<table>
<thead>
<tr>
<th>TABLE OF CONTENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRESIDENT’S MESSAGE</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

The 2004 Community Report was produced by the Office of University Advancement at the University of Lethbridge.

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In many ways, the University of Lethbridge offers the best of two worlds. Large enough to attract top students, faculty and staff, the University can undertake initiatives of significant proportion. Yet, we are small enough to offer our students a “personal” education. Classes are small. Professors know their students and afford them individual attention.

The University of Lethbridge has never followed in the footsteps of others. As a young institution, we have chosen to lead the way in teaching, research and creative achievement. It is our calling as a university to develop individuals who can effectively lead our governments, our industries and our communities into the future. The 2004 Community Report provides a glimpse at how we define educational excellence. Here, students and professors alike engage their minds, expand their horizons and explore their futures through the excitement of learning.

It is with great pride that we present the achievements of our students, alumni and faculty over the past year. As you will see, we continue to make great strides in teaching, research and scholarship, leaving a lasting imprint on the future of our students, our country and our world.

Dr. Bill Cade
President and Vice-Chancellor
Professor of Biological Sciences
At the University of Lethbridge, we are taking a bold step forward. We have the vision, the leadership, the expertise and the ability to affect tomorrow.

Terry Royer (BASc ’70)
Board of Governors Chair, University of Lethbridge
Executive Vice-Chairman, Royal Host Hotels and Resorts
University of Lethbridge Alumnus
Imagine that an entire corporate department is downsized. The reduced workforce immediately hurts the company’s overall productivity, and the staff in the surrounding departments are too stressed to perform at optimum levels. Over time, however, productivity improves as the remaining workers recover and take over some of the downsized department’s tasks.

Dr. Jeffrey Kleim studies how the brain recovers from a stroke. He believes that stroke patients’ brains may operate similarly to that imaginary company. “For example, brain function becomes impaired even in the tissue around the area that has been damaged by the stroke. The neighbouring tissue is still there, but it’s not working properly,” says Kleim.

For the past two years, Kleim has been working with Northstar Neuroscience, Inc., to develop a medical device that will promote stroke recovery. “It’s basically a small electrode that’s implanted on top of the brain,” says Kleim. “The idea is that it will pass current, and this stimulation will make the tissue that’s surrounding the stroke-damaged tissue healthier again faster and promote its ability to start taking over the job of the tissue that’s gone.”

The National Institutes of Health (NIH) recently awarded this project a $4.4 million US research award. The University of Lethbridge will receive about $1 million over four years. Researchers at the University of Calgary, University of Texas-Austin and Kansas University will also participate in the four-year study.

The hope is that the end result of these four years will be a product that will enhance people’s ability to recover after a stroke.

“We will be looking at optimizing this procedure in rats that have had strokes to figure out exactly when and how to do it,” says Kleim. “Those results will be used to develop the same system in monkeys and, if that works, the next step is to put it into humans. In fact, a prototype of the system has been tested in several human patients and it appears to work.”

This medical device may eventually be incorporated into stroke rehabilitation programs across North America. Kleim says, “The hope is that the end result of these four years will be a product that will enhance people’s ability to recover after a stroke.”

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For Education professor Dr. David Townsend, educating the next generation of teachers is a matter of continuous inquiry.

“The key to successful teaching is continuous research,” says Townsend. “And for me, my research is consistent with my passion.”

Townsend researches what makes teachers most effective in the classroom, and what makes educational leaders more effective in their work. He conducts his field research in classrooms and schools in Alberta. The results are distributed regularly to educators throughout the school system, contributing to more effective planning and decision making.

In addition, Townsend’s research enhances his own teaching, which he is also continuously reviewing. “This enables me to provide more constructive assistance to Education students on their journey to becoming excellent teachers,” says Townsend.

Townsend teaches at both the undergraduate and graduate levels. He has established a reputation for inspiring confidence in his students, developing positive relationships and genuinely caring about them. Past and present students praise Townsend’s engaging teaching style, knowledge of subject matter and experience in the education field.

He has also invested his time and talents into enhancing the quality of instruction across the University through innovative programs. For instance, the Teaching in Focus project provided a forum for faculty members to discuss their teaching practices, and the Partnership With Professors initiative paired fifth-year Education students with first-year faculty members who were interested in building upon their teaching strategies.

Throughout his near 20 years at the University of Lethbridge, Townsend has been a source of inspiration to his students and colleagues. The University of Lethbridge recognized Townsend’s teaching excellence at the June 2004 Convocation where he was awarded the Distinguished Teaching Medal – an award that was established in 1987 to recognize the central importance of teaching to the University of Lethbridge’s philosophy and goals.

Townsend’s passion for teaching, devotion to education and continuous inquiry have indeed distinguished him as an educational leader.
PATRICE JEGOU Music

Hitting the High Notes

It’s about more than just teaching – it’s about inspiration; it’s about mentorship.

Patrice Jegou has a gift for hitting the high notes – both on stage and in the classroom.

Jegou is an accomplished performer and Voice professor. She’s been with the U of L since 2002 and each semester she guides U of L Voice students and Conservatory students towards their potential.

“Singing requires tremendous discipline, training and dedication,” says Jegou. “I help students cultivate their unique gifts, develop their own styles and grow as performers.”

Jegou is also the Director of the University of Lethbridge Richard Miller Vocal Performance and Pedagogy Institute. Richard Miller is one of the world’s foremost experts in vocal technique and the U of L’s Institute is unique in Canada. It attracts students, professors and vocal instructors from across North America.

This is the second year that Jegou has run the Institute at the U of L; however, she organized four similar Richard Miller Institutes when she was a graduate student at Belmont University in Nashville, Tennessee.

Jegou’s time at Belmont University not only connected her to Miller, but it also inspired her to consider teaching as a profession and sparked her passion for mentorship.

“It’s about more than just teaching – it’s about inspiration; it’s about mentorship,” she says. “The best teachers I had were interested in me succeeding not only as a musician and an artist, but also as a person. I’m truly interested in my students as people.”

In addition to teaching, Jegou is also a very active performer. She is a member of the newly formed contemporary music trio, Das Chicas, which also includes flutist Chenoa Anderson and pianist Dr. Deanna Oye. The trio premiered new Canadian works at last year’s University of Calgary New Music Festival and the 2004 New Music North Festival in Thunder Bay.

Jegou also performs in cabarets known as Classic Heat and will perform with Lethbridge’s Musaeus String Quartet and the Lethbridge Symphony this season.

As a teacher and performer, Jegou will no-doubt continue to receive standing ovations.
This course taught me about the complex and interrelated nature of doing business globally. While we may think of financial implications when making decisions, this course makes students realize that social, environmental and moral implications also come with operating at a global level. Multinational corporations must be aware of other stakeholders in their operations.

Ken Marshall
U of L Calgary campus student

Long before Enron erupted, WorldCom crumbled or the Martha Stewart saga unfolded, the Faculty of Management recognized the critical importance of infusing social responsibility into its curriculum.

Six years ago, the Faculty of Management underwent a major review of its curriculum. At the time, the World Trade Organization (WTO) was under considerable pressure regarding the negative impact that multinational companies were having on developing nations and MBA programs were making headlines for covering little in the area of ethical decision making. In light of these issues, the Faculty recognized that social responsibility and ethical decision making were essential to business and needed to be an integral part of its curriculum.

