novel devices, and solve complex problems. Emerging opportunities in this theme are broad in scope and positioned to raise critical questions, expand both knowledge and global enterprise, and diversify economies. Applications of the tools of cellular imaging, electrophysiology, magnetic resonance imaging and computational modeling are leading current understanding of how the neural networks of the brain create the phenomena of memory, perception and action. Our expertise in magnetic resonance spectroscopy on materials and structure determination is producing novel insight for work on biological and synthetic macromolecules as well as on paramagnetic species. The methods, assumptions and disciplines of study within this theme are a catalyst for the development of skills of critical and interpretive dialogue, logic, reason and understanding.

6.4 b) Strategic Priorities

The University of Lethbridge's strategic research priorities capitalize on external opportunities to build capacity in the aforementioned research pillars. Each priority directly supports the University's *Strategic Research Plan* and aligns with the strategic directions outlined in *Destination 2020: Vision and Strategy*.

The University is capitalizing on its strong research foundation by encouraging the development of Centres & Institutes. These specialized research Centres & Institutes facilitate the formation of creative partnerships, attract alternate sources of funding for research programs, broaden the U of L's knowledge base by incorporating applied research activities alongside inquiry-driven research, and contribute to the goals outlined in the U of L's *Strategic Plan*. This ongoing activity is crucial for moving the U of L's research beyond the confines of the University and into the broader community. Ultimately, the goal is to use knowledge translation techniques to encourage the uptake of University of Lethbridge research for effective policy and government programs. The University anticipates establishing an additional 5 to 8 centres and institutes by 2016/17, which will align university strengths with the Government of Alberta's goals and priorities. They are listed below.

Aging and Chronic Disease

The year 2011 marked the beginning of the anticipated demographic shift that will give rise to an increase in the proportion of Canadians aged 65 or older. This trend, coupled with the prevalence of chronic and neurodegenerative diseases as well as mental health issues such as dementia and depression, has significant social and economic costs. The complexity of these diseases is such that an integrated, collaborative and multidisciplinary approach is needed to find the causes and cures. Research conducted at the University of Lethbridge brings together scientists and clinicians from diverse backgrounds and perspectives to collaborate and study the mechanisms, treatment, management, and prevention of these conditions. It is anticipated that this collaborative, interdisciplinary approach will make headway towards cures through the translation of basic scientific inquiry into new treatments.

Through a series of strategic investments in both people and infrastructure, the Canadian Centre for Behavioural Neuroscience (CCBN) has become the University of Lethbridge's pre-eminent research facility. Recognized internationally for cutting-edge neuroscience research, the group represents a broad range of neuroscience research interests including the neural mechanisms of memory, brain plasticity, recovery of function, brain development over the life span, and brain disease. This group has a history of leading the "next wave" in neuroscience.

Applied Life Sciences

Knowledge of the human genome, other mammals, microorganisms and plants unlocks the door to major discoveries that can be shared across scientific disciplines. Genomics discoveries create unique research projects leading to opportunities in business and in transforming existing sectors of the economy. The ultimate success of the "Life Sciences" business sector will depend heavily on scientific innovation and the ability to link research with commercialization.

Aquatic and Riparian Ecosystems

Water is the single most strategic issue in southern Alberta. Rivers play a critical role for native plant and animal life. This important ecological role is threatened by the high demand of competing water-use by human populations. The extraction of water, oil and other natural resources from the eastern slopes of the Rocky Mountains could compromise the natural beauty of the region and destroy the ecosystem. Degradation of river and riparian habitats will ultimately have adverse feedback effects on crop irrigation, livestock production, water quality and recreation in southern Alberta.

The University of Lethbridge recognized the strategic importance of water to the region's environmental, social, and economic well-being and committed itself a decade ago to becoming an international leader in water-related research and education. Through a series of strategic investments in people and infrastructure, the University of Lethbridge boasts a cadre of internationally recognized experts in social policy, toxicology, ecology, environmental impacts, and water-climate interactions. Coalesced as the Water Institute for Sustainable Ecosystems and housed in the Alberta Water and Environmental Sciences Building, these researchers are conducting groundbreaking water and environmental research that is of fundamental importance to all Albertans.

Earth-Space Exploration

Through the use of advanced imaging and computational technologies researchers are able to better understand space and fundamental physics. It is through these studies that researchers are exploring our relationship with our planet and well as our place in the Universe. Through innovative uses of space imaging technology, university researchers are able to see space and the cosmos in new ways, and discover answers to questions that push the boundaries of human understanding.

Through a series of dedicated efforts, the University continues to establish strong research capabilities in geomatics and terrestrial imaging. It is home to nationally and internationally prominent research groups whose research is funded by a number of significant grants.

Family and Social Health

The rapid growth of urban centers is the subject of work by scholars at the University, as are the challenges faced by rural communities undergoing change due to population shifts, resource constraints, and economic pressures. The University is uniquely placed to consider the changing divide between the urban and rural landscape and its impact on family and social health. Researchers at the University of Lethbridge are considering the role of schooling, health care, work, industry and social capital in both rural and urban communities. The care of the elderly, the disabled, and the addicted within families and communities represent an area of research that cuts across disciplines and faculties.

Global Identity & Diversity

The extent and implications of population change and the dynamics of economies raise questions that demographers and social scientists alike at the University of Lethbridge are working to understand.

Globalization binds economic, social, and political factors together across countries and continents. It affects our lives, our choices and our policies. From looking at how people move through life stages in different economies with different demographic structures, to questions of food security, ethnic diversity and immigration, and international trade University research is providing insight into the multifaceted dimensions of globalization, with particular attention on how individuals, groups, organizations and institutions relate to one another as well as the ethos and processes that shape society and civilization.

Sustainable Development

Human environmental impacts, whether due to loss of habitat, water pollution, or climate change, are an ongoing source of concern at the University. How will organisms adapt to environmental changes? For those that can't adapt, what will be the impacts of the loss of biodiversity on the health of our ecosystems? How can we manage our environment to minimize our impact on the health of the planet? What ethical obligations do we have to our descendants or to other species sharing the planet with us to preserve the environment? These are all questions that are under daily examination at the University of Lethbridge.

The development of Canada's resources is dependent upon sustainable land and water management practices. Through efforts to observe, monitor, and forecast land and natural resources, university research contributes to a situation where societal benefits are maximized while minimizing current and future environmental impacts.

Using an integrated approach, university research informs policy so that the interrelated and increasingly complex economic, community and environmental issues confronting the key sectors of energy, forestry, agriculture and the environment are not sacrificed for strong, sustained economic growth.

6.4 c) Specific Research Programs for 2015-2018:

Strategic priorities	Specific research programs	Research Pillars				
		Creativity & Performance	Earth and Environment	Healthy Futures	Organizations and Society	Origins and Explorations
Aging And Chronic Disease	Establish Cell Signaling Interdisciplinary Research Centre			✓		✓
	Enhance Infrastructure for Translational Health Research			✓		✓
	Establish Mobile Biological Research Lab			✓		✓
Applied Life Sciences	Recruit AIHS Translational Chair in RNA and Chronic Disease		✓	✓		✓
	Launch Alberta Epigenetics Network			✓	✓	✓
	Deep Novel Cancer Research Program			✓	✓	✓
	Explore Novel Anti-Cancer Compounds			✓	✓	✓
Aquatic & Riparian Ecosystems	Establish an Ecosystem-scale flux system		✓			
	Recruit Canada Research Chair in Water Governance		✓		✓	
Earth-Space Exploration	Establish Cryogenic Test Facility		✓			✓
Family and Social Health	Recruit AIHS Translational Health Chair in Healthy Futures and Well-being in Rural Settings			✓	✓	
Global Identity and Diversity	Establish Institute for the Development, Identity and Assessment of Language			✓	✓	
	Launch Canadian Centre for Writing and Rhetoric				✓	
	Establish Centre for Studies in the Digital Age				✓	

Strategic priorities	Specific research programs	Research Pillars				
		Creativity & Performance	Earth and Environment	Healthy Futures	Organizations and Society	Origins and Explorations
	Establish Digital Library of Cultural Heritage Objects	✓			✓	
Sustainable Development	Recruit candidate for industry-sponsored agricultural research chair		✓	✓		
	Establish Centre for Agricultural Research & Agri-Business Innovation		✓	✓	✓	
	Establish Centre for Collaborative Environmental Modeling		✓			

See Appendix E for detailed information on each of the specific research programs.

6.4 d) Priorities To Address Canada's Innovation Landscape

There is a growing dialogue in Canada about our nation's innovation gap. Canada lags behind other industrialized nations with respect to its research and innovation performance, ranking 13th among 16 peer countries when it comes to innovation.¹⁸ Conversely, Canada ranks 2nd among 16 developed countries with respect to education.¹⁹ In light of this disparity, all levels of government are questioning why our post-secondary system does not develop its commercial potential to a level that is competitive with our peers in other industrialized nations. Several reports appeal for improving the way research knowledge is translated into social and/or economic benefits.^{20,21}

In Alberta, addressing the innovation gap includes a desire to more closely align publicly funded post-secondary education, research and innovation. One response to this challenge is to hire a greater concentration of faculty in areas of high commercial promise. The consequence of doing so, however, is an increasing division between faculty who teach and faculty who focus on avenues of commercialization within the university. The University of Lethbridge is mindful of this division. Being a smaller university committed to teaching as well as research, makes it difficult for the U of L to have a significant number of faculty members who are solely dedicated to commercialization of research activities. Our students, who benefit from our dual emphasis on teaching and research, have demonstrated a grassroots movement in innovation. Two key priorities will coalesce the ad hoc student innovation into institutional-supported, student-led innovation initiatives. The new initiatives to be developed over the next 3 years are the launch of AGILITY and the establishing of a Lethbridge Journal Incubator.

AGILITY, which will be a natural extension of our revitalized Liberal Education approach, will bring together students from all disciplines for collaborative learning experiences in innovation and entrepreneurship. Students will be provided with dedicated space and resources, including faculty expertise and guidance, to engage in transformative and innovative research. Teams of students will focus on producing tangible results to provide social, health, environmental, and economic benefits to Alberta and Canada. By providing this unique experience not available elsewhere in Alberta, the U of L will increasingly become the destination of choice for prospective students and an important contributor to the innovation landscape, provincially and nationally.

The Lethbridge Journal Incubator will address the issue of the sustainability of scholarly communication in an open access, digital age by aligning it with the educational and research missions of the University. Through their work in the incubator, students will acquire training in one or more of the technical aspects of journal production and in the duties of an academic journal managing editor. This mix of duties provides students with first-hand experience with contemporary digital technology and project management.

See Appendix F for details.

¹⁸ *Canada Gets a "D" on the Innovation Report Card, Conference Board of Canada report*

<http://www.conferenceboard.ca/hcp/default.aspx>

¹⁹ *Canada Gets an "A" on its Education and Skills Report Card - Conference Board of Canada report*

<http://www.conferenceboard.ca/hcp/default.aspx>

²⁰ CCA (Council of Canadian Academies). (2012). *The State of Science and Technology in Canada 2012*. Ottawa (ON): Expert Panel on the State of Science and Technology in Canada.

STIC (Science, Technology and Innovation Council). (2012). *State of the Nation 2012*

²¹ *Canada's Science, Technology and Innovation System: Aspiring to Global Leadership*. Ottawa (ON): Science, Technology and Innovation Council.

6.5 COMMUNITY

One of the U of L's three Academic Directions is *Creating a Community of Learners*. This objective involves projects and initiatives designed to engage students in the University community, particularly those students who have traditionally been underrepresented in post-secondary education. It also entails making connections with the community by promoting the University campus as a place for everyone to learn and by having a presence in the community. On-campus spaces and several off-campus sites enhance the integration of the U of L with the community and provide all members of the University access to alternative sites for learning and interacting with a wide range of people.

