



# UNIVERSITY OF LETHBRIDGE

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## ACADEMIC PLAN

2015 - 2016



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# University of Lethbridge

## UNIVERSITY ACADEMIC PLAN

*We will be Canada's destination for all who seek a comprehensive, liberal education-based university that promotes a diverse and inclusive environment and inspires research-informed teaching and learning, creative discovery, scholarship, professional endeavor, experiential opportunities, and community engagement.*

Destination 2020: Vision & Strategy

### Introduction

The University Strategic Plan provides the overarching framework for the University Academic Plan that draws together the specific initiatives of the five Faculties, the School of Graduate Studies, and the Library. The unit Academic Plans describe specific ongoing and new initiatives developed to support the goals of the University's Strategic Plan Directions as laid out in Destination 2020:

- Excel as a comprehensive university
- Inspire and support student potential
- Promote access to quality, affordable post-secondary education
- Build internal community and enhance relationships with external communities
- Enhance the sustainability of the University

### Liberal Education

The delivery of education at the University of Lethbridge is based on general principles of Liberal Education. Consistent with these principles, the University's approach to Liberal Education rests on four pillars that introduce students to the skills that a democratic society needs:

- Breadth across disciplines
- Connections and integration of knowledge across disciplines
- Critical thinking and problem solving skills
- Education for citizenship

A thorough review of Liberal Education at the University of Lethbridge was initiated over a year ago. The resulting Liberal Education Revitalization Strategy identifies actions to reaffirm and revitalize the University community's commitment to and delivery of Liberal Education to ensure it more explicitly permeates all that we do. The intentional integration of the Liberal Education pillars and skill development into all programs and services provides the U of L with a strategic advantage in the recruitment and retention of students, and in their success as informed and engaged citizens.

*See Appendix A for more on Liberal Education at the U of L.*

## Internationalization

The U of L's Liberal Education commitment to develop global citizens demands a renewed focus on internationalization. In an increasingly globalized world and with changing demographics in Alberta and Canada, the recruitment of international students and faculty, the promotion of student exchanges, the integration of global issues and perspectives in curricula, and the support for collaborative international research among faculty are more important than ever. To this end, a review of all aspects of internationalization at the University was recently completed resulting in an Internationalization Strategy to provide a comprehensive focus and strategy for international efforts across all institutional levels and campuses of the U of L.

The Internationalization Strategy includes a comprehensive approach for innovative, collaborative and integrated leadership in the planning, delivery, and communication of internationalization activities.

Specific actions include:

- Academically strong international students at the undergraduate and graduate level will be recruited and supported
- International student experiences will be made more readily available and will be supported through increased opportunities, more seamless transfer of courses, and a range of supports
- Faculty will be encouraged to incorporate a global focus in their courses
- Faculty will also be encouraged to include an international focus in their research where applicable
- Opportunities for faculty and student exchanges will be enhanced
- International institutional partnerships will be further developed and enhanced

## Academic Directions

In addition to a commitment to Liberal Education and internationalization, three broad areas of focus – our Academic Directions – are central to achieving the academic goals that underpin the University's Strategic Directions:

- 1. SUPPORTING THE STUDENT EXPERIENCE**
- 2. LEADERSHIP IN LEARNING**
- 3. CREATING A COMMUNITY OF LEARNERS**

Within each Academic Direction are academic priorities under which specific objectives are outlined. The University Academic Plan brings together the individual plans of the key academic units and provides direction to all Faculty and student support units in their roles to achieve the academic goals of the University. The five Faculties, the School of Graduate Studies, and the Library contribute to the University Academic Plan via updates to their individual unit plans. These seven units along with the Registrar, Enrolment and Student Services unit, the Teaching Centre, Housing, Advising offices, and the U of L International office each contribute directly to the realization of the plan. Many other units of the U of L contribute indirectly to ensure successful implementation of the Academic Plan.

This document has three sections. The first provides an overview of the overarching priorities and specific objectives for each of the academic directions. The second outlines the individual Faculties' and other units' specific planned initiatives and concordant actions for the 2015-2016 academic year. The third section reports on the progress made by Faculties on the previous year's plans as well as the services provided by student support offices.

## 1. Academic Directions & Priorities

Although there has been no formal template for the individual Unit Academic Plans, they are aligned with the Academic Directions and their concomitant priorities. Each year, the academic units outline ongoing activities and new initiatives that help create an excellent educational experience for all students and contribute to the further development of the U of L as a comprehensive institution. In addition to guiding strategic priority budgeting, the Unit Academic Plans will be used to inform institutional goals and priorities in the 2015/16 Comprehensive Institutional Plan to be submitted to Alberta Innovation and Advanced Education.

The individual unit plans are developed along the following priorities of each academic direction:

### 1. Supporting the Student Experience

- 1.1. Initiatives designed to increase student recruitment, enrolment and retention targets
- 1.2. Broad goals and specific strategies to enhance academic success and support students towards graduation
- 1.3. Initiatives to address non-academic life needs crucial to student success

### 2. Leadership in Learning

- 2.1. Changes to existing programs, development of new programs, and any requests to the Government of Alberta for suspension or termination of programs for both undergraduate and graduate students
- 2.2. Initiatives to support and enhance teaching to provide outstanding learning opportunities to students
- 2.3. Initiatives to support and enhance research, scholarship, and creative activity to ensure the currency of academic programming
- 2.4. Ongoing development and enhancement of program and course delivery

### 3. Creating a Community of Learners

- 3.1. Projects and initiatives to engage students in the University community, particularly those students who have traditionally been underrepresented
- 3.2. Initiatives to encourage and maintain a sense of community among faculty and staff across Faculties and groups
- 3.3. Outreach to Alumni to maintain or re-establish their connection to the University
- 3.4. Promotion of the U of L as a place to learn through enhanced community access to the University campus and programming, and faculty and student participation in community initiatives

While these priorities are categorized according to the distinct Academic Directions, many are interconnected and interdependent.

## ACADEMIC DIRECTION 1

### Supporting the Student Experience

Students are central to all we do at the University of Lethbridge. In addition to facilitating their intellectual growth through directed, high-quality academic and support programs, the U of L is committed to creating an educational environment where our students can grow as citizens. Our engagement with students begins with our recruitment activities to match students with the right program for them. A range of academic and personal support services throughout their academic careers accompany them towards graduation. Because the University experience engages the whole person, students' lives beyond the classroom also require our attention. The following objectives address these priorities.

#### 1.1 Recruitment, Enrolment & Retention Priorities

Objectives identified by the Strategic Enrolment Management Committee and by the Recruitment and Retention Project Teams are key in developing this priority to increase student pathways to post-secondary education.