“Business schools of the 21st century have a responsibility to equip students with the right tools for decision making,” says Dr. Toni Nelson, Acting Dean of the Faculty of Management. “We do business in developing countries that are unfamiliar with North America; sensitivity to their people, culture, economics, environment and politics is of critical importance.”

In 2003, the Faculty of Management revised its curriculum and introduced a new course, Managing Responsibly in a Global Environment. The course was first piloted in the Faculty’s Integrated Management Experience program and then implemented as part of the core curriculum. All U of L Management students are now required to complete this course in order to meet degree requirements.

“This course provides students with the foundation for ethical decision making in a global environment,” says Nelson. The course uses case studies to pose ethically challenging questions that have no clear right or wrong answer to students.

“The course prompts amazing class discussion,” says Dr. Kelly Williams, a Management professor who teaches the course on the U of L’s Calgary campus. “When students complete it, they have the ability to think critically about the decisions they make in an organization and evaluate the decisions beyond the traditional stakeholders.”

In 2003, Corporate Knights, a magazine recognizing Canadian corporate responsibility, ranked the University of Lethbridge as the number one primarily undergraduate institution in Canada for infusing social and environmental impact management into its curricula.
The Women's Studies program is starting the academic year with a new coordinator and a new 13-course major.

Dr. Jo-Anne Fiske became the Coordinator of Women's Studies on May 1. She moved to Lethbridge from Prince George, BC, where she held appointments in the First Nations and the Women's Studies programs at the University of Northern British Columbia.

There are now three Women's Studies faculty members at the U of L, including Fiske, Dr. Carol Williams and Dr. Jane Barter Moulaison. Fiske notes that the U of L faculty members and the new major were both part of the appeal of the coordinator position.

Much of Fiske's recent research has examined how government policies affect women. “I'm very much interested in questions of government policy and in questions of legal pluralism that bring me to issues where I do research with Aboriginal women,” says Fiske. “I am excited about the fact that there are still those connections here in Lethbridge.”

Throughout her career, Fiske has formed many friendships and important working relationships through her research collaborations with women in northern and central BC. “I've had the opportunity to meet people in the community and draw them into the research in such a way as they get training. They carry that training forward through their own agendas,” she says.

Fiske has found it rewarding to watch the career progress of her former students and research collaborators. “Some of the women that I worked with 11 years ago are now graduate students at UNBC and elsewhere,” says Fiske. “Betty Patrick and I co-authored a book. Betty went on to become the elected chief of the Lake Babine Nation for nine years, and then she moved on to provincial roles.”

Now that she has moved to Alberta, Fiske is looking forward to new research collaborations and the opportunity to contribute to the success of the Women’s Studies program. She says, “I’d really like to see the program grow, and I hope that we will be able to have a dynamic program that will attract a diversity of women.”

When high school and college students have questions about the University of Lethbridge, they contact Student Liaison & Recruitment for answers. “This office is the first contact that high school and transfer students have with the University of Lethbridge. We provide the necessary information to enable them to make the right decision about their program,” says Coordinator of Student Liaison & Recruitment John Kincaid.

With its campus tours and recruiting trips, the U of L's Student Liaison & Recruitment office literally goes the extra mile to inform people about the University of Lethbridge. The recruitment officers travel to high schools and colleges from Victoria, BC, to Toronto, ON.

“The heaviest recruitment time for us is the fall, and the recruitment officers are essentially on the road for the whole time,” says Kincaid. “Our DVD presentation enables us to bring the University of Lethbridge campus to the students, and allows them to see what we have to offer. Because it's interactive, students can see a tour of the University, gather information and request information.”

The Student Liaison & Recruitment office also establishes and maintains relationships with parents, high school guidance counsellors and the University community. As alumni, Kincaid (BA '00) and the office's three student recruitment officers — Jennifer McArthur (BA '00, BMgt '00), Sue Gergel (BA '00, BMgt '00) and Carma Harding (BSc '02 – Co-op, BMgt '02) — can share their own personal insights into what the U of L has to offer.

High school students are invited to contact the office between September and April to participate in the Connections Program and experience a day in the life of a U of L student. McArthur says, “Our Connections Program pairs high school students with university students who are in a program that they’re interested in. They spend a day together on campus, attending classes, having lunch in the cafeteria and participating in a question and answer period.”

Kincaid and McArthur agree that working with students is very rewarding. “It's really great to be able to help students get one step closer to their goal, one step closer to taking the next step in life,” says McArthur.

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Our University touches many lives and places – from farms and cities to suburbs and small towns – our connections move us and set us on our path to the future. With campuses in Lethbridge, Calgary and Edmonton, we truly are Alberta’s university. We are proud of the cities we represent, the communities we are connected to and the students we serve. Whatever we do at the University of Lethbridge – whether exploring or discovering, teaching or learning – the results reach well beyond our campuses.

I am writing to offer my heartfelt commendation of Dr. Bubel’s work. As part of a Community-University Research Alliances grant held by the University of Lethbridge, Dr. Bubel has used the archaeological field school setting to great positive effect.

Gene Zwozdesky
Minister of Community Development
Deputy Government House Leader
Legislative Assembly of Alberta

“Expanding Horizons”
“Ah tah po pinan, Nah to se” Native American Studies/Archaeology

Shedding Light on History

U of L researchers have joined efforts with community partners to shed light on western Canadian and American history.

The University of Lethbridge has partnered with the Lethbridge School District, Kainai First Nation’s Red Crow Community College (RCCC) and Blackfeet Tribal Business Council (the Blackfeet Nation of Montana) to preserve the history and cultural heritage of the Blackfoot Confederacy in Alberta and Montana. The collaborative project is called “Ah tah po pinan, Nah to se” – which means “moving towards the knowledge or the light of the sun” in Blackfoot.

Dr. Alfred Young Man is the Chair of the U of L’s Native American Studies Department and one of the principal researchers. He says, “This partnership is one that stresses our joint philosophy that studies with our partners, rather than of our partners, will facilitate research results that are far richer in their potential applicability than research wholly designed by academics from an academic perspective.”

This First Nations community-driven research project explores the history of the people of the Blackfeet Confederacy who found themselves living within the jurisdiction of two different nations when the 49th parallel was officially adopted as the border between Canada and the United States in 1818.

Over the next five years, researchers will learn more about the people of both nations through the following research streams: archaeology; education; oral history and life stories; digitization of historical archives; and historical documentation of southern Alberta/Montana history as told by First Nations people.

The archaeology component of the study has already received national attention. U of L Archaeologist Dr. Shawn Bubel and student researchers have uncovered thousands of bison bones along with stone artifacts and projectile points that date back 3,000 years ago at a large bison kill site east of Taber, AB. This find is significant because the projectile points, which are classified as Sonota, are made from Knife River Flint and Obsidian stones – neither of which are found in Alberta. The researchers theorize that a group of people traveled to the site from the south, likely following the bison herds.

“Ah tah po pinan, Nah to se” received approximately $1 million from the Social Sciences and Humanities Research Council of Canada (SSHRC) through its Community-University Research Alliances (CURA) program and represents the largest multi-partner SSHRC grant in the University’s history.