Goal	Initiatives
Outreach to pre-university students	<ul style="list-style-type: none"> • Continue and enhance STEM outreach programs (ASPIRE) to K to 12 students (See Appendix G for a list and descriptions of specific programs) • Expand scope of ASPIRE to reach students interested in the Social Sciences and Humanities • Continue and enhance Experience Fine Arts day • Expand Dual Credit program to include additional courses
Enhanced support for FNMI students	<ul style="list-style-type: none"> • Continue First Nations Transition Program to enable transition to University and extend program to admissible FNMI students desiring additional supports • Support First Nations Gathering Place and ensure dedicated space in Science & Academic Building • Increase access for and participation of FNMI students within the University by nurturing relationships with Aboriginal communities and developing a university-level framework for support (e.g., cultural and learning supports)
Enhanced internationalization	<ul style="list-style-type: none"> • Enhance access to U of L for students from around the world • Ensure appropriate support services are in place for international students and encourage all students to engage with and learn from each other • Develop a global mindset for all U of L students and faculty by promoting opportunities to enhance intercultural and international competencies
Community access to University programming	<ul style="list-style-type: none"> • Build strong connections with southern Alberta communities by promoting and utilizing on and off campus community facilities such as the Coutts Centre for Western Canadian Heritage (near Nanton), the First Choice Sports and Wellness Centre, the Community Sports Stadium, the James Foster Penny Building (downtown), CASA (arts centre), Northside Recreation Facility (Gymfinity Gymnastics) • Continue to present public speakers who engage, enrich and challenge the U of L and surrounding communities through programs like the PUBLIC Professor Series, Owen Holmes Lecture, Tagg Yoshida Lecture, Discovery Lecture Series, Priestley Lecture Series, Art Now series and Brain Awareness Week • Continue to contribute to a vibrant cultural scene through drama performances, visiting artists series, art exhibits, music concerts, and downtown art shows by the Faculty of Fine Arts • Support and encourage active alumni engagement with the University and continue to build University pride through the recognition of alumni achievements • Provide lifetime learning opportunities for alumni • Ensure the Destination Project is an accessible welcoming site and enables interaction among students, faculty, staff, alumni and community members • Conferences such as <i>Mapping the Landscapes of Childhood</i> integrate practitioners and scholars
Community oriented collaborative research	<ul style="list-style-type: none"> • Lethbridge Research Centre – some staff are adjunct professors at the U of L • CURE – annual Community University Research Exchange; day-long event showcasing community based/collaborative research • Institute for Child and Youth Studies – brings together researchers and community partners
University participation in community initiatives	<ul style="list-style-type: none"> • Southern Alberta Council on Public Affairs (SACPA) – U of L supports and promotes; many speakers are U of L professors • Lethbridge Public Interest Research Group (LPIRG) – student funded • Public talks, e.g., PHIL prof gave talk at evening organized by Dying with Dignity chapter • City of Lethbridge: Coalition of Municipalities Against Racism and Discrimination (a U of L representative is a standing member); Community Substance Abuse Awareness Resource Team • Music conservatory now located downtown in CASA, the new city arts centre

7.0 FINANCIAL AND BUDGET INFORMATION

7.1 BUDGET PROCESS

The University has put significant effort over the past several years into revising its budget processes to ensure the institution is in a financial position to make informed decisions on resource allocations that will advance established strategic directions. Despite these challenging financial times, we need to be able to adapt quickly to any fiscal situation without losing sight of the priorities we have established in our academic, research and strategic planning.

We have prepared the 2015-16 Operating Budget based on the budget assumptions released in the June 18, 2015 Bill 3 Appropriations (Interim Supply) Act.

Budget decisions are made within the context of the University's "Destination 2020" Strategic Plan. "Our strategic priorities remain priorities independent of the financial challenges our University encounters. To take us to our desired future the University will pursue its established strategic directions and identified priorities."

Budget Allocation Model

While the fiscal environment has been and will remain unclear in the foreseeable future given the uncertainty regarding operating grant funding, the U of L remains committed to directing as many of its scarce resources as possible towards our strategic priorities and enhancing our position as a comprehensive teaching and research institution. As reductions have been made to the operating budget, senior administration has made every effort to ensure the quality of our academic programs and services to our students are maintained.

After a review of the operating budget allocation model in 2013, a new model was implemented for the 2014-15 budget year with minor modifications to the 2015-16 model to address concerns related to grant allocation rationale, reallocation of funding to strategic priorities, and course costs.

Budget Model Principles

Position Funds:

- All occupied continuing employment positions as of March 2015 will be funded.
- Essential employment positions that were vacant as of March 2015 will be funded.
- Pooled position funds will be funded at 2013/14 original budget levels.
- All compensation adjustments will be funded centrally.
- Position funds have been centralized into 6 funds:
 - President
 - Provost & Vice-President (Academic) – Faculties
 - Provost & Vice-President (Academic) – Academic Support
 - Vice-President (Finance and Administration)
 - Vice-President (Research)
 - Vice-President (Advancement)

Operating Expenses:

- All fixed costs are funded centrally prior to base level operating expense budget allocation (e.g. insurance)
- Allocation of base level operating expense budget was reduced from 7% of total compensation (2014-15 allocation) to 5% of the average salary expense in each budget unit.
- Allocation of funding for allowances above the base level operating expenses.

Carryover Policy:

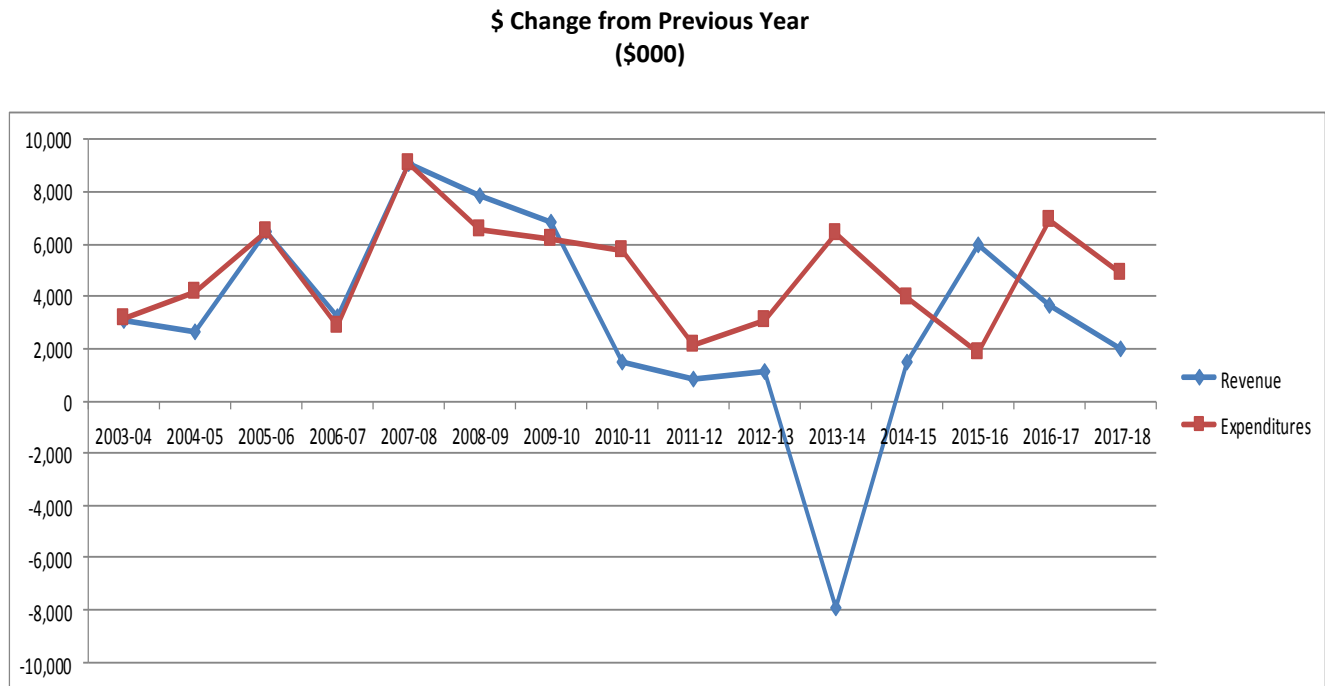
The University's carryover policy allows Budget Units to retain carryover fund balances to a maximum of 2% of their total annual operating expense budget. The balances in excess of 2% will be moved to the Strategic Priorities Fund and allocated to priorities through the budget process.

7.2 2015-16 OPERATING BUDGET

The proposed operating budget is \$168,102,864 (accrual basis – includes amortization & unfunded Universities Academic Pension Plan (UAPP) liability) for fiscal year 2015-16.

For the past five years the expenditure budgeted increases have exceeded the revenue budget change. The exception is 2015-16 because a thorough review of the revenue and non-compensation expense budgets was completed, and while conservative, budget adjustments were made leaving little room for unexpected swings. Structural changes were made to accommodate investigating additional revenue sources and right sizing the organization to create a sustainable model.

The following graph indicates the change in the University’s operating revenue and expenditures in current dollars over a 16-year period (projections for 2016-17 and 2017-18).



7.3 PROPOSED REVENUE BUDGET

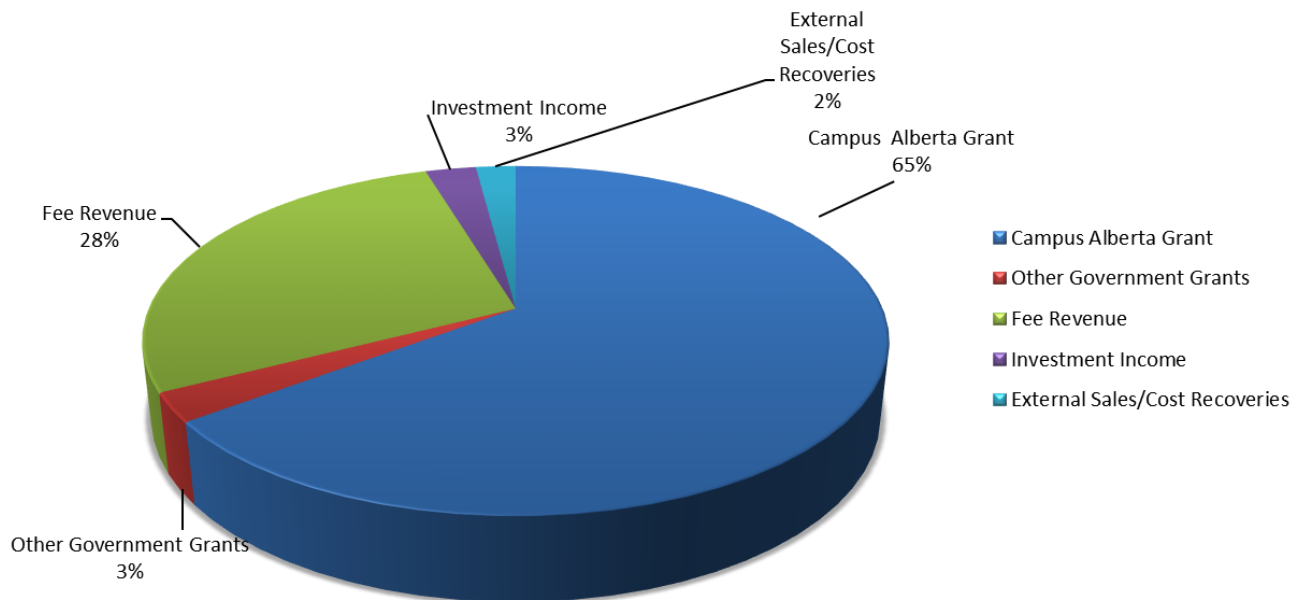
The University’s overall operating revenue budget will increase by \$5,945,039 for 2015-16. The proposed revenue estimates are realistic and attainable, although there is little room for unexpected revenue swings apart from minor fluctuations, especially in tuition revenue.

The proposed 2015-16 general fund revenue budget is categorized into the following groups:

7.3 a) 2015-16 General Operating Revenue by Source (Cash Basis – excluding amortization and unfunded UAPP liability)

The following table illustrates the breakdown of revenue by category. The table depicts operating funds only and does not include capital, research, special purpose, endowments or ancillary operations.

Campus Alberta Grant	\$ 99,217,596	65%
Other Government Grants	\$ 4,096,074	3%
Fee Revenue	\$ 42,726,988	28%
Investment Income	\$ 4,000,000	3%
External Sales/Cost Recoveries	\$ 3,149,706	2%
Total Projected General Operating Revenue	\$ 153,190,364	100%



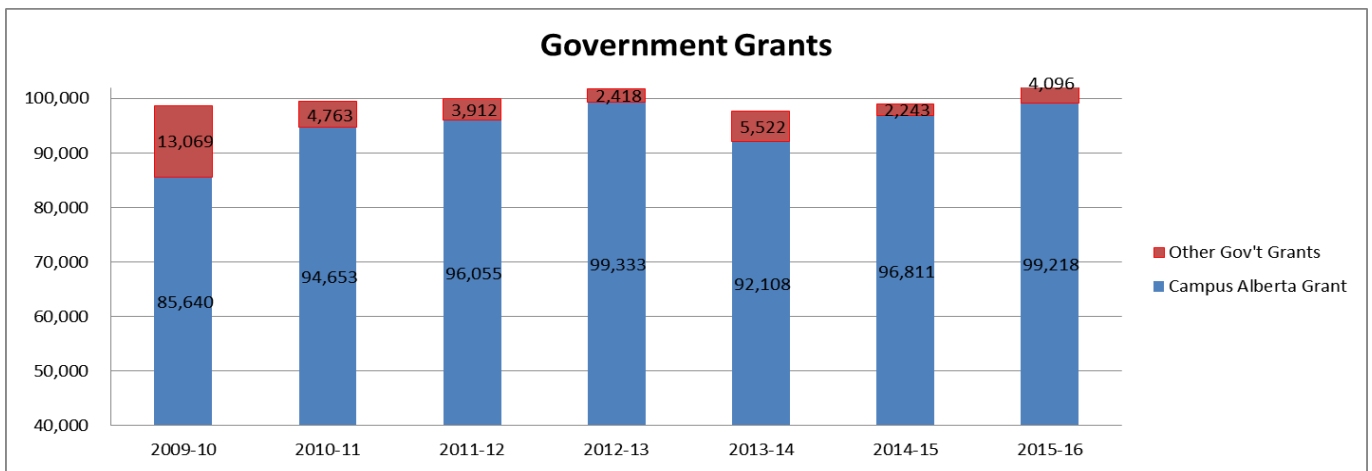
Government Grants

The single largest revenue item (65%) for the University is Campus Alberta grant, totaling \$99,217,596. The Campus Alberta grant will increase by \$1,902,242 for 2015-16 as a result of an increase of 2% in the Campus Alberta operating grant.