##### Recruitment and Retention

- Continuously evaluate and refine recruitment practices
- Incorporate the two Student Predictor models (Applicant to Enrolment, and Student Retention Predictor) into student recruitment strategies and activities undertaken by Enrolment Services, the Faculties, and services for students
- Ensure admission and registration schedules align to enable students to access required courses and graduate in a timely manner
- Monitor and systematically manage enrolment including implementing long range and annual University enrolment plans
- Develop initiatives to provide a broader range of pathways and targeted supports for transfer students

U of L's first dual admission initiative with a community college will be piloted in Fall 2015.

- Continue to support and develop retention initiatives that remove barriers and generate student engagement focused on a graduation culture
- Establish connections with local middle and high school students, teachers and district administrators to build familiarity with the University and pride in its accomplishments

##### Pre-University Experience

- Support and develop new programming and relationship building for pre-university students to encourage future enrolment at the U of L

U of L's first dual credit initiative with a local high school will be piloted in Fall 2015.

##### First Year Experience

- Optimize the first year experience through unique community building experiences and opportunities to enhance student engagement

LBED 1850 The First Year Experience: Mapping Our Communities.

## 1.2 Student Academic Support Priorities

Academic and support services that provide students with personal support, academic skills, academic advice, and financial support are crucial to student success, retention and degree completion.

### Student Services

- Enhance existing and continue to develop student academic and personal support structures on all U of L campuses

Learning Strategists, tutors and counselors provide one-on-one support to students.

- Address the unique support requirements of different student groups, including: new high school, transfer, and adult students; undergraduate and graduate students; FNMI<sup>1</sup> students; students with disabilities; international students; residence and commuter students
- Provide academic transition experiences for high school students to encourage University attendance and enhance academic success
- Plan for access to support services and library resources in the new Science and Academic Building

### Academic Advising

- Continue to review leading practices and implement student-centred initiatives designed to optimize student success within the University's policy framework

### Financial Accessibility and Sustainability

- Ensure that financial policies and procedures promote access and do not serve as barriers to post-secondary education
- Ensure the practices of Student Scholarships and Awards are aligned with the University's recruitment and retention practices
- Ensure that policies and procedures for Student Scholarship and Awards enable the efficient and timely transfer of financial support to students
- Increase student scholarships and awards through the coordinated efforts of University Advancement, the Faculties and the School of Graduate Studies

Faculty of Fine Arts specific fundraising efforts will continue to contribute to scholarships and awards for graduate and undergraduate students.

- Educate students and parents about the costs, benefits, and ways to finance a university education.
- Work to address the funding needs for a growing graduate student enrolment: full-time and part-time students; Masters and PhD students; students in programs with specific requirements
- Continue to work with the Government of Alberta to ensure sustainable academic program funding and opportunities for new academic programs

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<sup>1</sup> First Nations, Métis and Inuit

### 1.3 Student Life Priorities

There are many non-academic factors that affect students' University experiences and their abilities to successfully progress through their academic programs towards graduation.

#### **Mental Health Supports**

- Continue providing enhanced supports enabled by Alberta Health funding
- Develop initiatives to address student stress, such as a Fall Reading Break

#### **Student Housing**

- Increase on-campus residence space in Lethbridge

Mount Blakiston House opened in Fall 2013, providing an additional 254 student residence beds.

- Develop and enhance the residence life experience, including food services and residence student programming to ensure student needs are being met
- Better facilitate support for students to find off-campus accommodations and roommates
- Develop ways to assist local students to be an active part of the University community while living at home
- Ensure there are various options for student housing for different student groups including families and graduate students

#### **Supportive Learning Environments**

- Support on-campus and off-campus students by developing and re-imagining spaces as supportive learning environments, e.g., a Learning Commons encompassing academic and other supports and study space, and Collegiums that would be designed to help students build peer support networks
- Continue to develop the Executive in Residence program
- Continue to provide opportunities through the Management Student Professional Development program
- Continue to develop AGILITY (a new program that will provide students with dedicated space and resources, including faculty expertise and guidance, to engage in transformative and innovative research)
- Continue to develop and promote the THRIVE Professional Skills Program for Graduate Students

#### **Cultural, Recreational, and Extracurricular Opportunities**

- Provide educational, recreational, and cultural opportunities to foster student involvement in the non-academic activities of the University such as theatre productions, athletics, and public talks
- Work with local communities to increase available opportunities for culture and recreation through the University

The annual Native Awareness Week celebrates Aboriginal culture and contributions to the U of L. Events include dance and drumming competitions, food, theatre, lectures, traditional crafts, and art exhibits.

## ACADEMIC DIRECTION 2

### Leadership in Learning

The University of Lethbridge is committed to providing students with the best possible preparation for their futures and will offer the academic experiences and opportunities necessary to advance knowledge in Alberta and beyond. As a comprehensive university built on the foundation of Liberal Education and with a commitment to internationalization, we are broad in scope while believing equally in excellence in undergraduate education and the highest level of professional and intellectual advancement through graduate studies.

The realization of the Destination Project, Phase I – the Science and Academic Building, and the Energy/Utility Centre – will be vital to our ability to continue to be responsive to emerging societal and student needs, and to continue the quality improvement of our academic programs. Making use of the extra capacity we have in the Sciences depends on the state-of-the-art, safe laboratory facilities and collaborative spaces planned for the new building. Moving the Sciences to the new building is also a crucial step in re-investing in and revitalizing our Social Science and Humanities programming through upgrades to University Hall. Renovations to University Hall (Phase II of the Destination Project) will create space to enhance the care of and access to our extensive art collection. In addition to expanded art storage, we will build a new visual study area for faculty and students for teaching, learning and research. The general public will also be better able to view and engage with works from the collection.



Model of the Science and Academic Building (Destination Project Phase I)

## 2.1 Programming Priorities

Academic programs form the core of the University of Lethbridge's academic mission. Through rigorous and continuous quality assurance processes, academic programs are developed and regularly adjusted to reflect current states of knowledge and to meet the shifting demands of students and society. The Library provides Information Literacy Programming for undergraduate and graduate students.

### Undergraduate Programming

- Enhance access to undergraduate programming by evaluating and improving existing programs and by developing new programs that build on the strengths and experience of faculty members

The Faculty of Health Sciences has introduced a new major in Aboriginal Health.

- Build interdisciplinary programs that span traditional disciplines and reflect the interests of our faculty, students and society
- Refine and develop curriculum to focus on the needs of students; support program review with curricular changes to streamline students' academic progression and diminish curricular complexity while enhancing the quality of our programs (e.g., review of minors)
- Encourage more students to complete a minor as a means of developing greater academic breadth and experiencing the transdisciplinary nature of a Liberal Education. Completing a minor will also enrich students' perspective on their major discipline

### Graduate Programming

- Improve processes and supports for graduate students

The graduate studies application form, graduate course registration, and thesis submission are now all available on-line.