Bubel and student researchers have uncovered thousands of bison bones along with stone artifacts and projectile points. Over the course of the project, the archaeological component of the study will employ more than 150 students.

“The supervised research will be conducted by an unprecedented number of undergraduate and graduate students from the U of L, Red Crow Community College and potentially elsewhere. These students will have the opportunity to not only greatly enhance their academic skills, but also to acquire pragmatic employment skills that will facilitate their employability once they leave their respective institutions.”

Dr. Alfred Young Man
Chair, Department of Native American Studies
University of Lethbridge

(l-r) Archaeologist Dr. Shawn Bubel and U of L graduate student Rena Varsakis shed light on history east of Taber, AB, at the Fincastle Kill Site – a large bison kill site dating to approximately 3,000 years ago.
Freshwater is a global concern that hits home for Albertans. The province’s freshwater supply is under considerable pressure, and factors such as population growth, pollutants, climate change and industry intensify the situation. That is why researchers at the new Alberta Ingenuity Centre for Water Research are vigorously seeking water management solutions.

The Alberta Ingenuity Centre for Water Research is a tri-university partnership between the Universities of Lethbridge, Calgary and Alberta, with the University of Lethbridge as the administrative home. U of L Biologist Dr. Stewart Rood, an award-winning expert in river flow management and its impact on the environment, is one of the Centre’s three co-directors.

“The Centre represents a major research commitment from all three universities,” says Rood. “It will ignite synergies to collectively solve problems that are large in scale and profound in topic. Together, we will generate knowledge of water science that would not be possible alone.”

The Alberta Ingenuity Centre for Water Research was launched in the fall of 2003 and specific research projects began this summer. The Centre is focused on discovering effective water management policies, and delivering solutions regarding the interrelations of water quality and quantity in four areas: watersheds; water ecology; the safety of water and wastewater; and socioeconomic issues.

“The strength of the Centre is our commitment to both basic and applied science,” says Rood. “We are undertaking activities that are scholarly and scientifically profound, and also have specific real-world applications.”

Researchers are already looking at the complex balance between human water use and the needs of the natural environment. “As an innovative solution, we are examining how river flows can be managed during wet years to compensate for the unavoidable challenges during dry years,” says Rood.

Another key strength of the Centre is its commitment to attracting and retaining world-class scholars and promising young researchers. The Centre will also train technicians, engineers and managers.

Over the next five years, the Alberta Ingenuity Centre for Water Research will receive a minimum of $7.5 million from Alberta Ingenuity, and will become an international showcase for water resource research and management. The knowledge that will flow from the Centre will have a long-term positive impact on Alberta, its environmental sustainability and economic prosperity – impact that will flow far beyond Alberta’s borders to have worldwide benefits.

The University of Lethbridge is on stream to becoming a world leader in water research. In 2000, the University of Lethbridge Board of Governors identified water research as the University’s number one research priority. The U of L is also widely known for its founding role in WISE (Water Institute for Semi-arid Ecosystems), and recently appointed a number of faculty positions with research projects specifically related to water issues, including four Canada Research Chairs and three Board of Governors Research Chairs. Dr. Stewart Rood is a U of L Board of Governors Research Chair.
The University of Lethbridge’s location means more than just a spectacular view to U of L Environmental Scientist Dr. Dan Johnson. The U of L is nestled in the heart of an environmentally interesting zone where the foothills and grasslands meet — a prime location for Johnson whose research promotes responsible management of grassland ecosystems.

“The Lethbridge area’s natural resources present a range of problems related to grassland issues that concern native species; invasive plants and animals; species at risk; climate variability; gas and oil development; sustainable agriculture; and water quality,” says Johnson. “Unless we understand the components of the ecosystem, and how organisms interact with each other and the environment, it would be hard to predict how best to utilize grassland without causing harm.”

Johnson was appointed a Canada Research Chair in Sustainable Grassland Ecosystems at the U of L in January 2004. He researches the ecology, ecotoxicology, biodiversity and sustainability of insects, plants and wildlife of grassland ecosystems and agro-ecosystems — research that impacts southern Albertans.

According to Johnson, the research being conducted at the U of L is helping to fill the void of information on grasslands.

“Many people don’t think about the components and relationships that allow grassland ecosystems to function, until the system is disrupted by things such as extreme weather, insect outbreaks or management actions,” says Johnson, who is also a world expert on locusts and grasshoppers. “When we invest time and energy working to understand grassland ecology, we are doing so with the goal of sustainable land use and water quality on the Prairies.”

Prior to his Canada Research Chair appointment, Johnson was a research scientist at the Agriculture and Agri-Food Canada Lethbridge Research Centre and an adjunct professor in Geography. He finds his work with students to be one of the most rewarding aspects of conducting research in a university setting.

“When students are involved in research, the project also produces human resources that will help to solve future problems, and take advantage of future opportunities,” says Johnson.

Johnson’s appointment is the University’s fourth Canada Research Chair and is worth more than $1.7 million to the University of Lethbridge — $200,000 per year for seven years, plus lab and equipment establishment funding of up to $300,000.

We are very pleased that Dr. Johnson has joined the U of L faculty as our fourth Canada Research Chair. His many research interests are highly regarded internationally, his specific grassland ecosystems research is extremely relevant to our geographic area and he brings a whole new aspect to not only our WISE (Water Institute for Semi-arid Ecosystems) research program, but a host of other potential research programs which we can now expand because of his expertise.

Dr. Dennis Fitzpatrick
Vice-President (Research)
University of Lethbridge
The quality of life for people living in nursing homes may not make the headlines every day, but it’s a topic that affects many Canadians.

“These are people who gave to society. They’re mothers, fathers and spouses,” says Dr. Brad Hagen. “It’s important to help these people have a dignified older life.”

The use of antipsychotic and benzodiazepine drugs — which are also known as “major and minor” tranquilizers, respectively — in nursing homes can be controversial. Administering these medications can help nurses and physicians provide proper patient care, but the drugs can have negative side effects, such as an increased risk of falling.

Four years ago, Hagen participated in a study that examined the use of these medications in three Lethbridge nursing homes. “The study’s results suggested that the use of these medications could be considered high when compared to other countries,” says Hagen.

Hagen and his co-investigator, Dr. Paddy Quail of the University of Calgary, conducted a follow-up study in 2002 and 2003. With the assistance of the Calgary Health Region, Chinook Regional Health Authority and the Headwaters Health Region (which has since amalgamated with the Calgary Health Region), they were able to look at 24 nursing homes throughout Calgary and rural southern Alberta.

“Our first goal with the follow-up study was to have a much larger sample,” says Hagen. “Our second goal was to compare urban and rural facilities, and the third goal was to look at the effect of a large educational initiative that included physicians, pharmacists, nursing staff and family members on the use of these medications.” The study’s results will be published this fall.

Nursing home administrators and workers were enthusiastic about participating in this research. Hagen says they wanted to have data to show that their use of medications was appropriate. “I think people in practice find it exciting when they can make changes based on real evidence.”

Collaborating with the nursing home staff and administrators has also given Hagen the opportunity to see his research put into action. “Your results don’t sit on a bookshelf gathering dust. At the end of the day, you can go home knowing that perhaps there is some person out there who received better care as the result of your research,” says Hagen.
Many people verbally abuse their computers, but it’s always a one-way conversation. Computer scientists who are interested in developing computers that can actually understand and produce human languages specialize in natural language processing.