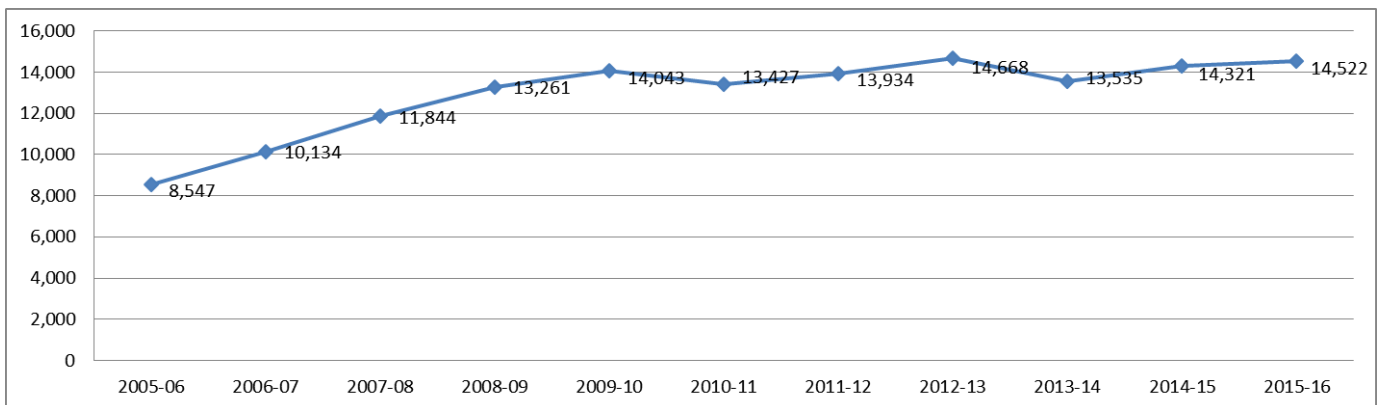
The provincial government also announced on June 18, 2015 a freeze to tuition fees and mandatory non-instructional fees at 2014-15 levels and required the rollback of the approved Management tuition market modifier which was previously approved in spring 2015 by the previous government. The government will compensate institutions for the tuition fee increase by \$752,685 and market modifiers \$1,300,000, rolling this funding into the Campus Alberta operating grant in future years.

Other Government Grants for 2015-16 include the Research Support Fund (formerly the Indirect Costs Program) and Government of Alberta grants excluding the Campus Alberta Grant and grants and donations from other sources.

Change in Government Grants (\$000)



Base Operating Grant per Student



Fees

Fees represent the second largest component of the University's general operating fund revenue budget. For the fiscal year 2015-16, the University projects approximately \$43 million in fee revenue from all credit and non-credit instructional programs, and from the remaining non-mandatory student related fees. This is an increase of \$342,916 (0.8%) over the 2014-15 fiscal year. This increase consists primarily of projected increase in credit hours and an increase from International fee increases.

Tuition Fees

IAE introduced a new tuition policy in the 2007-2008 academic year that rolled tuition fees back to the 2004-05 level and restricted tuition fee increases to the annual average Alberta CPI (using a twelve month period ending in June each year). The maximum rate, as directed by IAE, to be used for the 2015-16 increases is 2.2% (1.0% in 2014-15). In April 2013, IAE notified the University that tuition fees for 2013-14 would be held at 2012-13 rates and that IAE will include the corresponding difference in rates as part of the Campus Alberta Operating Grant. IAE provided these funds (\$742,012) as one-time funding in 2013-14 and provided this amount on a continuing basis as part of our Campus Alberta grant starting in 2014-15.

The new provincial government also announced on June 18, 2015 a freeze to tuition fees and mandatory non-instructional fees at 2014-15 levels and required the rollback of the approved Management tuition market modifier which was previously approved in Spring 2015 by the previous government. Similar to 2013-14 IAE included the \$752,685 corresponding difference in rates as part of the Campus Alberta Operating Grant.

Other Student Fees

The provincial government mandated a freeze on tuition and mandatory non-instructional fees at 2014-15 levels and requiring rollback of the Management tuition market modifier previously approved by the previous government in Spring 2015.

International students pay tuition rates at the same level as domestic students plus an International Student differential. In 2013-14 the differential was 1.26 times the base tuition fee. For 2014-15, the differential for all new international students increased to two (2) times the base tuition fee. The increased international differential fee of two times the base tuition fee was only assessed to new international students who began their programs effective September 2013. All international students currently enrolled at the University prior to September 2013 will be assessed the international differential of 1.26 times the base tuition fee until they have completed their program.

7.4 PROPOSED EXPENDITURE BUDGET

The University is again in a position where our expenditure line items have outpaced the growth in our revenues. This is due to fewer funds being provided through the provincial and federal governments and smaller increases in instructional and other fees.

As in previous years, the starting point for the 2015-16 operating budget is the projection of contractual or statutory increases including salaries and benefits, utilities, insurance, and software contracts/maintenance costs accounted for in the budget process. These costs are not discretionary and must be paid, and are therefore fully funded.

Compensation Costs

The largest component of the University of Lethbridge's expenditure budget is compensation costs which increased slightly from 84.2% in 2014-15 to 86% in 2015-16 of the total expenditures budget (cash basis – excluding amortization). Attracting and retaining quality faculty and staff continues to remain a Board of Governors' priority.

The University will be in negotiations with the University of Lethbridge Faculty Association (ULFA) for economic benefits and with the Alberta Union of Provincial Employees (AUPE) as both contracts expire on June 30, 2016. Exempt Support Staff, Administrative Professional Officers, and Senior Administration compensation rates are reviewed and set annually by the Board of Governors. The budget assumptions used have estimated changes for the agreements that are to be negotiated.

Fixed Costs

While quite modest this year, fixed costs continue to grow and represent a factor in the development of the 2015-16 operating budget. Like compensation cost increases, any increases in fixed costs must be provided for in the budget.

There are several noteworthy increases and decreases within the fixed cost category:

- No increase has been budgeted for our utilities in 2015-16 and modest increases of 2% for 2016-17 and 1% for 2017-18 have been factored in. The University signed an electrical agreement commencing in 2015, which stabilizes our electrical prices until December 2016. Even though the rate is fixed by contract there is an anticipated increase from the City of Lethbridge transmission and local access fee charges. This electrical increase is offset by a decrease in natural gas consumption therefore there is no budgeted increase in utilities.
- An increase to our insurance budget of \$121,620 (18%) in 2015-16 and anticipated increases of 5% for the fiscal years 2016-17 and 2017-18 have been applied to the budget. There is a significant projected increase in 2015-16 due to our recent claim history.
- The Information Technology license and contract budget will increase by 6% in 2015-16 due to new contracts, estimated contractual increases and U.S. dollar exchange rates.

7.5 OPERATING BUDGET REQUIREMENTS

The operating budget for the next three years has been modeled on the basis of a number of assumptions, many of which have been described above. A conservative approach has been taken to ensure that any changes to these assumptions will allow for sufficient resources to provide for a balanced budget. The revenue assumptions are provided in the table below.

Revenue Budget Assumptions

	2015-16	2016-17	2017-18
Revenue			
Campus Alberta Grant change	2.0%	2.0%	2.0%
Instructional fee increase	0.0%	0.0%	0.0%

The following outlines the results of budget assumptions for the next three years. It is projected the University will be facing deficits in 2016-17 and 2017-18, with a total cumulative reduction of \$3.6 million.

Proposed Operating Fund Budget Changes				
(cash basis - excluding amortization and unfunded UAPP liability)				
(\$000)				
		2015-16	2016-17	2017-18
Prior Year Budgeted Expenditures (excludes amortization and unfunded UAPP):		\$ 148,858	\$ 149,684	\$ 157,224
Cost Increases (Decreases) for existing programs				
	Salaries & Benefits	\$ 2,917	\$ 2,783	\$ 4,103
	Materials & Services	\$ (613)	\$ 3,165	\$ 646
	Life Cycle Replacment	\$ (1,478)	\$ 1,478	\$ -
	Capital & Equipment	\$ -	\$ 115	\$ 212
Operating Funds Required		\$ 149,684	\$ 157,224	\$ 162,185
Prior Year Budgeted Revenue (excludes amortization and reserves):		\$ 147,245	\$ 152,190	\$ 156,504
	Campus Alberta Grant Change	\$ 3,955	\$ 1,982	\$ 2,021
	Program Grant Change	\$ 6	\$ -	\$ -
	Targeted Enrolment Grant Change	\$ 204	\$ -	\$ -
	General Fee Increase	\$ 343	\$ 1,774	\$ 24
	Investment Income Change	\$ -	\$ 1,000	
	Miscellaneous Other Revenues	\$ 437	\$ (441)	\$ 2
Operating Funds Available		\$ 152,190	\$ 156,504	\$ 158,551
Annual Reductions Required		\$ 2,506	\$ (3,226)	\$ (2,914)
Cumulative Reductions Required		\$ 2,506	\$ (720)	\$ (3,634)

7.5 a) Budget Adjustments

University Wide Initiatives

Operating budget adjustments have not been applied to several line items within the budget due to contractual obligations or requirements under strategic priorities. These line items include:

- Faculty travel and study leave removal
- Research grants
- Faculty retention – Board Chairs and course relief
- Scholarships and awards
- Contracts and utilities

There are several initiatives that have been implemented and administered centrally that will allow the institution to reduce costs. These initiatives include:

Life Cycle Equipment Replacement

- \$1,477,700 annual funding has been temporarily suspended for 2015-16
- Sufficient funds are available to fund critical equipment purchases

Ancillary Services – Contribution to Operating

- Operates on a cost recovery basis reimbursing the operating budget for services from Financial Services, Human Resources, IT, Facilities, etc.
- Contribution to Operating Budget \$500,000 (2015: \$500,000)
- Parking Services contributes \$685,000 to the operating budget
- These contributions result in reduced funds for capital expenditures and maintenance within Ancillary Services.