- Increase access to graduate programs to fuel the University's development as a comprehensive academic and research institution. New Masters and Doctoral degree opportunities will build on our quality undergraduate programs and research expertise to build unique, high quality programs to support the growth of Alberta's knowledge economy
- Explore multidisciplinary approaches to graduate level programming and investigate forming special graduate programming relationships with national and international partner institutions

### Liberal Education

- The University has renewed its commitment to Liberal Education as a strategic priority in the delivery of educational programs. Liberal Education principles will be explicitly incorporated into all programming (*See Appendix A*)

### Experiential Learning

- Enhance opportunities for students to gain direct experience outside the classroom through programs such as Cooperative Education, Applied Studies, or service learning
- Cooperative education placements are now available to graduate students. Continue developing cooperative education opportunities for all graduate students
- Students from all disciplines will have the opportunity to engage in collaborative learning experiences in innovation and entrepreneurship through AGILITY, a new initiative integrating Liberal Education with research and teaching

### Quality Assurance

- Rigorous quality assurance review processes to evaluate and improve existing programs are ongoing with many Academic units already completed. A program review schedule (QA to 2020) ensures systematic review of all academic programs and units, including Centres and Institutes. Results of the reviews are available at: [www.uleth.ca/quality](http://www.uleth.ca/quality)  
(See Appendix B for a three-year schedule of program reviews)

### Sustainability

- Wherever possible, embed the concept of sustainability in programming and curricula. All proposed new programming is made within the context of demand, institutional capacities, and accessible funding. Programs are considered sustainable when there are adequate resources, both funding and human, to implement and deliver them on an ongoing basis

## 2.2 Teaching Priorities

Teaching is fundamental to the University and to our role as a primarily undergraduate institution. As we continue to develop our graduate programs, graduate student learning opportunities need to be expanded without detracting from the undergraduate experience.

### Supporting and Promoting Teaching Excellence

- Expand the recognition of teaching excellence from internal recognition (i.e., Board of Governors' Teaching Chair, Distinguished Teaching Award, Teaching Fellows) and from external agencies via annual nominations to the 3M National Teaching Fellowship, and for various teaching awards
- Explore new ways to identify, recognize, promote and celebrate excellence in teaching
- Provide opportunities for all faculty members and instructors to participate in teaching-oriented conferences and workshops

### Teaching Development

- Support and promote the role of the Teaching Centre in fostering and sustaining outstanding and inspirational teaching (e.g., Instructional Skills Workshop)
- Through the Teaching Centre, implement programs that provide enhanced teaching support to new and existing faculty members and graduate students

Talking About Teaching sessions feature faculty members sharing their insights on teaching with colleagues.

- Ensure teaching development programs and supports recognize the varying demands of undergraduate and graduate instruction
- Mentor graduate students, especially at the doctoral level, to develop teaching skills
- Actively work to enhance teaching and learning environments by reviewing emerging and established best practices in relationship to available facilities on campus (e.g., Student Learning Environment Survey; Learning Environment Evaluation project)
- Design and implement innovative teaching and learning environments such as technology enhanced active learning spaces (SCALE-UP classroom) and flexible learning spaces that enable instructors to employ a range of teaching methods, and students to engage in active learning

### 2.3 Research Priorities

Research, scholarship and creative activity inform teaching and support curricular growth by ensuring the currency of academic programming, and they demonstrate Liberal Education in action. Research and creative activity also provide significant benefits to the wider community and enhance Alberta's economy. As one of Canada's leading research universities, we are committed to creativity and discovery of new knowledge through basic and applied research. Research Infosource currently ranks the U of L 5<sup>th</sup> in Canada in the primarily undergraduate category and 38<sup>th</sup> amongst all universities.<sup>2</sup> Maclean's ranks the U of L 6<sup>th</sup> in terms of total research dollars in the primarily undergraduate category. 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 aging laboratory infrastructures, however, mean that the Science and Academic Building is crucial to U of L researchers' ability to maintain their record of research excellence and contributions. The new equipment is also essential to maintaining undergraduate and graduate engagement in learning and research. A revitalized University Hall will provide enhanced research space for faculty members in the Social Sciences, Humanities, and Fine Arts.



Rendering of state-of-the-art laboratory planned for new Science and Academic Building

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<sup>2</sup> Rankings are determined by amount of research income, research intensity (research income per full-time faculty), research output (number of publications and publication intensity), and quality (citations in peer-reviewed literature).

Source: ReSearch Infosource Inc.: [http://researchinfosource.com/top50\\_univ.php](http://researchinfosource.com/top50_univ.php)

### **Research and Undergraduate Education**

- Provide undergraduate students with opportunities to contribute to the wide array of research and creative activity experiences available at the U of L
- Support students in accessing research scholarships and awards such as the Chinook Summer Research Awards, NSERC Undergraduate Student Research Awards, and CIHR Summer Studentships
- Ensure baccalaureate level academic programs continuously evolve to reflect current states of available knowledge and are informed and shaped by the research conducted at the U of L
- Encourage more qualified students to undertake an Undergraduate Thesis (Faculties of Arts & Science and Management only) to have the experience of completing a sustained piece of research while at the undergraduate level
- Promote the completion of an Undergraduate Thesis as excellent preparation for those students interested in pursuing Graduate Studies

AGILITY, a new innovation and entrepreneurship initiative, will integrate student creativity with excellent teaching and research to address 21<sup>st</sup> century needs.

### **Research and Graduate Education**

- Develop further connections between the School of Graduate Studies and the U of L's research community to promote and support both graduate students and faculty members

### **Communicating Research**

- Ensure preservation of and access to the scholarly output of faculty and students through Library initiatives such as the U of L Institutional Repository, digital collections, and other partnerships
- Ensure research results are shared internally and externally

CURE – Community University Research Exchange – is an annual day-long event featuring faculty and students sharing the research they do involving the community.

### **Academic Support for the Strategic Research Plan**

- Academic units will continue to participate in research planning with the Office of Research Services

## 2.4 Program Delivery Priorities

The University of Lethbridge is committed to being the epitome of Campus Alberta with three campuses in the province since the 1996/97 academic year. The instructional niche occupied by the U of L in Edmonton is, however, now substantially covered by other post-secondary institutions in that city. In appreciation of the strength of the Campus Alberta approach of the post-secondary system, the U of L made a decision to implement the staged closure of our Edmonton campus. Through our continued presence at the Calgary campus, shared with Bow Valley College, Olds College and Athabasca University, and the development of a variety of methods of course delivery, the U of L will continue to promote access to post-secondary education across Southern Alberta.