Dr. Yllias Chali says that he enjoys natural language processing research because it has many practical applications. “Our first goal is to try to make the computer understand human language, but we won’t reach that goal for many years,” says Chali. “In the meantime, we are trying to develop new technologies to help people focus the huge amount of information available to them.”

Chali specializes in text summarization technology. “This software takes a single document or several texts on the same topic and compresses the information into a short summary,” says Chali.

His software will help people digest large amounts of information. For example, someone who wants to learn more about a particular news item will be able to create a summary of several stories instead of reading all of the articles related to the topic.

Determining the quality of the summaries is challenging because there is no way to automate the evaluation process. Chali has received valuable feedback by participating in text summarization evaluations.

“Summarization systems are evaluated on several tasks, such as creating a summary that is 10 per cent of the original text or a summary of 100 words. Human judges look at the result, review the input, and tell us if the summary is good or bad,” says Chali. In 2003, Chali’s software won first place in the headline generation category at the annual Documents Understanding Conference, run by the National Institute of Standards and Technology in the United States.

Although he is still testing the second version of the text summarization software, Chali is already looking forward to tackling many more natural language processing problems. “It’s motivating work, because you can’t solve all the problems in this field at once.”

“I’m very interested in the notion of motherhood as a place of moral and social regulation,” says U of L Sociologist Dr. Claudia Malacrida. “Mothers are held responsible for the well-being of the future state of the nation and, as such, they’re held up to significant scrutiny.”

Malacrida recently received an $85,000 grant from the Social Sciences and Humanities Research Council (SSHRC) to conduct a three-year study into the experiences of Alberta mothers with disabilities. This research project will involve in-depth interviews with disabled mothers as well as an analysis of Alberta’s Child Welfare Act and textual materials that discuss funding, inclusion, social services and support for the disabled.

“I want to do a study that understands disability in terms of the social aspects, including both the positives and the negatives,” says Malacrida. “I want to look at the promise of policy relating to disability in the province of Alberta, and compare it to what women have to say about the delivery of policy and practice.”

Malacrida plans to talk to single, married, custodial and non-custodial mothers from across Alberta with children of varying ages. By interviewing women with physical, mental, emotional or intellectual disabilities, Malacrida will be able to compare the experiences of women with specific disabilities.

Malacrida hopes this study will eventually influence the professionals and politicians who are in a position to help alleviate the social inequalities faced by some mothers with disabilities.

“If policy permits women with disabilities to not live in poverty, to not always be worried about whether or not their families will remain intact, to be able to obtain work that is dignified, and to live in housing that is safe and adequate, then this would be an important piece of writing,” says Malacrida.

Women who are interested in participating in this study are invited to contact Malacrida by e-mail at: claudia.malacrida@uleth.ca or by calling (403) 329-2738.
Exploring the Future

Learning opens the world to minds ready for the journey – a personal journey of exploration and discovery. At the University of Lethbridge opportunities for students to explore their futures are plentiful. Our small class sizes ensure students don’t become “numbers” and allow extensive student-professor interaction. Our Co-op programs and career services connect students to future employers. We guide our students and enable them to reach their academic, professional and personal goals through hands-on discovery.

“I would like to impart how pleased I am with the number of U of L instructors or professors who are not only teaching, but are actively working in the community in the applied disciplines they teach. This hands-on approach is so important for both the student and our society at large that derives the benefit of the student’s education.”

Walter Benstead
Benstead Geological Services Ltd.
Father of U of L Alumnus, Paul Benstead (BMgt ’04)
When Marc Slingerland began studying at the U of L in 2000, he knew he wanted to pursue a Bachelor of Science in Chemistry and a Bachelor of Education. “The plan was to get an Education degree, teach, end of story,” says Slingerland.

After he finishes his BSc (Chemistry, Co-op) and BEd degrees in December, Slingerland will teach high school science for a semester at Calvin Christian School in Monarch, AB. But that’s not the end of the story. Over the past four years, Slingerland’s goals have expanded to include pursuing a Master’s of Science in Biochemistry and the rewards have included national recognition for his efforts.

This spring, the Canadian Association for Co-operative Education (CAFCE) named Slingerland the 2003 Co-op Student of the Year. This award recognizes excellence through job performance; academic performance; and contributions to employers, co-operative education and the community at large. Thirty students were nominated this year from a pool of candidates of more than 76,500 students studying at 82 CAFCE member institutions across Canada.

Slingerland completed three Co-op work terms with U of L Chemistry & Biochemistry professors. These experiences not only earned Slingerland the title of 2003 Co-op Student of the Year, but also sparked his interest in Biochemistry research. “When I did my work term with Dr. Andy Hakin in the summer of 2001, I really enjoyed the lab atmosphere. I worked with Dr. Steve Mosimann in 2002, and he really got me thinking about doing my master’s degree. When I was working for Dr. Marc Roussel in 2003, I found something I wanted to do a master’s degree in,” says Slingerland.

Slingerland will continue working with Roussel on the leaf-modelling project when he begins his master’s degree in the fall of 2005. After he finishes his graduate studies, he plans to continue his teaching career. He says, “The appeal of research for me is finding things out that nobody has ever seen before. When you can make that same experience happen for a whole classroom of kids, that’s what does it for me.”
Management student Andrew Hewitt believes the ideal university experience involves more than achieving a perfect grade point average. He says, “The university experience is about meeting people, learning about yourself, taking risks, finding out what you’re passionate about and learning life skills that will help you when you graduate.”

During his four years at the University of Lethbridge, Hewitt has been able to “customize” his education by participating in numerous conferences, business competitions and volunteer activities.

“By maximizing my experience, I’ve developed confidence, communication skills and presentation skills. It has also helped me realize my passion to help people,” says Hewitt, who served as the 2003-2004 President of the U of L Management Students’ Society.

Hewitt and a like-minded partner, University of Waterloo student Luc d’Abadie, are starting a new business that will teach other students how to capitalize on their university experiences. Their company, Focused Futures Inc., will utilize a book, web site and speaking engagements to reach its target market of high school and university students.

Hewitt and d’Abadie have already taken Focused Futures Inc. far beyond the drawing board. Health Communications Inc. recently accepted their book proposal, and they expect their book, The Power of Focus for College Students, to be in bookstores by September 2005. Hewitt says, “The first Power of Focus book sold over half a million copies and is published in 13 languages. They’ve created a series from this book, and we’re leveraging the brand to do the college student version.”

While his plans to inspire other students to focus on their futures keep him busy, Hewitt continues to make the most of his own university experience. He spent six weeks of his summer in Malaysia on a work-study program before heading to the Netherlands in the fall on a student exchange where he will complete his last semester of studies.

When Hewitt receives his degree, it will indeed represent a customized education.
The U of L has built a reputation for having strong connections to the community and students from the Faculty of Management have proudly continued this tradition. Over the past four years, students from the Faculty’s Integrated Management Experience (IME) program have raised more than $80,000 through the implementation of community project plans. Profits have gone to the Lethbridge Symphony Association, Southern Alberta Art Gallery, Lethbridge Regional Hospital and, most recently, Economic Development Lethbridge.