Edmonton Campus Closing

- Reduction in expenses associated with the closing of the Edmonton campus will be realized over the next two fiscal years

Base Level Operating Expense Budget

- Faculties and departments receive an allocation for base level operating expenditures
- The calculation was modified from the 2014-15 funding formula
- The allocation was reduced from 7% of total compensation (2014-15 allocation) to 5% of the average salary expenses in each budget unit

7.6 2015-2016 BUDGET BY FUND - BY OBJECT

(\$000)

	General Operating	Ancillary Enterprises (1)	Eliminate Ancillary Internal Transactions (2)	Restricted Funds	2015-2016 Proposed Budget	2016-2017 Proposed Budget	2017-2018 Proposed Budget
REVENUES							
Government of Alberta grants	101,253	-	-	9,719	110,972	112,954	114,975
Federal and other government grants	2,009	-	-	3,650	5,659	5,659	5,659
Student tuition and fees	42,727	-	-	-	42,727	44,501	44,525
Sales of services and products	3,150	13,768	(999)	166	16,085	15,838	16,240
Donations and other grants	51	-	-	5,418	5,469	5,469	5,469
Investment income	4,000	213	-	2,094	6,307	7,358	7,411
Reserve	(88)	-	-	-	(88)	(88)	(88)
Amortization of deferred capital contributions	15,000	-	-	-	15,000	15,000	15,000
	168,102	13,981	(999)	21,047	202,131	206,691	209,191
EXPENDITURES							
Salaries	109,948	3,129	-	11,419	124,496	126,576	130,460
Benefits	21,567	583	-	933	23,083	23,898	24,307
Supplies and service	12,488	4,749	(999)	4,484	20,722	26,091	26,842
Utilities	3,508	481	-	-	3,989	3,887	3,991
Repairs and maintenance	433	387	-	1,364	2,184	2,242	2,227
Scholarships, bursaries and awards	2,890	-	-	2,847	5,737	5,761	5,761
Cost of goods sold	6	3,371	-	-	3,377	3,470	3,552
Capital	2,262	20	-	-	2,282	2,397	2,609
Amortization of capital assets	15,000	94	-	-	15,094	15,097	15,090
	168,102	12,814	(999)	21,047	200,964	209,419	214,839
EXCESS (SHORTFALL) OF REVENUE OVER EXPENDITURES	-	1,167	-	-	1,167	(2,728)	(5,648)
Unfunded Liability - UAPP	(641)	-	-	-	(641)		
EXCESS (DEFICIENCY) REVENUE OVER EXPENDITURES	(641)	1,167	-	-	526	(2,728)	(5,648)

⁽¹⁾ Includes Ancillary Services and Parking Services⁽²⁾ General Operating internal sales netted against expenses

7.7 2015-2016 BUDGET BY FUND - BY FUNCTION

(\$000)

	2015-2016 Proposed Budget
REVENUES	
Government of Alberta grants	110,972
Federal and other government grants	5,659
Student tuition and fees	42,727
Sales of services and products	16,085
Donations and other grants	5,469
Investment income	6,307
Reserve	(88)
Amortization of deferred capital contributions	15,000
	<u>202,131</u>
EXPENDITURES	
Academic costs and institutional support	138,741
Sponsored research	13,290
Special purpose and trust	6,394
Ancillary services	11,721
Facility operations and maintenance	15,724
Amortization	15,094
	<u>200,964</u>
REVENUE OVER EXPENDITURES	<u>1,167</u>
Unfunded Liability - UAPP	(641)
EXCESS REVENUE OVER EXPENDITURES	<u>526</u>

7.8 STATEMENT OF CASH FLOWS

(\$000)

	2013-14 Actual	2014-15 Actual	2015-16 Proposed Budget
Operating transactions:			
Operating surplus	\$3,096	\$1,613	\$526
Add (deduct) non-cash items:			
Amortization of tangible capital assets	19,312	19,446	15,094
Expended capital recognized as revenue	(11,446)	(11,349)	(11,500)
Loss on disposal of tangible capital assets	98	13	100
Investment gains	(3,780)	(2,484)	(2,000)
(Increase)/decrease in accounts receivable	1,700	(2,538)	2,500
(Increase)/decrease in inventory and prepaid expenses	178	(70)	50
Increase (decrease) in accounts payable and accrued liabilities	(2,174)	780	1,000
Increase (decrease) in employee future benefit liabilities	946	(1,453)	1,000
Increase (decrease) in deferred revenue	3,669	22,420	10,000
Cash provided by operating transactions	11,599	26,378	16,770
Investing transactions:			
Purchases of investments, net of sales	3,859	15,679	10,000
Endowment investment earnings	2,024	1,599	1,500
Cash provided by investing transactions	5,883	17,278	11,500
Financing transactions:			
Endowment contributions	632	2,084	500
Debt repayments	(388)	(406)	(425)
Cash provided by financing transactions	244	1,678	75
Capital transactions:			
Acquisition of tangible capital assets - internally funded	(14,186)	(8,544)	(10,868)
Acquisition of tangible capital assets - externally funded	(13,282)	(9,241)	(29,450)
Proceeds on disposition of tangible capital assets	133	19	-
Cash applied to capital transactions	(27,335)	(17,766)	(40,318)
Increase (decrease) in cash	(9,609)	27,568	(11,973)
Cash and cash equivalents, beginning of year	18,662	9,053	36,621
Cash and cash equivalents, end of year	\$9,053	\$36,621	\$24,648

8.0 Internationalization

The University of Lethbridge is committed to educating students to become global citizens with international and intercultural skills and knowledge to succeed in an increasingly globalized world. To that end, in 2013/14 a University-wide working group developed a comprehensive internationalization strategy to develop, promote, engage and advance internationalization on our campuses and abroad within our Liberal Education framework. The strategy addresses international student recruitment, international student exchanges and learning opportunities, and the integration of global issues in teaching and research. The U of L will provide increased access for international students enabling us to simultaneously respond to the challenges to our domestic enrolments posed by the post-secondary system expansion. We will also continue to establish global collaborations and partnerships to provide students with opportunities for international experiences to develop their global and cross-cultural competencies.

8.1 STUDENT RECRUITMENT, ENGAGEMENT, LEARNING, AND SUPPORT

In addition to recruiting students from across the globe, we engage in ongoing efforts to expand opportunities for students to have on-campus international exposure, to study abroad, and to work and volunteer abroad. We also continue to develop innovative language and cultural programs for pre-University international students.

See Appendix H for a list of all internationally oriented programs and opportunities.

Target	Activity	Outcomes
Prospective Students	<ul style="list-style-type: none"> • Increase recruitment and promotion in targeted locations. 	<ul style="list-style-type: none"> • 4% increase in international enrolment in 2015/2016 and 6% increase in 2016/2017 and 2017/2018.
Undergraduate and Graduate Students	<ul style="list-style-type: none"> • Develop partnerships through collaboration with other institutions to increase access to a quality education. • Increase partnerships with industry, both locally and internationally, for enhanced learning and co-curricular activities. • Enhance student supports to facilitate student opportunities and success. 	<ul style="list-style-type: none"> • Increased diversification and enriched learning environment. • Increased innovative learning community. • Increase in students accessing opportunities.
Credit and Non-Credit Programs (English for Academic Purposes)	<ul style="list-style-type: none"> • Increase opportunities for students to obtain credits through research, travel, study and work abroad, co-curricular accomplishments, and community initiatives. • Integrate internationalization perspectives in teaching curricula. 	<ul style="list-style-type: none"> • Increased sense of community. • Increased active Liberal Education learning and understanding at both undergraduate and graduate levels for incoming and outgoing students.
International Exchanges, Short-Term Study Abroad, Internships, Externships, and Work Study Programs	<ul style="list-style-type: none"> • Continue to support and expand on international student exchange partnerships across all Faculties. • Continue to increase and promote short-term study abroad programs across all Faculties. • Increase peer support networks. • Enhance student support for academic and personal purposes. • Infuse teaching with the Liberal Education philosophy to ensure brand support with teaching assistants and visiting scholars. • Implement an integrated and shared central knowledge database. 	<ul style="list-style-type: none"> • Enhanced integrated knowledge across the University of Lethbridge to better support international incoming and outgoing students.

8.2 FACULTY TEACHING AND SUPPORT

The University of Lethbridge is proud of the many faculty and students coming great distances to be members of our destination university. We are committed to enhancing the international involvement of our faculty to increase the diversity of our teaching and our programs. Our instructors share international experiences and enrich our community and instruction. Similarly, we have many faculty members involved in international exchanges and collaborative partnerships that further enhance the global perspective in teaching and extra-curricular activities. We are committed to increasing international instruction and engagement to educate our students to become global citizens.

Target	Activity	Outcomes
Faculty Teaching and Support	<ul style="list-style-type: none"> • Increase faculty involvement in developing strategic partnerships with institutions, industry and communities to advance intercultural skills and knowledge. • Increase faculty mobility initiatives through collaboration with partner institutions. • Increase integration of internationalization concepts into teaching. • Increase peer support programs for visiting faculty and researchers. • Implement an integrated and shared central knowledge database. 	<ul style="list-style-type: none"> • Increased leadership to drive the economic and social capacity of Alberta. • Enriched learning environment with an international perspective through visiting faculty programs. • Increased sense of ownership by faculty in developing strategic partnerships. • Increased intercultural skills and knowledge by faculty. • Increased open and supportive community for internationalization. • Increased faculty awareness of student and faculty mobility opportunities within a sustainable funding model.

8.3 RESEARCH

Research is a foundation to student learning at the University of Lethbridge in all disciplines and levels of instruction and engagement. Research activity is integrated across the institution with local, national, and international partnerships based on excellence. We are committed to increasing international excellence and experience through the research pillars of creativity and performance, earth and environment, healthy futures, organizations and society, and origins and explorations. Through our innovative research, international perspectives will be further enhanced and integrated into teaching and student engagement for a richer learning environment, and to develop future leaders for a stronger Alberta.

8.4 PLANNING DOCUMENTS

The University of Lethbridge has committed for all planning documents to reflect an internationalization component to increase the understanding and delivery of an international experience for our faculty and students. This planning will ensure engaged global citizens are at the heart of our future.

9.0 INFORMATION TECHNOLOGY

The University of Lethbridge continues to invest in Information Technology (IT), recognizing the critical role it plays in delivering institutional strategic objectives, driving efficiency, and the effective use of resources in support of sustainability. The U of L will continue ongoing projects related to network infrastructure improvements, enhanced student experience, improved process and controls, administrative systems enhancements, IT project governance, and information management and security to meet the demands of faculty, students, and staff to support our strategic directions. IT is committed to providing quality technology support to teaching staff, researchers, students, and support staff in the delivery of academic and research programs.

Network Infrastructure Improvements:

The Network Infrastructure Improvements project has made significant progress with wireless enhancements improving wireless services across campus learning spaces, and also improving services for students residing on campus. Building on the work completed last year, this year the project will upgrade additional segments of the network from 1 Gbps to 10 Gbps to improve performance and reduce potential network bottlenecks.

Cybera budget constraints have delayed a planned upgrade to increase our Cybera network connection from 1 Gbps to 10 Gbps. The upgrade is now expected to be completed later in 2015. This will allow faster access to services like WestGrid, while also providing high bandwidth, low latency access to other post-secondary data processing facilities, and enabling expanded provincial collaboration.

Enhanced Student Experience:

The student experience was enhanced in 2014 with the successful launch of the student portal and mobile application providing enhanced access to University services. New features and functions are planned for both portal and mobile applications.

Improved Process and Controls:

The institution is continuing to implement the ITM Control Framework into operations to ensure an efficient IT service delivery within the U of L.

Administrative System Enhancements:

The Banner Revitalization program is continuing successfully into its second year. Progress is being made in all project areas including Financial Services, Human Resources, University Advancement, and Registrar, Enrolment and Student Services.

IT Governance:

Continued progress has been made on IT Governance with a proposed governance framework currently being reviewed by the University. One aspect of the IT Governance program has already been implemented: an IT Projects Review committee has been established to centrally review and prioritize all IT related project requests, thereby improving project success and oversight.

Information Management and Security:

The University of Lethbridge recognizes the importance of information security and will continue to build upon its successful education and awareness program launched last year. The information security awareness training program is equipping faculty, staff, and students with the knowledge and tools to protect themselves and the U of L's assets from various threats.

10.0 CAPITAL PLAN



Exterior view of the new Science and Academic Building

The University of Lethbridge updates its Capital Plan on an annual basis. The 2015-2019 Capital Plan forms the University's request to Government for funding of priority capital projects over the next five years. The Capital Plan continues to complement and respond to U of L key strategic documents including the Strategic Plan, the Comprehensive Institutional Plan, and the Campus Master Plan.

Our highest capital priority is the new Science and Academic Building and the Energy/Utility Centre, Phase I of the Destination Project. The new building with its up-to-date science facilities will advance the University's strong commitment to research, and replace aging laboratories with safe spaces to work and learn. To continue to excel in research and to fulfill our mandate as a comprehensive academic and research institution with more emphasis on graduate student education, we require new facilities that will provide more dedicated space for academic programming and active research programs. New science facilities will increase the capacity for training by providing space for principal investigators, new graduate and undergraduate students, and technical support personnel. The new facility is also essential to alleviate health and safety issues resulting from the location of student residences in the same building as science research labs.

The U of L currently has 43 buildings on campus totalling 199,104 gross square metres (gsm) averaging 24 years of age. We have worked to reduce the amount of deferred maintenance on campus from \$70 million in 2011-12 to approximately \$56 million in 2013-14; however, deferred maintenance projects over the next ten years now total over \$92 million, with an estimated total deferred maintenance of \$154 million. Although the data shows that the U of L does maintain its facilities better than most other post-secondary institutions, as our buildings continue to age the large deferred maintenance balance is of significant concern.

We believe that energy efficiency and ease of maintenance are integral to the planning of all capital projects. We follow the principles of Leadership in Energy and Environmental Design (LEED) in building sustainable facilities that are better for the environment and minimize the amount of ongoing maintenance and operating costs to the University. Three buildings at the University hold Silver LEED status: the 1st Choice Savings Centre for Sport & Wellness, the Alberta Water and Environmental Science Building, and Markin Hall.