### Pan-Alberta Campus

- Continue to develop and offer unique programs through our Calgary location to provide post-secondary opportunities, in particular for working adults seeking to enhance their academic credentials
- Planning is in place to assist students at the Edmonton campus to complete their degrees

### Modes of Delivery

- Maintain the University's commitment to face-to-face learning while developing effective means of integrating new learning technologies into the curriculum and supporting new and emerging teaching and learning activities

The SCALE-UP classroom with its collaborative focus provides a more student centred and active learning environment.  
(See photo on page 25)

- Develop an institutional flexible learning strategy and the necessary support to facilitate teaching and learning initiatives such as on-line, SCALE-UP<sup>3</sup>, and flipped classroom pedagogies (lectures posted on-line and class time used for discussion or group projects), and blended learning (on-line combined with face-to-face meetings)
- Continue to encourage student mobility by ensuring transfer agreements support the educational goals of students and of partnering institutions at both the course and program level
- Ensure access to courses through responsive timetabling that integrates with students' life and career commitments
- Ensure student information platforms (e.g., ULink student portal) and course tools (e.g., Moodle) are used to their full extent to support students' learning experiences
- Continue to work to remove barriers in student information systems that limit students' access to tools and processes, e.g., the revitalization of the Banner information system will result in more seamless experiences for students thus improving their engagement with the University

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<sup>3</sup> SCALE-UP stands for Student Centred Active Learning Environment with Upside-down Pedagogies

## ACADEMIC DIRECTION 3

### Creating a Community of Learners

The U of L's iconic University Hall is a distinctive aspect of the Lethbridge landscape and the University is a vital part of the Lethbridge economy, culture and 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. The new Science and Academic Building will be an additional site to foster interaction among students, faculty, staff, alumni and community members.

#### 3.1 Students

An important aspect of students' academic careers is developing a sense of belonging and participating in a community of people that includes those who are very different as well as those with whom they have much in common. Feeling engaged with the university community is crucial to student success and retention, and depends on a culture of inclusivity woven throughout all aspects of the student experience.

- 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)

Iikaiskini, the on-campus First Nations gathering place, opened in December 2014.

- Enhance access to the U of L for international students through greater integration with faculty supports
- Ensure appropriate support services are in place for international students and to encourage all students to engage with and learn from each other
- Develop a global mindset for all U of L students by promoting opportunities to enhance intercultural and international competencies
- Continue to expand exchange opportunities for both incoming and outgoing students.

#### 3.2 Faculty and Staff

Through their commitment to students and to the values of the University, faculty and staff constitute a significant part of the University community.

- Pursue new and innovative ideas to recruit, retain, and support excellence in faculty and staff members
- Provide the tools and enabling mechanisms to assist faculty and staff to maintain and develop their skills
- Ensure that Human Resources orientation activities engage faculty and staff in the U of L, and with the Liberal Education philosophy, and the internationalization strategy
- Commit to succession planning to ensure sustainability
- Promote Supporting our Students, a campaign encouraging faculty, staff and retirees to contribute to student scholarships and bursaries, assisting students in their goal to become active and engaged citizens

### 3.3 Alumni

Acting as ambassadors of the University, the ongoing engagement of alumni with the U of L enhances the current student experience and assists the University in maintaining community connections.

- Support and encourage active alumni engagement with the University and continue to build University pride through the recognition of alumni achievements
- Provide continuing learning opportunities for alumni
- Showcase alumni outcomes with respect to Liberal Education for prospective and current students

### 3.4 Places to learn

The physical and virtual spaces for the delivery of education on the three campuses and the University's physical presence in downtown Lethbridge together enable a dynamic community of learners to thrive. The Destination Project includes plans for a space to serve as a home for the group of STEM programs (ASPIRE) currently dispersed across the campus. This space will provide a central location for the K to 12 students participating in the wide range of available programs.

#### **Our Lethbridge Campus**

- Continue to implement the vision of the Campus Master Plan to support and enhance the academic mission of the University
- Ensure that the capital requirements of the institution continue to meet the evolving and growing needs of academic programming at all U of L campuses
- Continue to plan and implement the Destination Project (The design for the exterior of the Science and Academic building has been chosen and designing of the interior is underway.)
- Continue to develop the University Library as a physical and virtual location that brings together services that support the learning needs of students
- Develop collaborative working zones for students and their mentors engaged in AGILITY

#### **In the Community and Across the Province**

- Build strong connections with southern Alberta communities by promoting and utilizing on and off campus community facilities such as 1st Choice Centre for Sports and Wellness, Max Bell Regional Aquatic Centre, Community Sports Stadium, Northside Recreation Facility, James Foster Penny Building, CASA, and Coutts Centre for Western Canadian Heritage
- Continue to present public speakers who engage, enrich and challenge the U of L and surrounding communities

The U of L hosts a range of speakers series open to the public, including PUBLIC Professor series, Owen G. Holmes lectures, Art Now lecture series, Discovery Lecture series, and many others.

- Sustain and broaden the scope of academic programming offered by the Calgary campus
- Actively pursue opportunities to advance the profile of the Campus Alberta South Partnership in Calgary (U of L collaboration with Athabasca University, Olds College and Bow Valley College)
- As they arise, explore new partnerships and collaborations that will enhance and support academic objectives of the U of L with other post-secondary institutions and with diverse organizations



Discussing the role of plants in protecting riverbanks from erosion.

## 2. Planned Academic Initiatives for 2015-2016

The Academic Plans of each Faculty, the School of Graduate Studies, and the Library outline their ongoing activities that further the goals of their unit, the University's Academic Directions, and the Strategic Directions of the University. These plans also identify new initiatives or new aspects of ongoing activities that they plan to undertake over the 2015 - 2016 academic year. These ongoing activities and new planned initiatives are described below.

See the summary of the top priorities for each Academic Unit on page 24.

## Planned Academic Initiatives for 2015-2016

Faculties of Arts & Science, Education, Fine Arts, Health Sciences, & Management, School of Graduate Studies, other units