“IME does more than just train students for jobs,” says Dan Kazakoff, Director of the Faculty of Management’s Theory Into Practice programs. “It helps students understand that they are part of a community and instills a sense of civic responsibility in them.”

This year’s IME students raised money to fund initiatives to market Lethbridge and bring investment to the community. “The community project enabled us to network with the community and accomplish a meaningful project,” says IME student Trever Broadhead.

The IME class spent the Fall Semester developing a viability study for marketing Lethbridge as a transportation and distribution hub. The class presented their reports to the Board of Economic Development Lethbridge and in the Spring Semester, half of the class continued with the project for Economic Development. They synthesized the ideas from the first semester and developed a tighter marketing plan focusing on Lethbridge as a whole. The other half of the class organized a golf tournament to raise money to implement strategies from the marketing plan and help Economic Development with other initiatives.

“The students’ work on behalf of their community will have an immediate impact and will help Economic Development Lethbridge market the city and region,” says Ed Fetting, CEO of Economic Development Lethbridge and University of Lethbridge alumnus.

The Faculty of Management’s IME program is the only undergraduate program of its kind in Canada. As the program enters into its fifth year, it will continue to connect Management students to the Lethbridge area and will reinforce that a true leader is one who makes a positive impact on the community.

“Connected to the Community”

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TANYA SEHN  Art

The Art of Teaching

Tanya Sehn’s passion for the creative process inspires her art and her teaching.

“I’m passionate about the act of making art and art in itself, and I’m very excited about the ideas behind making art. That passion comes out when I’m in the classroom, and I think the students pick up on that,” says Sehn.

Whether she’s teaching an introductory or an advanced course, Sehn gets to know everyone in her class and adapts her teaching strategies to meet their needs. She says, “Every student has different drives and different goals. I think it’s really important to figure out what their learning styles are and approach them in a way that will help them grow.”

The U of L Art Collection, which is valued at more than $34 million, is one of Sehn’s favourite teaching aids. “It’s one of the most important collections in Canada,” says Sehn. “I like to bring students down to the collection. When they can actually see pieces by some of the masters in art, it ties everything we’re doing in the classroom together and shows them how they can push the envelope as well.”

Sehn also encourages students to attend as many of the U of L’s Art Now lecture series events as possible. “This lecture series provides amazing exposure to the contemporary arts scene in Canada. When students go to the Art Now lectures, they see artists who have made art practice a regular part of their lives,” she says.

By giving her students the opportunity to explore a variety of ideas, Sehn ultimately hopes to facilitate their growth as artists and individuals. “Art isn’t just about skill. Once the students acquire some skill through the experience of making art, I hope that the students gain some insight and self-exploration, so they can take a look at the world around them and see it in a new way.”

Sehn also encourages her students to attend as many of the U of L’s Art Now lecture series events as possible.

“Tanya really gets involved with students and invests her time, energy and enthusiasm in her courses. She pushes us to explore new possibilities and truly grow as artists.”

Dana (Coombs) Harrison (BFA – Art '04)

DANIEL O’DONNELL  INGE GENEÉ

English  Modern Languages

Balancing Academia and Family

When U of L Linguist Dr. Inge Genee and Philologist Dr. Daniel O’Donnell moved to Lethbridge in 1997 for O’Donnell’s position with the U of L’s English Department, they didn’t expect to stay here long term. However, both Genee and O’Donnell have established very successful academic careers at the University of Lethbridge and the couple now calls Lethbridge home.

“It is very unique for both partners to find permanent academic positions at the same university,” says Genee, who is originally from Amsterdam.

O’Donnell and Genee have found the U of L to be conducive to professional development and family life. “There is a lot of flexibility with scheduling,” says O’Donnell. “We’re able to arrange our teaching times to accommodate both of our schedules. This provides each of us with sufficient research time and ensures there is always someone at home when the children need us.”

Before coming to the U of L, O’Donnell, a Yale graduate, held appointments at Yale, Louisiana State and the University of York. He notes that at the U of L he has a lot more contact with the Dean and the University President, and has more impact on curriculum. “I’ve been able to create and revise courses based on my specializations,” says O’Donnell.

Genee has also had a positive impact on U of L students. As the University’s only Linguistics professor, she is a key resource for students interested in going on to Speech-Language Pathology (SLP) programs. By offering prerequisite courses as independent studies and writing reference letters for students, Genee was instrumental in seven U of L undergraduate students being accepted into competitive graduate programs this year. “On a percentage basis, this is more than the Canadian average,” says Genee.

Although from different disciplines, Genee and O’Donnell have a shared interest in languages. Genee, who studies the structure of languages, specializes in medieval Irish, Dutch and most recently, Blackfoot. Her research interests lie in minority languages, language loss and languages that are threatened. O’Donnell, who studies ancient texts, focuses on Old and Middle English and Germanic languages. He researches very early medieval language and literature; the history of the book; and humanities computing.

The couple agrees that their exploration of languages at the U of L has enabled them to grow professionally while maintaining a balanced family life.
History professor and researcher Dr. Heidi MacDonald and her colleagues are taking the ‘old’ and making it ‘new’ for U of L students who study History – and the payoff is an enhanced understanding of the past which applies directly to the present, and the future.

“One of the things that makes our history program unique is that we make an effort to develop students’ analytical skills – both oral and written. We know students value being able to apply these skills to other areas of study, and to their lives more generally.”

MacDonald did not start out to be an historian either. Her interest in history began while studying at Mount Saint Vincent University in Halifax, NS, and living in a nearly-abandoned nunnery – once home to more than 800 members of the Sisters of Charity – a thriving and influential religious order that managed hospitals, social services and educational institutions in the Bedford, NS, area.

By the late 1980s, membership was in serious decline as the sisters passed away and the government assumed control of many of the services previously managed by the order.

Curious about the impact the women of this religious order had on the community in the past, and concerned about the loss of an important part of the region’s historic record – particularly from the perspective of the value of the work the nuns performed in largely unpaid and unrecognized roles – MacDonald turned her curiosity into her career.

MacDonald is now passing this curiosity on to graduate students such as Lindsay Wiggill who is currently working on research that will chronicle the value of paid and unpaid work done by women in Lethbridge and southern Alberta between 1939 and 1959.

“Of course, not everyone who attends the U of L comes to study History as a major or to specifically become a historian,” says MacDonald. “We make an effort within the department to develop students’ analytical skills – both oral and written. We know students value being able to apply these skills to other areas of study, and to their lives more generally.”

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Brie Hamblin (BSc '04)

Crowning Achievements

After completing her Bachelor of Science degree at the U of L this spring, Brie Hamblin put away her schoolbooks and made the leap from student to Calgary Stampede Princess.

Hamblin received her crown this March after successfully competing against 14 other women at the Calgary Stampede’s annual competition. Each year, the committee selects one Queen and two Princesses to serve as ambassadors for the Stampede and the City of Calgary at more than 400 events throughout the year.

Meeting a diverse mix of people through her public appearances as a Stampede Princess proved to be a valuable experience for Hamblin. “I learned the importance of networking and developing contacts in the business world, and the importance of being a professional in public,” says Hamblin.