10.1 Capital Priorities Summary

When prioritizing capital projects, the University of Lethbridge follows the BLIMS category system (Alberta Infrastructure Building and Land Information Management System) by categorizing capital projects as “Preservation,” “Expansion” or “New.” The following chart shows our priority capital projects for the years 2015-2019.

10.1 a) 2015-2019 PRIORITY CAPITAL PROJECTS

(As of January 31, 2015)

PROJECTS	New Facilities	Preservation /Renovation	Estimated Project Cost (May 2015 dollars)
Destination Project Phase I:			
- Science & Academic Building	248,000,000		248,000,000
- Energy/Utility Centre (new & replacement equipment)	14,780,800		14,780,800
<i>Destination Project Phase I Total:</i>	<u>262,780,800</u>		<u>262,780,800</u>
Destination Project Phase II:			
- University Hall Renewal		45,000,000	45,000,000
- University Hall Envelope Repairs		1,400,000	1,400,000
- University Hall Window Replacement		4,000,000	4,000,000
- Canadian Centre for Neuroscience (CCBN) Building Renewal		15,000,000	15,000,000
- Art Gallery		34,300,000	34,300,000
<i>Destination Project Phase II Total:</i>		<u>99,700,000</u>	<u>99,700,000</u>
TOTAL DESTINATION PROJECT	<u>262,780,800</u>	<u>99,700,000</u>	<u>362,480,800</u>
Student Apartments - Envelope Repairs		13,200,000	13,200,000
Student Residences - upgrade Piikani House		2,250,000	2,250,000
Student Residences - upgrade University Hall		8,500,000	8,500,000
Student Residences - Aperture Park Phase IV	42,400,000	-	42,400,000
<i>Residence Total</i>	<u>42,400,000</u>	<u>23,950,000</u>	<u>66,350,000</u>
TOTAL PRIORITY CAPITAL PROJECTS	<u>305,180,800</u>	<u>123,650,000</u>	<u>\$428,830,800</u>
Projects in Progress			
Destination Project - Planning Phase			12,780,731
2014-15 Deferred Maintenance Projects			3,215,825
Total Projects in Progress			<u><u>\$15,996,556</u></u>

Note: Estimated Project Costs are in current dollars (May 2015) and will fluctuate depending on construction start dates.

10.2 Top Three Capital Projects:

- (1) Destination Project
- (2) Student Residences – Envelope Repairs
- (3) Student Residences – Upgrade Piikani House

10.2 a) Destination Project

The construction of new science facilities in support of our strong commitment to research and quality academic programming is our highest capital priority. Alberta Innovation and Advanced Education's commitment of \$212.7 million to date is gratefully acknowledged as a significant step towards achieving this priority.

Academic and Science Building (Phase I)

This new building will increase the capacity for training by providing space for principal investigators, new graduate and undergraduate students, and technical support personnel. The new facility will include laboratory and research spaces for the departments of Biological Sciences, Chemistry & Biochemistry, Neuroscience, Psychology, Physics & Astronomy; shared research cores; space for K-12 outreach activities; student support spaces; maker zones (Agility); and general and specialized classroom spaces. This facility will dissolve traditional boundaries between departments and create an environment to foster collaboration and transdisciplinary teaching and research.

Energy/Utility Centre (Phase I)

A new Energy/Utility Centre is required to accommodate infrastructure needs for the Destination Project and other future campus facilities. It will replace the aging energy infrastructure currently housed in University Hall.

University Hall Renewal (Phase II)

Most of the facilities to be housed in the new Science and Academic Building are currently located in University Hall. Moving them will allow existing space in University Hall to be repurposed to include more informal learning spaces, a Teaching Assistance Centre, an Art Learning Centre, student support spaces, classrooms and academic programming space, building support services, and administrative space. The repurposed space will also include the First Nations Gathering Centre, an FNMI academic, social and cultural gathering space.

University Hall Envelope Repairs and Window Replacement (Phase II)

In 2013 Crosier Kilgour & Partners completed an assessment of the University Hall building envelope and identified the need to replace every window frame and insulated glass unit in University Hall. The report stressed that this window replacement must be integrated with any renovation/renewal work for University Hall.

Canadian Centre for Behavioural Neuroscience (CCBN) Building (Phase II)

Moving some of the facilities currently located in the CCBN to the new building will allow the CCBN space to be repurposed to better meet other academic and research priorities.

Art Gallery (Phase II)

The University art collection is recognized as one of the finest in Canada, with over 13,000 works of art. In building the collection, the University committed to making it accessible for teaching and research. A larger, more accessible exhibition space, including space for conservation and exhibition preparation, will make the collection more accessible to students and to the public. It will provide the University's Museum Studies students with experience necessary for careers in the cultural sector.

For more details of the project, please refer to the Destination Project website: www.destinationproject.ca.

The University is currently in the planning phase of the project (Phase I), utilizing the \$12.7 million planning grant from Alberta Innovation and Advanced Education.

ESTIMATED DESTINATION PROJECT COST

Destination Project (Phase I)

	\$
Science & Academic Building	248,000,000
Energy/Utility Centre	<u>14,780,800</u>
	262,780,800
Confirmed Provincial funding	<u>(212,780,731)</u>
Remaining funding required	<u>50,000,069</u>

Proposed Funding Sources

Provincial Government	-
Fundraising	<u>50,000,069</u>
	<u>\$50,000,069</u>

Destination Project (Phase II)

	\$
University Hall renewal	45,000,000
University Hall Envelope Repairs	1,400,000
University Hall Window Replacement	4,000,000
CCBN Renovations	15,000,000
Art Gallery	<u>34,300,000</u>
<i>Destination Project Phase II Total:</i>	<u>99,700,000</u>

Proposed Funding Sources:

Provincial Government	<u>\$99,700,000</u>
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10.2 b) Student Residences

The University has residence beds available for approximately 13% of the current Lethbridge campus student population (all levels). Retention research clearly indicates that students who live in on-campus residences perform better academically. The University had set a goal many years ago of providing up to 20% of its on-campus student population with residence accommodations.

Required envelope repairs to the aging apartments (Piikani and Kainai) will begin next year. Upgrades to the Piikani Apartment Building will create additional residence spaces. Development of the Aperture Park Residence Complex (Phase IV) will further increase student residence space. The new residence and the additional beds in Piikani are required to accommodate the anticipated one-year shutdown of University Hall residence during renovations. Without the new beds of Aperture Park, we will be unable to maintain on-campus residence space at our current capacity during the renovations.

ESTIMATED RESIDENCE PROJECT COST

	Student Apartments <u>Envelope Repairs</u>	Upgrades to Piikani House	University Hall	Aperture Park Phase IV
Estimated costs	<u>\$13,200,000</u>	<u>\$2,250,000</u>	<u>\$8,500,000</u>	<u>\$42,400,000</u>
Proposed Funding Sources				
Financing Supported by Housing Rents	<u>\$13,200,000</u>	<u>\$2,250,000</u>	<u>\$8,500,000</u>	<u>\$42,400,000</u>

Appendices

LIBERAL EDUCATION AT THE UNIVERSITY OF LETHBRIDGE

Liberal Education has been a community tradition at the University of Lethbridge since its founding. Our approach to education continues to produce creative explorers and innovative thinkers who will lead in a complex global world. Liberal Education guides the academic and research activities that enable students to develop the skills to think critically, communicate clearly, work collaboratively, solve complex problems, and contribute fully to society as engaged and informed global citizens and leaders.

Definition & Objective:

The definition of a Liberal Education as historically applied by the U of L follows.

<p>Liberal Education Definition:</p>	<p>Liberal Education at its broadest encompasses four main aspects or pillars.</p> <ol style="list-style-type: none"> 1) Breadth across disciplines is seen as foundational: students should be exposed to ways of looking at and studying the world beyond their own disciplinary boundaries. 2) The ability to connect and integrate knowledge beyond their own disciplinary boundaries is crucial. 3) Critical thinking and problem solving skills are emphasized: students need to know how to identify an argument, evaluate evidence and reasoning, produce informed decisions, and communicate and defend those decisions. 4) Education for citizenship, which encourages students to be contributing community members on all levels, and to participate in the running of those communities.
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<p>Liberal Education Objective</p>	<p>To develop the multi-disciplinary learning and thinking skills to enable individuals to contribute to their communities at all levels.</p>
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Competencies & Skills (Outcomes):

A Liberal Education model based on the four pillars will provide students with the following competencies and skills, which will enhance their employability and cultivate the values of good citizenship.

Breadth	Connections	Critical Thinking	Civic Engagement
<ul style="list-style-type: none"> • Knowledge across a range of disciplines • Understanding the creation and uses of knowledge in multiple areas • Adaptability • Information literacy • Visual literacy • Quantitative literacy • Statistical literacy 	<ul style="list-style-type: none"> • Comparing how knowledge is created and used in various disciplines • Understanding complex issues from multiple viewpoints • Learning agility • Interpersonal skills • Teambuilding skills • Communication skills • Self-expression 	<ul style="list-style-type: none"> • Creativity • Problem solving • Synthesis & integration of knowledge • Analytical reasoning • Logical reasoning • Evidence based reasoning • Preparing and defending arguments • Formulating good questions • Writing and communication skills • Learning to learn • Learning agility 	<ul style="list-style-type: none"> • Understanding complex social issues from multiple viewpoints • Questioning mind, curiosity • Ability to work towards public good • Making informed and evidence-based decisions • Leadership skills • Using global perspectives • Engaging Difference • Transcultural understanding

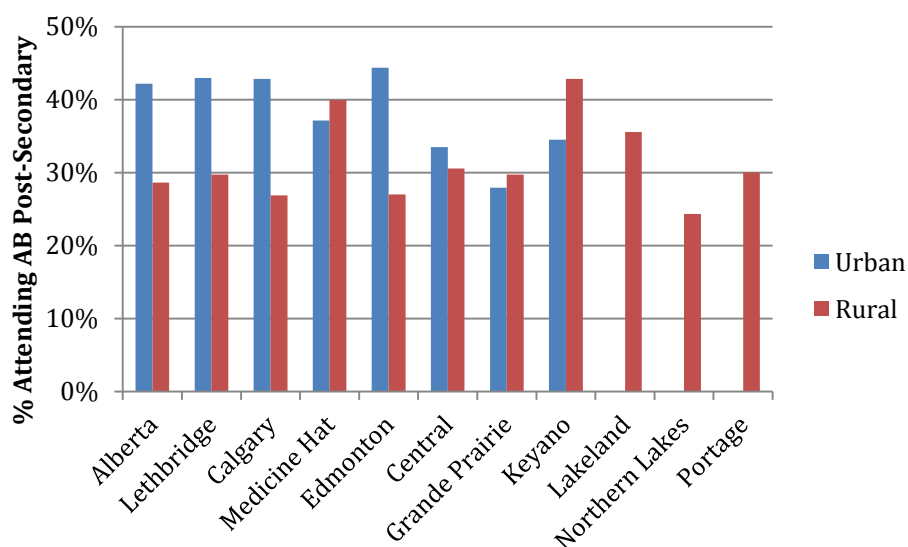
ENVIRONMENTAL SCAN RELATED STATISTICS

Figure 1: High School Graduates Attending Post-Secondary

Service Region of High School Graduated From	Total # of High School Graduates	% of Regional High School Grads Attending a PSI in Alberta
Calgary	10,582	39.8%
Central	2,686	31.6%
Edmonton	11,744	37.3%
Grande Prairie	1,071	28.9%
Keyano	468	34.6%
Lakeland	433	35.6%
Lethbridge	1,504	35.2%
Medicine Hat	878	38.4%
Northern Lakes	539	24.3%
Portage	663	30.0%
Alberta	30,568	36.9%

Source: Innovation and Advanced Education, Fall 2013 High School Transition Report

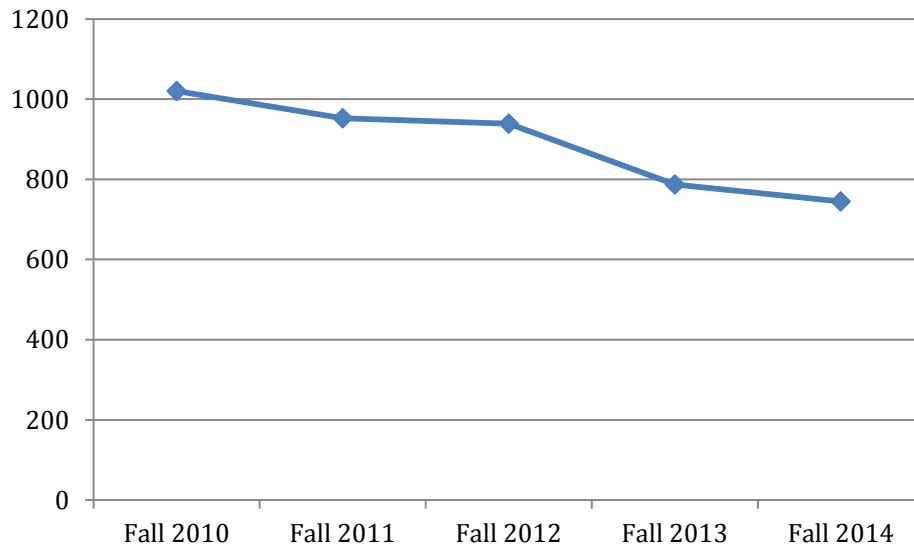
Figure 2: % of High School Graduates Attending Post-Secondary by Urban/Rural Service Regions