### ACADEMIC DIRECTION 1

#### Supporting the Student Experience

	New initiatives or ongoing activities	Unit Responsible
Recruitment, Enrolment and Retention Priorities	Expand ASPIRE (Arts & Science Programs Inspiring Research and Education) to include outreach around Humanities and Social Sciences for K to grade 12 students. Build on the successful Science outreach activities and programs.	Arts & Science: Dean's office and faculty volunteers
	First year experience pilot – Global Citizenship Cohort – scheduled for Fall ‘15. Students take 5 common courses on the theme of Water, Sustainability and Social Justice. Courses include LBED 1500 The First Year Experience: Mapping Our Communities. Continue planning for subsequent years for the cohort.	Arts & Science
	Pilot dual credit program with Lethbridge Collegiate Institute. Courses: LBED 1000 and MGT 1850. U of L will be the first Comprehensive Academic Research Institution in Alberta to deliver an academic intensive dual credit initiative. Partners are Government, School District 51, U of L, and industry. Extend to other schools in and outside of the region. Identify or develop additional courses.	Arts & Science Management
	Pilot dual admission initiative with College of the Rockies in Fall 2015. U of L will be the first Comprehensive Academic Research Institution in Alberta to undertake a dual admission program. Extend initiative to interested Alberta colleges.	All Faculties & Registrar
	Continue to enhance Experience Fine Arts day, targeted faculty visits to high schools, and hosting of band retreats as recruitment events.	Fine Arts
	Formalize hosting of the Centre for Indigenous Theatre into a summer workshop or festival.	Fine Arts
	Balance continued growth at Calgary campus with academic staff capacity.	Management
	Review and revise Faculty plan to recruit more qualified applicants to the Bachelor of Education teacher preparation program.	Education
	Obtain funding to add 7 seats to Bachelor of Nursing After Degree program.	Health Sciences
	Support coordinated efforts to increase international enrolments.	All
	Determine graduate education capacity and establish competitive funding.	Graduate Studies
	Restructure graduate student orientation with Graduate Student Association.	Graduate Studies
	Work with Faculties of Arts & Science and Management to improve departmental vetting and endorsement of graduate studies applicants.	Graduate Studies
	Increase M. Sc. (Management) program enrolment to 10-12 students per year.	Management
	Participate in Advancement activities to raise funds for scholarships and awards to attract and retain graduate and undergraduate students.	All Faculties and all units
Implement a five-year Strategic Enrolment Plan effective Fall 2015.	Associate VP (Students)	

	<b>New initiatives or ongoing activities</b>	<b>Unit Responsible</b>
<b>Student Academic Support Priorities</b>	Purchase and introduce Academic-Zone resource for students struggling academically.	Arts & Science Student Success Centre
	Develop GPA estimator for soft launch in Spring 2016.	IT, Faculties, and Registrar
	Continue and enhance Student Success programs and activities.	Management, Arts & Science,
	Coordinate practicum experience in public health and Aboriginal health.	Health Sciences
	Maintain FNMI student supports with increased funding.	Health Sciences
	Develop new retention initiatives based on recommendations of the ad hoc committee.	Fine Arts
	Use FNMI Advisory Board to build relationship with First Nations communities; continue high school FNMI mentors program; extend FNMI support services to Calgary campus.	Management
	Work with UofL International to encourage more students to pursue international exchanges.	Management
	Create a part-time position to advise graduate students and manage A & S graduate programs.	Arts & Science Graduate Studies
	Expand offerings in the THRIVE program and work with other Alberta institutions to provide collaborative graduate professional skill development.	Graduate Studies
	Continue to build the Abbondanza scholarship endowment fund with new funds being targeted for graduate scholarships.	Fine Arts University Advancement
<b>Student Life Priorities</b>	Develop additional student residence beds.	Facilities
	Implement a fall reading break by Fall 2016.	All Faculties and support services
	Continue implementing new mental health initiatives. Enhance mental health supports through continuous review.	Counselling Services and Health Centre
	Designate a space for graduate students to discuss their research/creative activities in the Faculty's Conversations in the Arts series.	Fine Arts
	Develop an outstanding Student Professional Development Program.	Management
	Engage students in volunteer activities beginning in first year.	Management
	Ensure inclusion in Destination Project of graduate student spaces that foster cross-disciplinary collaboration.	Graduate Studies
	Continue to provide and support student engagement activities	Library

**ACADEMIC DIRECTION 2**

**Leadership in Learning**

	<b>New initiatives or ongoing activities</b>	<b>Unit Responsible</b>
<b>Programming Priorities</b>	Participate in the revitalization of Liberal Education at the U of L.	All units
	Explore the feasibility of offering a Psychology major on the Calgary campus, possibly as a combined degree with Management.	Arts and Science
	Revitalize the BA degrees in Art, Drama, and Music. Convert the BFA in Art History and Museum Studies to a BA. Establish a BA degree in New Media.	Fine Arts
	Implement curriculum changes to the First Nations Governance program as recommended by Aboriginal Advisory Board.	Management
	Create continuing graduate program opportunities for counseling with a route to professional designation as Registered Psychologist.	Health Sciences
	Admit first cohort to Bachelor of Health Sciences in Aboriginal Health (with Arts & Science) Fall 2015; Post-Diploma Bachelor of Therapeutic Recreation intake to begin Fall 2015; Master of Nursing intake to begin Fall 2015.	Health Sciences
	New combined program: Pre-Bachelor of Fine Arts – New Media/Bachelor of Education-CTS New Media Focus to admit first cohort in Fall 2015.	Fine Arts and Education
	Explore new combined degree opportunities.	Fine Arts and Management
	Develop a collaborative summer institute (e.g., Art Therapy, Music Therapy).	Fine Arts and Health Sciences
	Secure support and resources for approved PhD program including new faculty positions and funding for students for July 2016 intake.	Education
	New programs awaiting government system approval: MA in Theory and Social Change; and PhD in Theory and Social Change.	Graduate Studies, Arts & Science
	Awaiting government system approval for PhD in Population and Health Studies.	Health Sciences Graduate Studies
	Develop new interdisciplinary MA program in: Child and Youth Studies; Cultural & Resource Management; Oral History & Tradition.	Arts & Science, Graduate Studies
	New programs under development: Bachelor of HLSC - General Major; B.N. – Practical Nurse to B.N. bridging program; Pre-professional preparation for NESAs program (Nursing) (with Arts & Science).	Health Sciences
	Resume intake to Pre-Engineering program in Fall 2015.	Arts and Science
	Finalize development of Master of Health Management.	Health Sciences & Management & Graduate Studies
	Develop new minors (e.g., Drama for the Calgary campus).	Fine Arts
	Expand and transition CPA Bridging Program.	Management
	Offer a section of Education 2500 in Edmonton in Summer 2015.	Education
	Work with U of L International to develop more student exchange opportunities. Work with the Registrar to improve transfer process for exchange courses.	Arts and Science, Management, Registrar
Establish new opportunities for Applied Studies for undergraduate and graduate students, as well as Co-operative Education opportunities and internship.	Arts & Science, Fine Arts, Management Graduate Studies	
Explore the purchase of Orbis Portal software to provide a more seamless and efficient experience for students seeking to gain program related work through Co-operative Education placements.	Arts & Science and Management Co-op programs	
Review and re-develop Information Literacy Programming.	Library	