But the crowning achievement of Hamblin’s summer was being accepted into the Western College of Veterinary Medicine at the University of Saskatchewan. While she is sorry to end her reign as a Stampede Princess earlier than expected, Hamblin is very excited to be one step closer to fulfilling her lifelong goal of becoming a veterinarian.

Hamblin will take many happy memories of Alberta and her alma mater with her to Saskatchewan. “I enjoyed the University of Lethbridge’s setting and the wildlife that wanders through campus. But most of all, I think I enjoyed the small campus and small class sizes,” says Hamblin. “I had the opportunity to get to know my professors, and they got to know me.”

Christie Cockwill (BMgt ’98)

Beefing-up Support

It’s been a challenging and emotional year for the Alberta beef industry and Christie Cockwill, manager of promotions and education for the Alberta Beef Producers. Cockwill has witnessed the crippling effects BSE (Bovine Spongiform Encephalopathy) has had on the industry. She has seen how the BSE situation in Canada has impacted the Canadian cattle industry, individual producers and family farms — and she’s devoted to helping the industry recover.

Cockwill began working for the Alberta Beef Producers in 2000 and she has seen the industry through some of the most troubling times in history. “I’m working for 30,000 producers who need so much right now,” says Cockwill. “That is very empowering and inspiring to me. I love this industry and want to do everything I can to help it recover from the political and economic effects of BSE.”

Cockwill is responsible for overseeing all consumer-marketing initiatives on a provincial level. This past year has been especially busy for her and the Alberta Beef Producers, a producer-run, non-profit organization.

“It has been a year of redefining goals and strategies; rewriting marketing plans over and over again; understanding and identifying potential situations for the industry and determining how to market and communicate to consumers under difficult circumstances,” says Cockwill.

One high profile communications project Cockwill played a key role in this year is the Thank You Campaign launched by the Alberta Beef Producers in partnership with Alberta Agriculture, Food and Rural Development.

“Our producers wanted to let the public know how appreciative they were of consumers’ support and commitment to the beef industry,” says Cockwill. “Consumers really stepped up to the table to help farmers and actually increased their consumption of beef. Consumer confidence has remained strong and that’s very important for the recovery of the Canadian beef industry.”

Loralee Edwards

Activism in Action

Loralee Edwards wants to make the most of her university experience by making a difference. Since being elected Students’ Union President last spring, Edwards has been in a position to do just that.

“In this office, you’re an activist for students to have the best possible educational experience,” says Edwards. “It’s nice to be able to give back to the University and the students.”

In addition to acting as a liaison between the students and the University, Edwards is responsible for overseeing the operations of the Students’ Union. “We manage the students’ health and dental plan, administer the SU bursaries and scholarships, and support various clubs on campus,” she says.

The Students’ Union draws on the talents of the Executive Council, General Assembly and SU staff. This year, Edwards and the Council plan to organize an opportunity to showcase the U of L’s diverse student body. “We have international students, gay and lesbian students, younger and older students, musicians and comedians — we are not homogeneous. The current Executive Council wants to express, promote and celebrate the diversity of our students,” says Edwards.

Edwards is looking forward to representing students’ interests throughout the upcoming year. “There’s nothing more gratifying than to be able to speak out for something and feel like you’re heard,” says Edwards. “You feel that you are making changes.”
WENDY SLOBODA (BA ’01)
A Passion for Paleontology

If finding a lucky penny makes your day, imagine how paleontological technician Wendy Sloboda feels when she discovers the fossilized remains of dinosaurs that have been extinct for millions of years.

Sloboda already has an impressive list of discoveries to her credit. She had only been out of high school for a year when she found hadrosaur egg fragments at Devil’s Coulee in southern Alberta in 1987. Her other findings have included coprolites (fossilized dinosaur droppings) from a Tyrannosaurus rex and a dinosaur from the Tyrannosaurid family, which both turned out to be scientifically significant.

When she was doing fieldwork in Mongolia last summer, she went prospecting in search of new discoveries in the Gobi Desert. “I’ve never actually seen so many dinosaur skeletons,” says Sloboda. “I found what they think is a new kind of lizard.”

And while in Argentina last year, Sloboda located a new kind of footprint that may have been made by a meat-eating dinosaur or a bird. The unknown species has been named Barrosopus slobodai in her honour.

It’s a fitting tribute for Sloboda, who attributes her passion for paleontology to the fact that she grew up in a family that often explored the southern Alberta countryside together. “I’ve always been doing this. Finding the dinosaur eggshell kind of put my life in a direction,” she says.

Sloboda worked for the Royal Tyrrell Museum in Drumheller, AB, for several years before starting her own business — Mesozoic Wrex Repair — in 2001. Her home and work studio are in Warner, AB, but she continues to travel internationally to do field and lab work.

While the focus of her work may be extinct, Sloboda expects to continue working in this field for the foreseeable future.

ANDREW STANILAND (BFA ’98)
Emerging Composer

Composer Andrew Staniland is emerging as a strong presence in Canadian music, and his work is gaining international recognition.

This past March, the Canadian Music Centre (CMC) selected the U of L alumnus as the 2004 recipient of the Toronto Emerging Composer Award. This prestigious award adds to an already impressive list of accomplishments for Staniland, who has received three SOCAN (Society of Composers, Authors and Music Publishers of Canada) awards, the 2004 Karen Keiser Prize in Canadian Music and was a finalist in the 2004 Toronto Symphony Orchestra New Creations Competition.

Staniland’s music has been commissioned and performed by musicians and ensembles all over Canada, and he has also composed music for film and television.

In 2003, Staniland returned to the U of L to open the Faculty, Artists and Friends Series, and for the world premiere of his Flat Lux. “Returning to the U of L for a whole concert of my own music had a major effect on me,” says Staniland. “It made me realize what I was about and signaled a shift in where I wanted to go.”

This, however, wasn’t the first shift Staniland experienced at the U of L. During his undergraduate education, his focus changed from jazz guitar to classical composition. “U of L faculty really attracted me to composition,” says Staniland.

Staniland is now pursuing his Doctor of Music in composition at the University of Toronto, where he also received his Master of Music degree. In addition to his studies, he is building a very successful professional career with new works to be premiered in 2005 and 2006 in Canada and England as well as a residency at the CCMIX in Paris in 2006.

Despite his successes and international recognition, Staniland remains humble and true to his music. “I believe that composing is the best way that I can contribute to society and the world, and do the most good.”

KEVIN YELLOWAGA (BA/Ed ’96)
Making a Positive Impact

U of L alumnus Kevin Yellowaga is a devoted school teacher and the program leader of the Hockey Canada Skills Academy® at St. Michael’s School in Pincher Creek, AB. He is making a positive impact on his students, school and the community and in February 2004, Yellowaga was nationally recognized as an RBC (Royal Bank of Canada) Local Hockey Leader.

The RBC Local Hockey Leader program recognizes volunteer leadership in Canadian communities. Yellowaga is one of 12 regional winners who were chosen from over 1,000 nominations nationwide. The winners received a personal place of honour in the Hockey Hall of Fame for 2004, $5,000 to support a local hockey program or cause in their community and a signed Team Canada jersey.

“To receive an award like this at such an early stage in my life is a huge honour,” says Yellowaga. “When you teach and work with kids, you never expect to get national recognition for that. You get so much from the kids each day seeing them try new things and challenge themselves — sometimes succeeding and sometimes failing. I will never forget that a student in my program and a parent nominated me for the award.”