Source: Innovation and Advanced Education, Fall 2013 High School Transition Report

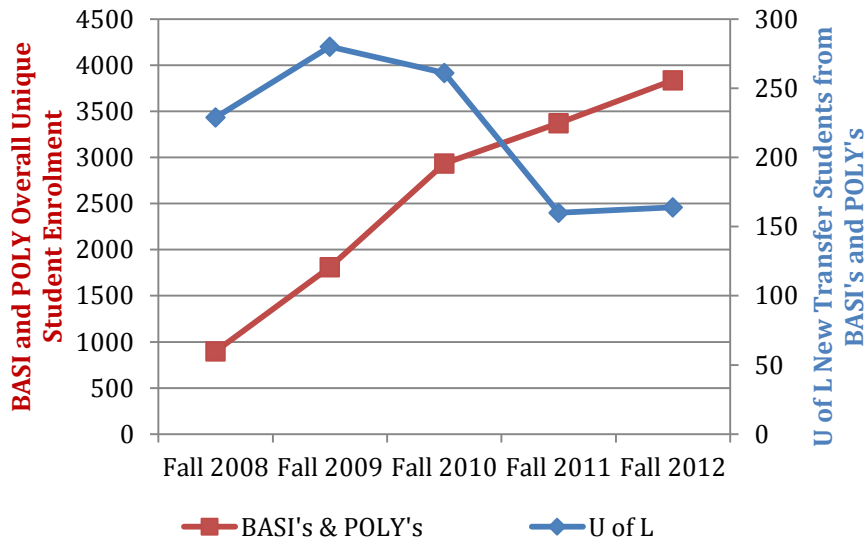
Note: Urban locations include Edmonton, Calgary, Red Deer, Lethbridge, Grande Prairie, Medicine Hat, and Fort McMurray. All other locations are considered rural locations.

Figure 3: University of Lethbridge New Transfer Student Enrolment



Source: Fall 2010 to 2014 University of Lethbridge Fact Book

Figure 4: Impact of New Degree Offerings in Management Programs



Source: Innovation and Advanced Education – Learner and Enrolment Reporting System and University of Lethbridge Student Information System

Figure 5: University of Lethbridge Engagement Indicators

First-Year Students		Your first-year students compared with	Your first-year students compared with	Your first-year students compared with
<i>Theme</i>	<i>Engagement Indicator</i>	Canada	Alberta	Competitive Set
<i>Academic Challenge</i>	Higher-Order Learning	▼	▼	▼
	Reflective & Integrative Learning	▼	▼	▼
	Learning Strategies	▼	▼	▼
<i>Learning with Peers</i>	Quantitative Reasoning	▼	▼	▼
	Collaborative Learning	▼	▼	▼
<i>Experiences with Faculty</i>	Discussions with Diverse Others	--	--	--
	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	▲	--	--
<i>Campus Environment</i>	Quality of Interactions	▲	▲	▲
	Supportive Environment	▼	--	--

Seniors		Your seniors compared with	Your seniors compared with	Your seniors compared with
<i>Theme</i>	<i>Engagement Indicator</i>	Canada	Alberta	Competitive Set
<i>Academic Challenge</i>	Higher-Order Learning	--	▲	▲
	Reflective & Integrative Learning	▲	▲	▲
	Learning Strategies	--	▼	--
<i>Learning with Peers</i>	Quantitative Reasoning	--	--	--
	Collaborative Learning	--	--	--
<i>Experiences with Faculty</i>	Discussions with Diverse Others	--	--	--
	Student-Faculty Interaction	▲	▲	▲
<i>Campus Environment</i>	Effective Teaching Practices	▲	▲	▲
	Quality of Interactions	▲	▲	▲
	Supportive Environment	--	--	--

- ▲ **Your students' average** was significantly higher (p<.05) with an effect size at least .3 in magnitude.
- ▲ **Your students' average** was significantly higher (p<.05) with an effect size less than .3 in magnitude.
- No significant difference.
- ▼ **Your students' average** was significantly lower (p<.05) with an effect size less than .3 in magnitude.
- ▼ **Your students' average** was significantly lower (p<.05) with an effect size at least .3 in magnitude.

Source: 2014 National Survey of Student Engagement (NSSE) University of Lethbridge Engagement Indicators

**QUALITY ASSURANCE SCHEDULE OF REVIEWS
AND PROGRESS REPORTS, 2015 TO 2018**

As of April 2015

Year:	QA Reviews Scheduled:	QA Progress Reports Scheduled:
2015	Dept. of Anthropology Dept. of Chemistry and Biochemistry Dept. of Geography Mathematics Computer Science Master of Education Master of Science – Management Theory into Practice Program <u>Continuing reviews:</u> Dept. of Philosophy Dept. of Neuroscience Dept. of Psychology Master of Counselling B.H.Sc. Public Health Dept. of Art Dept. of History Dept. of Biological Sciences Master of Science	One year reports: Dept. of English Dept. of Native American Studies Dept. of New Media Dept. of Physics and Astronomy Dept. of Political Science Master of Arts Three-year reports: B.Ed. B.Mgt. – Accounting B.Mgt. – Finance B.Mgt. – Human Resource Management B.Mgt. – Information Systems Dept. of Kinesiology Dept. of Music
2016	Dept. of Sociology Dept. of Women and Gender Studies Dept. of Music, Digital Audio Arts Master of Fine Arts Master of Music (new review to begin)	One-year reports: Dept. of Religious Studies First Nations Transition Program Three-year reports: Dept. of Economics Dept. of Modern Languages B.Mgt. – First Nations Governance B.Mgt. – General Management B.Mgt. – International Management B.Mgt. – Marketing B.H.Sc. – Addictions Counselling Pre-Professional Transfer Program (Engineering)
2017	No new reviews scheduled to begin Work will continue on reviews in progress	Three-year reports: Dept. of English Dept. of Native American Studies Dept. of New Media Dept. of Physics and Astronomy Dept. of Political Science Master of Arts

APPENDIX D

**FULL-LOAD EQUIVALENT ENROLMENT PLAN BY PROGRAM
2015/2016 to 2017/2018**

Degree Level/ Faculty	Program	2015/2016	2016/2017	2017/2018
UNDERGRADUATE				
Arts and Science	Bachelor of Arts	1,307	1,320	1,329
	Bachelor of Arts and Science	127	128	129
	Bachelor of Science	1,553	1,568	1,579
	Pre-Professional Transfer	10	20	20
Arts & Science Total		2,997	3,036	3,058
Education	Bachelor of Education	381	384	387
Fine Arts	Bachelor of Fine Arts - Art	80	81	81
	Bachelor of Fine Arts - Dramatic Arts	99	100	101
	Bachelor of Fine Arts - Multidisciplinary	9	9	9
	Bachelor of Fine Arts - Native American Art	4	4	4
	Bachelor of Fine Arts - New Media	169	171	172
	Bachelor of Music	170	171	173
Fine Arts Total		531	536	540
Health Sciences	Bachelor of Health Sciences	246	258	269
	Bachelor of Nursing	328	267	222
	Bachelor of Therapeutic Recreation	20	40	40
Health Sciences Total		594	565	530
Management	Bachelor of Management	1,407	1,421	1,431
	Management Certificate	10	10	10
	University Diploma	32	32	32
Management Total		1,449	1,463	1,473
Not Specified	Open Studies	190	192	194
Undergraduate Total		6,142	6,177	6,182

Notes:

Enrolment numbers for 2015/2016 to 2017/2018 are adjusted for planned program expansions and a government mandated reduction in Nursing FLEs.

FLEs for combined programs in the Bachelor of Management are divided 60% to the first program and 40% to the Bachelor of Management.

FLEs for combined programs in the Bachelor of Education are divided 33% to the first program and 67% to the Bachelor of Education.

FULL-LOAD EQUIVALENT ENROLMENT FOR GRADUATE PROGRAMS AND VISA STUDENTS

Degree Level/ Faculty	Program	2015/2016	2016/2017	2017/2018
Arts and Science	Master of Arts	93	93	94
	Master of Science	227	229	231
Arts and Science Total		320	323	325
Education	Master of Counselling	53	53	54
	Master of Education	131	132	133
Education Total		184	186	187
Fine Arts	Master of Fine Arts	12	12	12
	Master of Music	5	5	5
Fine Arts Total		17	17	17
Health Sciences	Master of Nursing	8	8	8
	Master of Science	28	28	28
Health Sciences Total		36	36	36
Management	M.Sc. (Management)	22	22	22
Master's Total		578	583	587
DOCTORAL				
Arts and Science	Ph.D.	112	113	114
Education	Ph.D.		3	3
Doctoral Total		112	116	117
Grand Total		6,832	6,877	6,887

INTERNATIONAL (Visa)				
Student Enrolment	Degree Level	2015/2016	2016/2017	2017/2018
Visa	Undergraduate	339	359	381
	Master's	145	154	163
	Doctoral	58	61	65
Visa Total		542	574	609

Note: Visa FLEs are planned to grow by 4% in 2015/2016 and 6% in 2016/2017 and 2017/18.

Planned program expansions, 2014/2015 to 2017/2018**University transfer pathways (Pre-Engineering and upper year level transfer science programs)**

FLEs	14/15	15/16	16/17	17/18
Bachelor of Science	20	20	20	20
Pre-Engineering		10	20	20
Total	20	30	40	40

Bachelor of Health Sciences, Major in Aboriginal Health (cumulative enrolment; some attrition anticipated)

FLEs	14/15	15/16	16/17	17/18
Bachelor of Health Sciences		13	24	34

Bachelor of Therapeutic Recreation (cumulative enrolment; no attrition)

FLEs	14/15	15/16	16/17	17/18
Post-Dip. Bachelor of Therapeutic Recreation		20	40	40

Bachelor of Education (extra seats over and above regular capacity)

FLEs	14/15	15/16	16/17
Bachelor of Education	30	15	15

**DETAILED DESCRIPTIONS OF SPECIFIC RESEARCH PROGRAMS
FOR EACH STRATEGIC RESEARCH PRIORITY**

AGING AND CHRONIC DISEASE

Priority	Year	Research Pillar(s)
Establish Cell Signalling Interdisciplinary Research Centre (CSIRC)	2015/16	Origins & Explorations; Healthy Futures The Cell Signalling Interdisciplinary Research Centre (CSIRC) will help position the U of L as Canada's leading cellular imaging research centre by enhancing the University of Lethbridge's research capacity in the area of molecular approaches to health and disease. The infrastructure contained within this facility will enable CCBN researchers to make fundamental discoveries on how dynamic regulation of the Central Nervous System and other systems activity determines risk for important diseases and symptom expression. Creating CSIRC will enable our scientists to make new discoveries in gene expression, epigenetics, and therapeutics in cancer, dementia, developmental brain disorders, stroke, infections, and environmental toxins. Research conducted within the CSIRC will improve human health in key domains and work toward the development of specific diagnostic, research, and clinical tools. The University of Lethbridge submitted a CFI Innovation Fund application in Fall 2014 to support this initiative.
Enhance infrastructure for translational health research	2016/17	Origins & Explorations; Healthy Futures The University of Lethbridge is negotiating with a private service provider to install a 3T human MRI system on campus. By bringing this medical imaging equipment to campus, the University of Lethbridge is leveraging millions of dollars in equipment that will enhance the research capabilities of the CCBN. This facility will enable the University of Lethbridge to fully participate in provincial health initiatives. We anticipate increased connectivity with Alberta Innovates Health Sciences and our research collaborators at the University of Alberta and University of Calgary as well as numerous health practitioners and across the province. Ultimately, this infrastructure will enable the University of Lethbridge to diversify its sources of funding for health research and aid in the training of the next generation of researchers.
Establish Mobile Biological Research Lab	2015/16	Origins & Explorations, Healthy Futures The Mobile Biological Research Lab will provide Iwaniuk with the means to advance his research into the neuroendocrine control of behaviour and the effects of environmental stressors on the brain by enabling him to prepare and store blood and tissue samples in the field. The proposed mobile lab is unique: it will be one of only four such labs in Canada, the only one outside of Ontario, and the only one focused on integrating neuroscience, animal behaviour, and evolution. It will enrich training opportunities for students and postdoctoral fellows, facilitate a much broader range of collaborations with researchers at the University of Lethbridge and elsewhere, and forge ties with community and industry. The University of Lethbridge submitted an application to the spring 2015 CFI John R. Evans Leaders competition for funding support and will be submitting an application to the fall 2015 SEGP competition.