	<b>New initiatives or ongoing activities</b>	<b>Unit Responsible</b>
<b>Teaching Priorities</b>	Encourage faculty members to incorporate internationalization concepts into courses.	All Faculties
	Review teaching workloads in preparation for PhD program.	Education
	Establish a Centre for Agricultural Research and Agri-Business Innovation.	Arts & Science
	Develop initiatives on commodity risk management and entrepreneurship related to agriculture.	Management
	Examine application of new course evaluations to studio classes.	Fine Arts
	Support faculty members through study leaves and through reduced teaching load for early career scholars and grant holders.	Health Sciences
	Obtain funding to staff Health Simulation Centre.	Health Sciences
	Continue/expand Executive-in-Residence program.	Management
	Continue Visiting Scholars program funded by Burns Endowment.	Management
	Launch the Management Speakers Series.	Management
	Complete revisions of graduate and undergraduate student evaluation forms and process.	Education
Foster continued growth of graduate supervision.	Arts & Science	
<b>Research Priorities</b>	Develop targets for increasing funding from the Tri-Council and other external funding sources.	Arts & Science Research Services
	Develop a strategic plan to address inter-faculty collaborative research.	Fine Arts, Research Services
	Hire the AIHS Translational Chair in Rural Health.	Health Sciences
	Hire a Research Chair in Potato Science to engage in collaborative research on integrated pest management and variety development.	Arts & Science
	Build on Aboriginal research capacity.	Health Sciences
	Investigate establishing a Research Chair in Education.	Education
	Investigate establishing a Centre in Environmental Sustainability and Centre for Social Responsibility. Expand the Small Business Institute to include family businesses.	Management
	Continue development of AGILITY, an innovation and entrepreneurship program to provide opportunities for students.	Research Services
	Have 50 Research Chairs established by the U of L's 50 <sup>th</sup> Anniversary in 2017.	Research Services
<b>Program Delivery Priorities</b>	Increase summer course offerings, including alternate delivery.	Arts & Science
	Develop courses for on-line or alternate delivery formats.	Arts & Science
	Develop blended delivery for a range of courses.	Management, Arts & Science, Teaching Centre
	Implement recommendations of Quality Assurance Review: review Native Education major; update Guiding Principles of Teacher Education; review program changes to Professional Semester III.	Education
	Investigate possibility of project-based options for culminating activity in select graduate programs.	Graduate Studies
	Continue providing quality information technology support to teaching staff, researchers, students, and support staff in the delivery of academic and research programs.	Information Technology

**ACADEMIC DIRECTION 3**

**Creating a Community of Learners**

	<b>New initiatives or ongoing activities</b>	<b>Unit Responsible</b>
<b>Students</b>	Expand the First Nations Transition Program to include other First Nations students who are admissible to the University.	Arts & Science
	Continue Executive-in-residence program for Scotiabank First Nations, Métis, and Inuit Mentors program.	Management
	Formalize the music conservatory band retreats (middle and high school students interact with Music faculty).	Fine Arts
	Continue to develop “Intersections” as an interactive working space for faculty and students in Digital Art, Digital Audio Arts, and New Media.	Fine Arts
<b>Faculty &amp; Staff</b>	Work with the Teaching Centre to develop a mentorship program for new faculty.	Arts & Science Fine Arts
	Develop ways to better integrate staff at Calgary campus with departments on main campus.	Arts & Science
	Plan teaching retreat for 2015.	Management
	Second an additional First Nations teacher from an FNMI school to support existing and new programs.	Education
	Develop a People Plan for employees using the People Plan survey, focus groups and other resources.	Human Resources
<b>Alumni</b>	Develop a plan to generate strong associations and good stewardship with alumni.	Fine Arts Alumni Relations
	Explore introducing a writer-in-residence program.	Arts & Science
	Continue to build relationships with alumni and donors and highlight alumni successes on website.	Management
	Continue to produce Legacy Magazine in paper and/or online.	Education
<b>Places to Learn/Community</b>	Use the Penny Building for community learning: Fine Arts student exhibits, PUBLIC Professor, symposia.	Fine Arts Arts & Science
	Explore classroom opportunities at local theatres for Calgary students	Fine Arts
	Conduct community presentations to local Rotary and Kinsmen groups to disseminate information about Fine Arts	Fine Arts
	Develop a set of celebratory activities for new graduates following convocation	Fine Arts
	Cultivate and communicate social responsibility and sustainability	Management
	Continue to engage Advisory Boards on Lethbridge and Calgary campuses. Engage FNMI stakeholders through First Nations Governance program	Management
	Continue to enhance the Centre of Financial Market Teaching and Research	Management
	Identify one initiative for the year to help reduce Faculty carbon footprint; report on results.	Education
	Continue developing the Science and Academic Building and Energy/Utility Centre to enable enhanced Science academic program delivery and enhanced community access to University programming	Provost, Facilities, and Arts & Science
	Ensure access to library resources in the new Science and Academic Building	Library

## Top Priorities of each Faculty and the School of Graduate Studies for the 2015 – 2016 Academic Plan

Academic Directions	Arts & Science	Education	Fine Arts	Health Sciences	Management	School of Graduate Studies
Supporting the Student Experience	Develop a coordinated approach to graduate student recruitment, enrolment, registration and support	Expand recruitment activities and outreach to undergraduate and graduate students	Target recruitment initiatives by refining current successful activities and developing new ones	Maintain student numbers in the Addictions Counselling program by maintaining current instructional capacity	Expand recruitment and increase retention of qualified students by promoting unique Management programs	Enhance graduate enrolment by determining graduate education capacity and establishing funding packages
	Implement First Year Cohort program and develop subsequent elements of the program	Increase scholarship supports for graduate and undergraduate students	Improve student engagement for both undergraduate and graduate students	Obtain additional continuing funding to maintain FNMI student support in current programs and provide support to students in new programs	Offer students an exceptional student experience, beginning in first year	Ensure that student information systems are configured for optimal management of graduate student academic progress and completion
	Expand pre-university outreach to include Humanities and Social Sciences under the ASPIRE umbrella		Enhance donor stewardship to enable funding of scholarships and endowed chairs	Obtain additional funding to add 7 BN After Degree seats, bringing the admission intake back up to 28	Increase opportunities for access for Aboriginal peoples	Work with Faculties to improve and develop advising and mentorship for graduate students
Leadership in Learning	Explore and develop alternate course delivery methods including on-line and blended, video-conferencing, summer workshop	Engage a Quality Assurance Review of the Master of Education programs, scheduled for 2015	Expand curricular opportunities including new cross-disciplinary options, new laddering options, expansion of minors	Obtain continuing positions to staff the Health Simulation Centre	Strengthen academic quality through revitalization of academic programs and recruitment of continuing faculty	Ensure inclusion of graduate student needs in all aspects of the University, such as awarding of research chairs, and the Destination Project
	Develop new programs at the undergraduate and graduate level in response to student interest/demand	Revitalize components of the undergraduate program in line with the results of the Quality Assurance Review			Expand opportunities for experiential learning, including coop education and international exchanges	Implement recently approved graduate programs and continue to develop new programs
		Develop the PhD program for Summer 2016 intake including securing instructors and student funding	Ameliorate the research profile for the Faculty	Secure a pathway for students wanting a Counselling Masters in Addictions and Mental Health		
Creating a Community of Learners	<p>Destination Project Phase I:            Conduct curriculum reviews to plan academic program changes to best utilize the transdisciplinary approach inherent in the Science and Academic Building.            Continue planning of the Science and Academic Building and the Energy/Utility Centre.            Include plans for satellite Library space and programming in the new building.</p>					



The new SCALE-UP classroom showing utility for modern language instruction and learning.