In addition to teaching physical education and health to Grades 7 to 12 and leading the hockey program, Yellowaga is involved in a long list of extracurricular activities both during the school year and the summer.

“I have always loved working with kids,” he says. “I have the energy and spirit to share with them and the ability to bring things to their level, which helps them to learn and have fun.”
The University of Lethbridge houses some of the city's finest athletic facilities and will soon be home to the Regional Health and Wellness Centre – a facility that will enhance the fitness and recreation opportunities available in southwestern Alberta, and will advance research in subjects like Kinesiology.

“These superior and more accessible facilities will directly benefit all users, from high-performance athletes who attend the University of Lethbridge to the community members already benefiting from the excellent programs currently offered within Lethbridge,” says U of L President Dr. Bill Cade.

When the existing Physical Education Building was built in 1972, it was intended to accommodate approximately 3,500 students. Since then, the campus population has more than doubled. The construction of the Wellness Centre is integral to meeting the needs of the growing student body.

Sandy Slavin, Director of Sport and Recreation Services, notes that the Wellness Centre will allow the U of L to expand its programming for students, staff, faculty and community members. “We’re going to have great facilities for hosting local, regional and national events,” says Slavin.

One of the most important features of the Wellness Centre is that it combines Kinesiology labs and classrooms with a wide range of recreational and athletics facilities. “The sharing of services has the potential to enhance a broad spectrum of community, Recreation Services, Athletics and Kinesiology programs,” says Slavin.

The University of Lethbridge Regional Health and Wellness Centre will be a combination of new and existing facilities. With the support of the City of Lethbridge and private investors, construction of the new building is expected to start in March 2005 and take 14 months to complete. Renovations will start early in 2006 and be completed in December of that year.

To learn more about the University of Lethbridge Regional Health and Wellness Centre, please go to: http://www.uleth.ca/hwc/

New PhD Programs Announced
Alberta Learning recently approved a significant expansion to the U of L's Special Case PhD program that took effect in September 2004. The expansion will allow doctoral degrees to be granted in five new multi-disciplinary areas of study: Bio-molecular Science; Biosystems and Biodiversity; Earth, Space and Physical Science; Evolution and Behaviour; and Theoretical and Computational Science.

U of L Welcomes First PhD Graduates

When Lisa Thomson (l) and Robbin Gibb (r) received their doctoral degrees in Cognitive and Behavioural Neuroscience on June 2, 2004, they had the distinction of being the first two graduates to receive their doctorates from the University of Lethbridge. This is the second U of L milestone for Gibb, who became the University's first doctoral candidate in May 2001.

Research Funding For the year ended March 31

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<td>1,078,782</td>
<td>1,121,265</td>
</tr>
<tr>
<td>Associations, foundations, institutes</td>
<td>2,387,483</td>
<td>2,253,790</td>
<td>2,689,356</td>
</tr>
<tr>
<td>Business and industry</td>
<td>129,859</td>
<td>163,866</td>
<td>162,724</td>
</tr>
<tr>
<td>Other</td>
<td>147,379</td>
<td>161,465</td>
<td>80,512</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$8,980,852</strong></td>
<td><strong>$7,457,290</strong></td>
<td><strong>$6,773,051</strong></td>
</tr>
</tbody>
</table>

Research funding at the University of Lethbridge has grown by over 200 per cent during the past five years, an increase of $5 million, and in 2003/04 the research activities of the U of L's 291 faculty members leveraged over $9 million in funding.
U of L President Emeritus Named to Order of Canada

In January 2004, Dr. Howard E. Tennant, a University of Lethbridge president emeritus and current Faculty of Management member, was named a member of the Order of Canada.

Student Enrollment Continues to Grow

We are Alberta’s University – anchored by our Lethbridge campus, the University of Lethbridge also operates campuses in Calgary and Edmonton. Student enrolment at the U of L has more than tripled over the last 30 years. Today, the U of L boasts one of the fastest-growing post-secondary student populations in the country with more than 7,800 students from 62 countries – one of the most geographically diverse student populations in Alberta.

Connected in the Coulees

The University of Lethbridge may be a fair distance from New York, London or Tokyo, but we are connected to the world.

“Our networks have brought the U of L to the global centres and the global centres to the U of L,” says U of L Telecommunications Manager Terry Kirkvold. “These centres are a micro-second away.”

The U of L’s communication network is state-of-the-art and is built with high quality, cost-effective equipment. But what’s innovative about the network is it’s everywhere. Students, researchers and staff are connected to the world from anywhere on the University’s campus.

“There are no restrictions on what we can do here on campus,” says Kirkvold. “The connections are across campus, and everyone has the same access so there is no competition for bandwidth.”

Also unique is the network connects the U of L’s main campus to its campuses in Calgary and Edmonton. These connections are extremely secure to allow for the safe transportation of student information. In addition to transmitting data, the networks also keep the people on these campuses connected by enabling videoconferencing - which Kirkvold predicts will soon become as easy and accessible at the U of L as phoning or e-mailing. Other plans in the not-so-distant future include the U of L going wireless. “Implementation of a wireless network across campus has already begun,” says Kirkvold.

On a more local level, the U of L and Kirkvold specifically, have provided leadership in building and maintaining a high-speed research network shared among the University, Lethbridge Community College, the Lethbridge Regional Hospital and the City of Lethbridge.

“This is more than just a physical network,” says Kirkvold. “It’s a coming together of our organizations.”

Although an extremely high-tech department, there is also a very personal side to the U of L’s Telecommunications Department. “We are very student centred and service oriented,” says Kirkvold. “We take great pride in providing an infrastructure that enables students, faculty and staff to connect to the world effortlessly.”

In recognition of his commitment to service, Kirkvold is a recipient of the 2004 President’s Award for Service Excellence.

A Major Economic Influencer

With more than 2,000 people employed full time or part time, the U of L is Lethbridge’s second-largest employer and provides more than $141 million per year in economic benefits to the community.

Our Grad are Governors

The U of L has more than 20,000 alumni worldwide. U of L alumni represent one-third of the University’s employees and more than half of our Board of Governors.

A Leader in Post-Secondary Education

The U of L was the only university in Western Canada to rank in the top 10 for “overall quality of education” in a 2003 survey conducted by the Globe and Mail.

The U of L Faculty of Management has grown to more than 2,900 students, and is the largest undergraduate management/business program in Alberta.

The University of Lethbridge continues to score extremely well in the provincial government’s Key Performance Indicators. In 2004, we received top ratings for our employment rates for graduates, accessibility and research – we also scored a 95 per cent student satisfaction rate.

The U of L ranked second for student services when compared to 20 other primarily undergraduate universities in the 2004 Maclean’s magazine ranking of Canadian universities.

A New Look for Pronghorn Athletics

The U of L is proud to launch a new logo for Pronghorn Athletics. The old version has proudly been retired and is being replaced with a “new set of horns”.

The U of L is Wired

The U of L’s network consists of a Gigabit Ethernet backbone. Our corporate network is a three tiered network with GigE at the core, a 10/100 switch that is uplinked at GigE in the middle, and then 10/100 switches at the edge, which then extend to every office and ultimately to the desktop.