APPLIED LIFE SCIENCES

Priority	Year	Research Pillar(s)
Recruit AIHS Translational Health Chair in RNA and Chronic Disease	2015/16	Origins & Explorations, Healthy Futures, Earth & Environment The University of Lethbridge is recruiting an AIHS Translational Health Chair in RNA and Chronic Disease to build on the significant strengths that already exist within the Alberta RNA Research and Training Institute (ARRTI). This position, which complements the biophysical and computational models applied by current ARRTI members, will study molecular interactions of RNA and RNA-processing proteins involved in health maintenance or diseased states. In particular, the Chair holder will focus on chronic health conditions and acquired chronic disease. Together with the CAIP Chair in Synthetic Biology and RNA-based Systems, this Chair will broaden the portfolio of research carried out in ARRTI, and particularly of research with near-term applications, thus increasing the impact of the Institute.
Launch Alberta Epigenetics Network	2015/16	Origins & Explorations, Healthy Futures, Organizations & Society The Alberta Epigenetics Network (AEN) is a strategic and timely investment. Through a series of strategic hires, the University of Lethbridge boasts a cadre of scientists who are leaders in their respective fields of neuroscience, molecular biology, and biochemistry. This research capacity combined with investments in tools and infrastructure over the past decade makes the establishment of AEN the logical next step in this initiative. By broadening AEN membership to include the University of Calgary and University of Alberta, AEN holds promise to become a world leader in epigenetic research. As a pan-Alberta initiative, research undertaken by AEN will involve experience-induced regulation of gene activity in both animal and plant tissue. It will study environmental toxins, food safety and plant health, cancer, and neurological disorders in addition to epigenetic-related changes to the cell itself. No research centre or institute in Canada addresses epigenetic questions systematically; that is, concurrently studying epigenetic processes at the molecular, cellular and organismic levels. Establishing such a Centre will attract substantial future research investment and HQP resources.
Develop novel cancer research program	2016/17	Origins & Explorations, Healthy Futures, Organizations & Society The University of Lethbridge is in a unique position to lead a new interdisciplinary science of observing cancer cells. Under the leadership of Dr. David Naylor, the University of Lethbridge is home to the Astronomical Instrumentation Group, which operates an internationally recognized research program in the area of experimental astrophysics specializing in the design, assembly, integration and verification of infrared and submillimeter Fourier transform spectrometers and radiometers. In the Department of Biological Sciences, the University of Lethbridge houses two cancer research groups, one led by Dr. Roy Golsteyn (Cancer Cell Laboratory) and the other by Dr. Olga Kovalchuk (Epigenetic Research Institute). By combining this internationally recognized expertise in cancer biology and in astronomy, the opportunity presents itself to study one of the most prevalent diseases in Canada – cancer – using novel techniques. The team is currently working to apply the technology used in submillimetre astrophysics for the detection of cancer cells, a technique that would negate the need for histological staining and holds promise to provide 100% specificity (i.e., no false positives or negatives). This possibility represents a major advance in the field of cancer diagnosis.
Explore novel anti-cancer compounds	2015/16	Origins & Explorations, Healthy Futures, Organizations & Society Plant derived compounds are widely used in modern medicine. With cancer, cardiovascular and inflammatory diseases taking a huge toll on modern society, the need for discovery of anti-cancer, anti-inflammatory and immune-modulating drugs is growing. Previously, pharmaceutical industry relied almost exclusively on chemical synthesis; currently, the emphasis is gradually shifting towards identifying and extracting novel potent drugs of plant origin. In response, Dr. Roy Golsteyn, through his “Prairie to Pharmacy” project, is attempting to demonstrate that certain local prairie vegetation possess anti-cancer compounds, which can be used to treat cancer or infectious diseases. The fact that Golsteyn is the first to identify and characterize anti-cancer compounds from Canadian prairie plants highlights that he and his team possess the expertise to uncover the pharmaceutical potential from the vast untapped resource of Canadian terrestrial plant species. The requested infrastructure is necessary for cultivating cancer cells, observing them in biological assays, and for measuring the changes that suggest the presence of an anti-cancer drug. This equipment will enable Golsteyn to achieve his goal of investigating approximately 20 plant specials and developing their pharmaceutical potential. The University of Lethbridge submitted an application to the spring 2015 CFI John R. Evans Leaders competition for funding support and will be submitting an application to the fall 2015 SEGP competition.

AQUATIC AND RIPARIAN ECOSYSTEMS

Priority	Year	Research Theme(s)
Establish an ecosystem-scale flux system	2015/16	<p>Earth & Environment</p> <p>The requested infrastructure is crucial for establishing an ecosystem-scale flux system to make long-term measurements of water, carbon dioxide, and methane fluxes in cottonwood riparian forests located along the Oldman River. The equipment will extend a research program already initiated to evaluate the effects of changing river flows on cottonwood forest function (“Functional flows: A practical strategy for healthy rivers,” a 3-year, \$1.0 million project funded by Alberta Innovates Energy & Environment Solutions). Importantly, this newly proposed program will produce a long-term data set of forest ecosystem physiology that extends beyond significant water-use measurements and includes detailed analyses of inter-annual variation in forest carbon dioxide sequestration, water-use efficiency, and other aspects of ecosystem-atmosphere trace gas exchange that are also critical indicators of forest function and forest health. In particular our proposal will include new methane flux measurements at both the ecosystem-scale and at smaller scales via measurements made directly on the soil and tree components of ecosystems. The methane flux measurements have the potential to contribute new insights into the biogeochemical functioning of riparian cottonwood ecosystems.</p> <p>The University of Lethbridge submitted an application to the spring 2015 CFI John R. Evans Leaders competition for funding support. If successful, the University of Lethbridge will submit an application to the spring [year] Small Equipment Grants competition.</p>
Recruit Canada Research Chair in Water Governance	2015/16	<p>Earth & Environment, Organizations & Society</p> <p>The University of Lethbridge seeks to extend its network of water-based researchers to include a Tier II Canada Research Chair with expertise in water governance. In studying water policy and governance, the Chair will examine the complex relationships between water and ecological, political, and social boundaries. The Chair will bring complementary expertise on issues relevant to water governance that intersect other research strengths in associated fields such as human geography, political ecology, and resource management. The Chair will add significant social science knowledge and expertise to the University’s overall water research program. While science research is necessary to understand <i>what</i> is happening to the environment, social science research is critical for influencing <i>how</i> we react to, and interact with, our environment.</p>

EARTH-SPACE EXPLORATION

Priority	Year	Research Pillar(s)
Establish Cryogenic Test Facility	2016/17	<p>Origins & Explorations, Earth & Environment</p> <p>The University of Lethbridge is home to an internationally recognized research program led by Dr. David Naylor in the area of experimental astrophysics. Naylor’s research is a core area of institutional excellence, one that has garnered considerable institutional support over the last three decades. The Cryogenic Test Facility (CTF) will enable Dr. Naylor and his team to verify the mechanical and optical properties of key flight components of one of the SPICA instruments, which will allow for the development of instrumentation over 100 times more sensitive than those on Herschel. The requested infrastructure will maintain the Astronomical Instrumentation Group as one of the top university astronomical instrumentation development laboratories in Canada.</p> <p>The University of Lethbridge submitted an application to the fall 2013 CFI John R. Evans Leaders competition for funding support for the CTF. A Memorandum of Understanding to enhance the relationship between the Canadian Space Agency and the University of Lethbridge is under development.</p>

FAMILY AND SOCIAL HEALTH

Priority	Year	Research Pillar(s)
Recruit AIHS Translational Health Chair in Healthy Futures and Well-being in Rural Settings	2015/16	Organizations & Society; Healthy Futures In recent years, rural health research has taken a more prominent position on campus as the research capacity in this area is strengthened. The transition of the School of Health Sciences into a Faculty of Health Sciences intensified its research mandate. The Faculty boasts a strong cadre of clinicians, nurses, and researchers whose diverse expertise contributes new knowledge in the study of vulnerable/at-risk populations, public health, population health, health promotion, community resiliency, rural nursing practice, rural accessibility, etc. Research conducted by the AIHS Translational Health Chair in Healthy Futures and Well-being in Rural Settings will aid in understanding and promoting the health of people living in rural and remote Alberta. The Chair will enhance interdisciplinary and multidisciplinary relationships across campus and foster community engagement.

GLOBAL IDENTITY & DIVERSITY

Priority	Year	Research Pillar(s)
Establish Institute for the Development, Identity and Assessment of Language	2015/16	Healthy Futures; Organizations & Society The Institute for Development, Identity and Assessment of Language (iDIAL) promotes excellence within and across disciplinary boundaries. It unites linguistics and developmental research in the Faculty of Arts & Science with literacy research in the Faculty of Education. This multidisciplinary approach makes iDIAL unique to Alberta. By working under a common umbrella, scholars within iDIAL seek answers to questions surrounding language, from the importance of gender and identity in the acquisition and development of language and the relationship among the development of motor skills, executive function, and early literacy, to the development of assessment tools for intervention purposes. Through iDIAL, the University of Lethbridge is poised to capitalize on the rich ethnic and cultural diversity of southern Alberta. We anticipate iDIAL will aid in the recruitment and retention of language scholars and students; foster local, national, and international collaborations; and provide a rich environment for undergraduate and graduate student research and training.
Launch Canadian Centre for Writing and Rhetoric	2015/16	Organizations & Society The Canadian Centre for Writing and Rhetoric (CCWR) seeks to examine writing in context, namely researching writing and rhetoric in the sciences, the professional disciplines, and the workplace. Findings will inform our understanding of what knowledge and skills are essential for successful writing in these contexts. This knowledge will be applied to the educational system (K-graduate school) and workplaces. Ultimately, this knowledge will identify how to best help students and workers develop the diverse array of knowledge and skills needed to successfully write across or within a range of contexts. This is an ambitious research agenda, one that will seek partnerships with elementary and secondary schools, colleges, universities, workplace training programs, and corporate training centers. The partners will be actively involved in developing, refining and executing the Institute’s research agenda as well as designing and testing curriculum models, instructional approaches, and assessment materials.
Establish Centre for Studies in the Digital Age	2015/16	Organizations & Society The Center for Studies in the Digital Age (CSDA) will help ensure that the University of Lethbridge remains a leading research and teaching force in the human side of the Digital Revolution. The University already has great strengths in New Media, Health, Education, Management Informatics, and the Digital Humanities. It is developing new capacity in digital scholarly communication. Most researchers working in these areas on campus are already engaged in informal cross-disciplinary collaborations. The CSDA will provide a home that will allow them to better formalise these relationships, discover new connections, and, above all develop new research and teaching programmes that will cut across current disciplinary and administrative silos.
Establish Digital Library of Cultural Heritage Objects	2015/16	Creativity & Performance, Organizations & Society The establishment of a Digital Library of Cultural Heritage Objects is part of a larger effort at the University of Lethbridge towards building internationally recognized expertise in the digital humanities, digital cultural/natural heritage interpretation, and digital knowledge mobilization. The University of Lethbridge has made significant impact on the number of projects that depend on 3D capture and visualization methods, including projects as diverse as geospatial mapping of mountain hydrology and water resources, and a visual re-creation of an eighth century Anglo-Saxon Standing Stone Cross. The latter is the focus of this priority. The requested infrastructure will develop a cutting-edge, multimedia, 3D, 2D, and text-based digital library of cultural heritage objects. Through the development of interfaces, the digital library will integrate five datasets representing cultural artifacts from the Anglo-Saxon era and make them

accessible to external users of this material. Beyond the added benefit of mobilizing this knowledge outside academic circles to users in the cultural heritage sector (museums, archives, etc.) and the general public, the infrastructure will provide training in important and easily generalized digital and cultural heritage skills. There is no comparable infrastructure within Campus Alberta. The Digital Library holds promise to broaden Alberta’s economic base and build expertise in the development of resilient, healthy communities. It will humanities/archaeological scholarship with economic and community activity (e.g., tourism and cultural heritage applications).
 The University of Lethbridge submitted an application to the fall 2014 CFI John R. Evans Leaders competition for funding support and submitted an application to the fall 2014 Small Equipment Grants competition.