### 3. Academic Plan Progress and Metrics for 2013 – 2014

There were a number of academic related initiatives during the 2013/2014 academic year which were completed or for which a significant stage in their progress was achieved. Some of these are highlighted here. Most units collect statistical data to track activities and measure change. The National Survey of Student Engagement identifies University of Lethbridge specific metrics and provides data comparisons to Alberta institutions and comparator institutions (similar size and foci), as well as data based on Canada-wide averages. Data is also gathered and disseminated by the Canadian University Survey Consortium and the Graduate Outcomes Survey.

*Additional metrics are available in Appendix C.*

## Academic Plan Progress and Metrics for 2013-2014

### ACADEMIC DIRECTION 1

#### Supporting the Student Experience

##### 1.1 Recruitment, Enrolment and Retention Priorities

- Undergraduate enrolment numbers declined again, especially for transfer students, however, our graduate student enrolments continue to increase. Enrolment of transfer students has declined by 27% over the past five years.
- In response to these declines, faculties engaged in a range of outreach activities in the local junior and high schools and continue to work with the Registrar to improve transfer credit assessment processes.
- Our retention rate for first year students to second year, on the other hand, has been steadily improving, reaching a recent high of 77.1%. A number of factors contribute to this trend.

##### *Enrolment*<sup>4</sup>

	Fall <u>2012</u>	Fall <u>2013</u>	Fall <u>2014</u>
<u>Degree Level</u>			
Undergraduate	7764	7662	7498
Graduate	489	550	561
Total	8253	8212	8059

##### *First Year*

##### *Retention Rate*<sup>5</sup>

	Entry Semester		
	Fall <u>2011</u>	Fall <u>2012</u>	Fall <u>2013</u>
<u>Degree Level</u>			
Undergraduate	75%	76.5%	77.1%

- The early admission deadline for first-time Canadian high school students was moved up to 15 December (from 1 March) effective 2014 for incoming Fall 2015 students. This aligns with the application deadline for Board of Governors' Scholarships, and moves up the lottery for housing to February (from April). New students will henceforth have the opportunity to find out much sooner that they have been admitted to the University and to residence.
- The tuition deposit has been increased from \$100 to \$200 effective for Spring 2016 to better match the U of L's quality programming and teaching.

<sup>4</sup> Enrolment is measured as of December 1 in the respective year. With the exception of Nursing placeholders, all students registered as a placeholder have been included. Undergraduate refers to all undergraduate degree, diploma and certificate programs. Students in Open Studies are included as undergraduates. Graduate refers to all master and doctorate degree, diploma and certificate programs. Students in Open Studies are included as graduates.

Source: Student Information System

<sup>5</sup> The retention rate includes all students that persist to second year in full or part-time studies that were full-time students in their semester of entry. Students registered as a placeholder in their second year have been included in the retention rate. All measurements are taken on December 1st. Undergraduate refers to all undergraduate degree and diploma programs. Transfer and one-year certificate programs and Bachelor of Nursing students entering Lethbridge College have been excluded from the retention rate.

Source: Student Information System

Specific recruitment activities of Faculties:

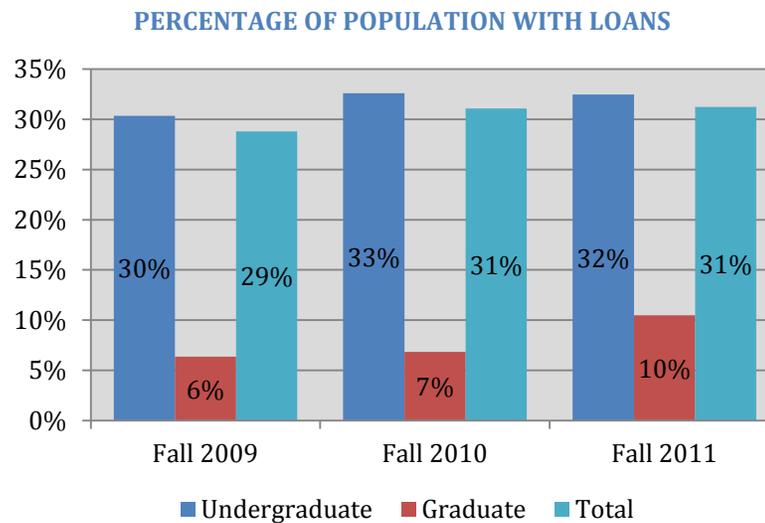
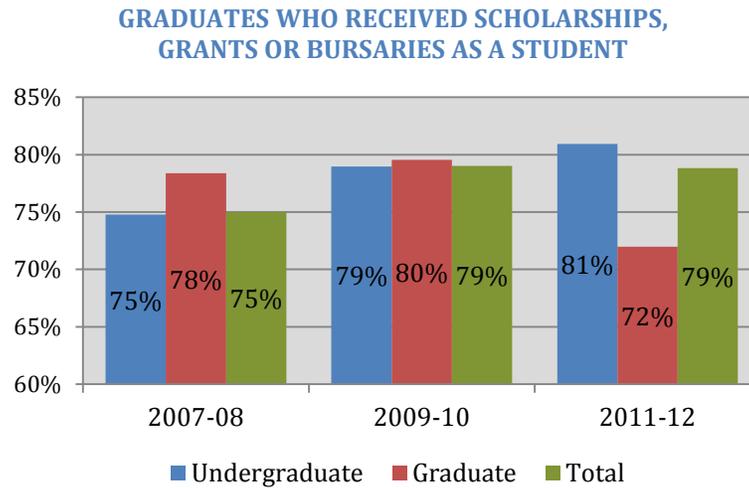
- Experience Fine Arts Day brought 525 Grade 11 and 12 students to the Lethbridge campus for a day of activities.
- Twenty-five junior and high school bands came to U of L to work with Music faculty and Conservatory instructors.
- ASPIRE – Arts & Science Programs Inspiring Research and Exploration – was created as an umbrella for all Arts & Science outreach programs and incorporates work experience for current U of L students. One example is Destination Exploration which encompasses 10 different programs and had 2,256 individual participants in 2013/14.
- Faculty members from all four Fine Arts departments visited high schools in the local and surrounding area to present their work and discuss programs.
- Fine Arts hosted the successful initial Centre for Indigenous Theatre in Summer 2013 with 30 FNMI participants and have made it a regularized event.
- The Faculty of Management created an FNMI Advisory Board and launched a new mentor program for FNMI junior and senior high school students.
- School of Graduate Studies launched its completely restructured website focused on communicating to prospective students.
- Prospective graduate students can now use the on-line application form thus streamlining the process.