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## STATEMENT OF OPERATIONS
For the year ended March 31

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2003</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REVENUE</strong></td>
<td></td>
<td>(As restated)</td>
</tr>
<tr>
<td>Grants</td>
<td>$ 62,659</td>
<td>$ 56,931</td>
</tr>
<tr>
<td>Tuition and related fees</td>
<td>30,183</td>
<td>27,143</td>
</tr>
<tr>
<td>Sales of services and products</td>
<td>9,844</td>
<td>9,289</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>2,545</td>
<td>2,068</td>
</tr>
<tr>
<td>Investment income</td>
<td>1,940</td>
<td>2,609</td>
</tr>
<tr>
<td>Gifts and donations</td>
<td>307</td>
<td>369</td>
</tr>
<tr>
<td>Amortization of deferred capital contributions</td>
<td>6,262</td>
<td>6,094</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$113,740</td>
<td>$104,503</td>
</tr>
</tbody>
</table>

| **EXPENSE**          |               |               |
| Salaries             | $58,968       | $52,435       |
| Employee benefits    | 9,694         | 8,956         |
| Scholarships, fellowships and bursaries | 2,586   | 2,357         |
| Supplies and services| 7,977         | 7,164         |
| Cost of goods sold   | 3,041         | 2,862         |
| Travel               | 2,801         | 2,655         |
| Utilities            | 3,022         | 2,771         |
| External contracted services | 2199    | 2,407         |
| Repairs and maintenance| 2,242   |               |
| Professional fees    | 600           | 577           |
| Interest on long term liabilities | 298   | 220           |
| Property taxes       | 199           | 161           |
| Loss on disposal of capital assets | 1       | 199           |
| Unrealized loss on write-down of investments | 85     | 2,755         |
| Amortization of capital assets | 11,557 | 10,922        |
| **Total**            | $105,677      | $100,313      |

| **EXCESS OF REVENUE OVER EXPENSE** | $ 8,063 | $ 4,190 |

### STATEMENT OF CASH FLOWS
For the year ended March 31

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2003</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CASH PROVIDED BY (USED IN) OPERATING ACTIVITIES:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excess of revenue over expense</td>
<td>$ 8,063</td>
<td>$ 4,190</td>
</tr>
<tr>
<td>Non-cash transactions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amortization of deferred capital contributions</td>
<td>(6,262)</td>
<td>(6,094)</td>
</tr>
<tr>
<td>Amortization of capital assets</td>
<td>11,557</td>
<td>10,922</td>
</tr>
<tr>
<td>Loss on disposal of capital assets</td>
<td>1</td>
<td>199</td>
</tr>
<tr>
<td>Unrealized loss on write-down of investments</td>
<td>85</td>
<td>2,755</td>
</tr>
<tr>
<td>Increase (decrease) in long-term employee benefit liabilities</td>
<td>636</td>
<td>(88)</td>
</tr>
<tr>
<td>Increase (decrease) in non-cash working capital</td>
<td>14,080</td>
<td>11,884</td>
</tr>
<tr>
<td>Increase (decrease) in non-cash working capital</td>
<td>267</td>
<td>(785)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$14,347</td>
<td>$11,099</td>
</tr>
</tbody>
</table>

| **CASH PROVIDED BY (USED IN) INVESTING ACTIVITIES:** |               |               |
| Deposit on capital asset | 41 | (41) |
| Sale of investments (net) | 919 | 5,101 |
| Capital asset additions |               |               |
| Internally funded | (6,996) | (7,491) |
| Externally funded | (2,445) | (4,923) |
| Financed | (4,000) | (2) |
| Collection additions | 69 | 31 |
| Proceeds on disposal of capital assets | (12,412) | (7,325) |
| Increase (decrease) in construction accounts payable | (208) | 377 |
| **Total**            | (12,621)      | (6,948)       |

| **CASH PROVIDED BY (USED IN) FINANCING ACTIVITIES:** |               |               |
| Capital contributions received | 2,689 | 5,143 |
| Endowment contributions received | 123 | 144 |
| Capitalized investment earnings | 180 | 274 |
| Long term debt proceeds | 4,000 | - |
| Long term debt repayments | - | (9,910) |
| **Total**            | 6,992         | (4,349)       |

| **INCREASE (DECREASE) IN CASH** | 8,718 | (198) |
| **CASH, beginning of year** | 3,835 | 4,033 |
| **CASH, end of year** | $12,553 | $3,835 |

## STATEMENT OF FINANCIAL POSITION
As at March 31

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2003</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSETS</strong></td>
<td></td>
<td>(As restated)</td>
</tr>
<tr>
<td><strong>CURRENT ASSETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash</td>
<td>$12,553</td>
<td>$3,835</td>
</tr>
<tr>
<td>Accounts receivable</td>
<td>3,990</td>
<td>3,565</td>
</tr>
<tr>
<td>Inventories</td>
<td>541</td>
<td>515</td>
</tr>
<tr>
<td>Prepaid expenses</td>
<td>574</td>
<td>370</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$17,658</td>
<td>$8,285</td>
</tr>
<tr>
<td><strong>DEPOSIT ON CAPITAL ASSET</strong></td>
<td>-</td>
<td>41</td>
</tr>
<tr>
<td><strong>INVESTMENTS</strong></td>
<td>47,815</td>
<td>48,819</td>
</tr>
<tr>
<td><strong>CAPITAL ASSETS</strong></td>
<td>140,412</td>
<td>138,598</td>
</tr>
<tr>
<td><strong>COLLECTION</strong></td>
<td>32,997</td>
<td>32,905</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$238,882</td>
<td>$228,648</td>
</tr>
</tbody>
</table>

| **LIABILITIES AND NET ASSETS** |               |               |
| **CURRENT LIABILITIES**       |               |               |
| Accounts payable and accrued liabilities | $ 4,164 | $ 4,136 |
| Employee benefit liabilities  | 4,428         | 4,691         |
| Deferred revenue              | 664           | 572           |
| Deferred tuition fees         | 3,031         | 2,634         |
| Deferred contributions        | 10,726        | 10,058        |
| Current portion of long term debt | 109   | -             |
| **Total**                     | 23,122        | 22,091        |

| **LONG TERM LIABILITIES**    |               |               |
| Accounts payable - construction projects | 319 | 528 |
| Long term debt               | 3,891         | -             |
| Employee benefit liabilities | 4,644         | 4,008         |
| Deferred capital contributions | 1,282    | 1,038         |
| **Total**                    | 10,136        | 5,574         |

| **UNAMORTIZED DEFERRED CAPITAL CONTRIBUTIONS** | 88,358 | 92,175 |

| **NET ASSETS**               |               |               |
| Investment in capital assets and collection | 81,050 | 79,328 |
| Endowments                    | 11,227        | 10,762        |
| Internally restricted net assets | 5,399    | 5,260         |
| Unrestricted net assets       | 19,590        | 13,458        |
| **Total**                     | 117,266       | 108,808       |

| **Commitments and Contingencies** |               |               |
| **Total**                        | $238,882      | $228,648      |
Engage Your Mind
Expand Your Horizons
Explore Your Future

For more information about the University of Lethbridge visit our website at www.uleth.ca
Campuses in Lethbridge, Calgary and Edmonton

For further information please contact:

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Fax: (403) 329-5130
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