SUSTAINABLE DEVELOPMENT

Priority	Year	Research Theme(s)
Recruit candidate for industry-sponsored agricultural research chair	2015/16	Earth & Environment, Healthy Futures As the University’s first industrial chair, the research chair in potato science will build on the University’s previous investments in agricultural biotechnology. The Chair will increase the sustainability and competitiveness of potato production through integrated pest management and variety development. It will foster collaborative research and development. The Chair is of strategic importance not only to the University of Lethbridge, but also to southern Alberta. The agricultural sector drives the economy, contributes directly to our quality of life and brings external revenues to Alberta through value-added processing.
Establish Centre for Agricultural Research & Agri-Business Innovation	2015/16	Earth & Environment, Healthy Futures, Organizations & Society The Centre for Agricultural Research and Agri-Business Innovation (CARAI) will conduct research and training focussed on ensuring that Alberta will play a key role in meeting new market demands from growing global populations with high quality, safe and nutritious food. The centre will bring together new approaches in agriculture finance, concentrations on value-added agri-business, data driven agriculture, plant science and genetics and improved agronomy. The centre will also look to capitalize on Alberta’s position in irrigated agriculture and livestock production. By establishing CARAI, the University of Lethbridge is building on significant investments in people, infrastructure, and organizational effort over the past decade. CARI is consortium of researchers from a wide spectrum of disciplines in the natural, life and social sciences whose research expertise ranges from the adaptation of plants to changing environments and value added agriculture to the socio-economic impacts of agriculture.
Establish Centre for Collaborative Environmental Modelling	2016/17	Earth & Environment The Centre for Collaborative Environmental Modelling (CEEM) will draw expertise from across the University of Lethbridge’s existing Centres and Institutes and work to fill a gap in Alberta, a centre focussed on the development of tools and processes to assist in integrated resource management decision making. Much of Alberta’s future prosperity and global reputation will be determined by the choices that are made around environmental performance and prudent natural resource management decision-making. This is a priority area for the Government of Alberta and one where long-term relationships can be developed; new tools developed, tested and piloted; and students trained in an area of global importance. We anticipate the CEEM will work closely not only with other academic institutions, but also develop strategic partnerships with not-for-profits, NGO’s and industry.

PRIORITIES TO ADDRESS CANADA'S INNOVATION LANDSCAPE

Priority	Year	Research Theme(s)
Launch AGILITY	2015/16	<p>Cuts across all five research pillars</p> <p>AGILITY will be a learning experience in innovation and entrepreneurship that is student-focused, guided by academic experience and grown from the University's Liberal Education fabric. The University of Lethbridge's approach to AGILITY is unique. The program will be open to any student in any program or discipline. By bringing together students from every corner of campus and providing them with dedicated space and resources, the student-led teams will perform transformative and innovative research with social, health, environmental and economic benefits to Alberta and Canada. Faculty members and business leaders will serve as mentors, with the student experience always remaining primary. Planned academic curriculum will further enhance the value of this program for students. Innovation labs will be set up in various locations across campus – including in the new Science and Academic Building – to give students access to tools, technology and creative space for the development of ideas and sharing of knowledge and resources. The University of Lethbridge will be the destination of choice for prospective students, as this experience cannot be gained elsewhere within Alberta.</p>
Establish Lethbridge Journal Incubator	2015/16	<p>Cuts across all five research pillars</p> <p>The Lethbridge Journal Incubator will address the issue of the sustainability of scholarly communication in an open access, digital age by aligning it with the educational and research missions of the University. The skills and experiences involved in contemporary scholarly journal production are generalizable across disciplines and of significant value to graduate students whether they pursue post-graduate careers within or outside academia.</p> <p>Through their work in the incubator, students will acquire training in one or more of the technical aspects of journal production (copy-editing, preparation of proofs, document-encoding, the use of standard journal-production software, etc.) as well as in the duties of an academic journal managing editor (supervising the progress of articles through the workflow from receipt to publication, corresponding with authors and referees, keeping minutes of editorial meetings, etc.). This mix of duties provides students with first-hand experience with contemporary digital technology and project management. These skills are highly sought-after by public and private sector employers, especially when combined with the higher-level analytic skills acquired in the course of their graduate studies.</p>

ASPIRE

Arts & Science Programs Inspiring Research And Education

The following is a summary of the STEM Outreach Programs operating at the University of Lethbridge. STEM outreach activities take place on and off campus (e.g. in schools) year-round. The new Science and Academic Building will include a Science Centre for the delivery of a range of programming accessible to Lethbridge and area communities.

Aboriginal Outreach

The Aboriginal Outreach Program provides safe, culturally relevant community learning environments for Aboriginal students to build positive experiences while learning about science, technology and math (STM). Engaging Aboriginal students in STM early in culturally relevant ways will enable their success and open doors to PSE STM career choices.

Destination Exploration

Destination Exploration provides young people in kindergarten to grade 9 with positive, interactive, educational and social learning experiences that promote science, technology, teamwork and leadership. By encouraging young people's natural curiosity, they are inspired to become learners for life and promoting the development and growth of self-confidence, creativity and critical thinking skills.

Fun with Math

Fun with Math provides students in grades 7 – 12 with the opportunity to explore and interact with mathematics in both a fun and competitive atmosphere through problem solving and exposure to different fields of mathematics.

High School iGEM

High school students work directly with U of L undergraduates and graduate students on developing and executing a research project within the frame of the iGEM (international Genetically Engineered Machine) competition, providing a high quality hands-on science experience, forging unique mentor mentee relationships between the high school and university students. The target group are High School students. Participants have been in grades 9 - 12 with the majority in grades 11 &12. The participation is free.

Let's Talk Science

By providing free hands-on activities to youth, it is the aim of the Let's Talk Science Program to promote science by showing its impact in everyday life, to demonstrate that high-quality science delivers meaningful results, and to instil critical thinking skills in youth to enable them to make informed judgements about science. At the same time, we encourage youth to consider careers in a wide range of science, engineering and technology disciplines by providing them with science experience, information and personal role models. Let's Talk Science targets primarily students in grades 6 -12.

LUMACS

LUMACS stands for Life, U, Mathematics and Computer Science. LUMACS programs provide education and information to the general community, both inside and outside of the university, on how math and computer science are a part of everyone's lives. LUMACS encourages and trains young people in grades 1-12 to be resilient math and technology users.

Problem-Solving with Puzzles

This is an exploration of critical thinking and problem-solving skills, done through puzzles and games. Students look for patterns and strategies and explore inductive and deductive reasoning, in a one-to-two hour workshop suitable for junior high and high school students.

The Chem Guys

The Chem Guys deliver high-quality chemistry demonstration shows to a wide range of students at all levels of schooling (elementary, middle, high, and post-secondary) in order to increase their interest in and excitement about science.

Summary of year-round STEM Outreach Activities by all Programs and for new Science Centre

STEM Outreach Program	Curriculum-based Activities	Curriculum-enhancing Activities	General STEM Awareness Activities
Aboriginal Outreach		Aboriginal Science Through Theatre KITSM-Club U-AYS-Club	
Destination Exploration	Travelling Lab Coats delivered at schools	Science Sizzle Science Camps Science Clubs Operation Minerva	Birthday Parties
Fun with Math		Fun with Math Club High School Math Competition	
High School iGEM (International Genetically Engineered Machines course and competition)		High school student team working at University	Brick by Brick Dinner
Let's Talk Science	School visits	Let's Do Science Day Campus visits by school classes Aboriginal outreach	Spooky Science Night Regional Science Fair U of L Open House Teachers' Convention
LUMACS (Life, U, Mathematics and Computer Science)		Science Camps Science Sizzle Science Clubs Operation Minerva Make your Mark	CS Education Day Teachers' Convention
Problem-Solving with Puzzles	School visits	Science Sizzle	
The Chem Guys		Chemistry shows in schools	Chemistry shows for general public
Future: A Science Centre in the new Science & Academic Building (Destination Project) will provide a central location and rationalization of resources for all STEM activities.		Daily school class visits Aboriginal/girls/toddler/family oriented events	Traveling Displays Public Lectures Themed discipline days Big Science Events (e.g. CWSF) Professional Development Days for Teachers

INTERNATIONAL OPPORTUNITIES

Outgoing

Program	Description
Courses with international travel Study Tours (Some run every year, some every second year)	<ul style="list-style-type: none"> • Fine Arts 3200 Study Tour Series (Paris, Barcelona, Venice) (many staff take this summer course) • HLSC/Fine Arts 4510 Global Health and Arts for Change Field Study (Malawi) • HLSC 4850 Global Mental Health: China (Field Study) • Interdisciplinary Studies 2008 Japan and the Japanese (taught each semester by visiting professor from Hokkai Gakuen University, Sapporo) • Interdisciplinary Studies 2600 Study Tour of Japan, Hokkai-Gakuen University • IDST 2600 Study Tour of Japan • IDST 2xxx Study Tour of South Korea, University of Ulsan • SPAN 2850/3850 Language Immersion – Jaen, Spain; Mexico City • WGST 3020 Gender, Development and Globalization and WGST 3850 Global-Local Gender Intersections: Field courses in Tacloban City, Philippines • MGT 4640 Cross-Cultural Work Study (countries include Malaysia, Hungary)
Courses with an international focus	<ul style="list-style-type: none"> • Asian Studies 1850 Japan and International Relations – video-conferenced with students from Gakushuin Women’s College; co-taught by UofL professor and President Nishizawa of Gakushuin University • Health Sciences/Fine Arts 4500 Global Health, Fine Arts, and Social Change • IDST 2008 Japan and the Japanese (Series) • MGT 3640 Cross-cultural Management Practices • MGT 3650 Introduction to International Management • MGT 3685 Issues in International Management (Series) • MGT 3816 Regional Aspects of International Management (Series) • MGT 4220 Cross-Cultural Marketing • MODL Languages and Literatures of the World
Courses with an international travel option	<ul style="list-style-type: none"> • NMED 4651 Internship (an option in the BFA New Media); may include international travel
Co-operative Education	<ul style="list-style-type: none"> • Some Co-op work placements are in other countries. Placements are arranged and supported by University staff.
Instructor exchange	<ul style="list-style-type: none"> • Hokkai-Gakuen exchange: one professor from Hokkai-Gakuen comes to U of L each Fall and Spring; one professor from U of L goes to Hokkai-Gakuen each Fall and Spring
Travel Awards	<ul style="list-style-type: none"> • Students’ Union travel bursary
President’s Grant for International Community Engagement	<ul style="list-style-type: none"> • Supports students interested in paid or volunteer development work in a developing country for at least 3 months.
Collaborations	<ul style="list-style-type: none"> • Canada-Mexico Round Table on Aboriginal Higher Education
Social/Cultural	<ul style="list-style-type: none"> • International Week • International Dinner – 22nd Annual in 2015 • Fine Arts Music department ensembles tour to international destinations, e.g., the Jazz Ensemble visited New Orleans in 2015; Percussion Ensemble has gone to Japan and to Hawaii

Incoming

Program	Description
English for Academic Purposes	<ul style="list-style-type: none"> • Year long English language courses • Custom programs: <ul style="list-style-type: none"> ○ 2013 – 9 students in 1 program ○ 2014 – 83 students in 4 programs ○ 2015 – estimated 90-100 students in 4 programs
Language and culture programs	<ul style="list-style-type: none"> • COQCyT (Consejo Quintanarroense de Ciencia y Tecnologia): Summer 2014 – 19 students for 1 month English and culture program; same planned for Summer 2015 • CITNOVA (Consejo de Ciencia, Tecnologia e Innovacion de Hidalgo): Summer 2015 – 35 students confirmed for 1 month English and First Nations Culture program
Science Without Borders	<ul style="list-style-type: none"> • Brazilian government funds Science students
Exchanges	<ul style="list-style-type: none"> • 42 exchange opportunities in 25 countries (10 UofL; 32 Faculty of Management) • Students from Hokkai-Gakuen University come to Lethbridge every second year

External International Opportunities promoted by the U of L

Program	Description
Internships supported by scholarships from the Government of Alberta	<ul style="list-style-type: none"> • Alberta-Saxony Intercultural Internship Alliance (Germany) • Alberta Smithsonian Internship Program • The Washington Center
Externships supported by the Government of Alberta	<ul style="list-style-type: none"> • Short-term international work placements for recent graduate in their field of study. Government negotiates positions and assists with acquiring Visas.
TeachAustralia	<ul style="list-style-type: none"> • Over 21 U of L Faculty of Education graduates have been placed in teaching positions in Melbourne and area schools since 2008.
Explore Program – Government of Canada	<ul style="list-style-type: none"> • Five week French language bursary program to travel within Canada to learn/improve French