## 1.2 Student Academic Supports Priorities

Over the course of the 2013/14 academic year:

- The **Student Success Centre** provided students with a range of services:
  - o 1,732 hours of tutoring over the course of the year
  - o 363 one-on-one study skills sessions the Learning Strategist
  - o 52 study skills presentations
  - o 18 dog therapy visits with over 1215 participants facilitated by the Mental Health Educator
  - o 124 University community members were certified in Mental Health First Aid, a new program requiring 12 hours of instruction
- The Library's Peer Assisted Technology Support Students (PATSS), working part-time during the Fall and Spring semesters, answered 1,657 technology related questions from students. There were 9 PATSS working in the Library, and 3 in the Collaborative Learning Centre.
- From the U of L's **Scholarship and Student Finance** office:
  - o A total of \$2,980,294 was disbursed to 1941 undergraduate students
  - o 48% of new high school students, 25% of transfer students, and 25% of all continuing undergrad students received a scholarship or bursary from the University
  - o 159 Masters and PhD students received a total of \$530,925 resulting in 36% of full-time graduate students receiving funds from this source
  - o Another 2265 students (graduate and undergraduate) received a total of \$3,302,015 that was distributed to students on behalf of the Alberta Scholarships Program
- In addition, many students particularly graduate students, received awards that are not administered by the Scholarship and Student Finance office.

- According to Canadian University Consortium Survey data, by the time they graduate, a majority of U of L students have accessed financial assistance. Undergraduate students have been accessing financial support at an increasing rate, while graduate students' rate of accessing support declined in the last year of the survey. See Appendix C for additional information.



- The on-line application form, on-line registration, and on-line thesis submission are now available for graduate students.
- A total of 18 **academic advisors** in 7 Advising offices across the three campuses held over 9,500 one-on-one sessions with individual students (not distinct/unique students as some students see an advisor more than once in a semester) with 7,400 of those being in Arts & Science.
- Canadian University Consortium Survey data indicate that of first year students who reported using Academic Advising at the U of L in 2013, 90% reported being very satisfied or somewhat satisfied. Among senior year students (about to graduate) surveyed in 2012 who reported using Academic Advising, 85% reported being satisfied or somewhat satisfied.

### 1.3 Student Life Priorities

- The Faculty of Fine Arts hosted a Meet and Greet to welcome all first-year Fine Arts students.
- The opening of a new residence – Mount Blakiston House – in the Fall of 2013 increased the total number of beds available to undergraduate students by 254 beds to a total of 951, an increase of 36%. Seventy percent of the Lethbridge campus student body is from outside the Lethbridge region.
- The additional residence space means that a greater proportion of first year students have the option of living in residence, a factor known to contribute to their persistence to second year.

Where are you currently living? <sup>6</sup>	First Year Students	
	2010	2013
With parents, guardians, or relatives	29%	23%
In on-campus housing (residence, dormitory, etc)	33%	41%
Rented housing (shared or alone)	35%	32%
In a home that you personally own	1%	3%
Other	2%	1%

- Housing Services offered over 20 educational sessions and workshops in the areas of academics, well-being, scholarships, personal growth and professional development.

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<sup>6</sup> Source: Canadian University Survey Consortium

## ACADEMIC DIRECTION 2

### Leadership in Learning

#### 2.1 Programming Priorities

- Program initiation funding acquired/approved for new programs to begin in Fall 2015:
  - o Bachelor of Aboriginal Health (HLSC)
  - o Post-diploma Bachelor of Therapeutic Recreation (HLSC)
- The Faculty of Fine Arts introduced four new courses on the Calgary campus enabling Calgary Management students to complete a minor in New Media.
- New Chairs hired in 2013 or 2014:
  - o Emmy Droog Chair in Complementary Health
  - o AIHS Chair in Aboriginal Health
  - o AGRI Research Chair
- An additional 36 students were admitted to the Bachelor of Education program for a combined total of 252 new students in 2013/14.
- The Alberta Graduate Outcomes Survey indicates that U of L students find work that generally fits their program and their skills and abilities. *See Appendix C for details.*

#### 2.2 Teaching Priorities

- The Teaching Centre works with all Faculties to foster a culture of excellence in teaching by facilitating professional development opportunities and the adoption of innovative teaching practices. A few of the very many initiatives the Teaching Centre undertook in 2013/14 are:
  - o Talking about Teaching speaker series (5 sessions)
  - o [He]art of Teaching peer mentoring (5 sessions with 7 different volunteer faculty)
  - o Green Chair Interviews (8 interviews video recorded)
  - o Graduate Student Professional Development Program (one of the many activities: 7 Workshops totaling 20 sessions and 266 participants)
  - o One-to-One Teaching Consultations
  - o Instructional Skills Workshops
  - o Surveys: Student Learning Environment Survey, Testing Centre Survey, Learning Environment Evaluation Project

#### *Overall Quality of Teaching:*

*Generally, I am satisfied with the quality of teaching I have received.*

	First Year		Senior Year	
	2010	2013	2009	2012
Strongly Agree	29%	31%	27%	38%
Agree	64%	61%	67%	54%
Disagree	6%	8%	6%	6%
Strongly Disagree	1%	1%	1%	2%
Total	100%	100%	100%	100%

Source: Canadian University Survey Consortium

- The Faculty of Education piloted a course evaluation tool embedded in Moodle to provide more relevant and accurate information.
- Mentorship and orientation sessions provided to the 9 new faculty hired to begin to fill the 15 vacancies in the Faculty of Education.
- Teaching Development Funds (up to \$5,000 each) were awarded to four faculty members for projects to enhance teaching effectiveness:
  - o Shamsul Alam: *Development of real-world financial trading practice cases*
  - o Howard Cheng: *Towards Automated Grading for Programming Courses*
  - o Amy von Heyking: *Hands-on History of Education: Using Inquiry-based Teaching to Foster Historical Thinking*
  - o Janet Youngdahl: *Enhancing Introduction to Early Music History: Capturing Live Performance on Historical Instruments*
- The tenure/tenure track to sessional instructor ratio shows little variation over the last three year period.

**Faculty  
Composition<sup>7</sup>**

Faculty Type	Year		
	2012	2013	2014
Tenured	282	283	269
Tenure-track	56	56	57
Sessional	185	156	160
Tenure/Tenure-track to Sessional Ratio	1.8	2.2	2.0

**2.3 Research Priorities**

- An interdisciplinary research nexus entitled “Intersections” began in Fine Arts in the past year involving the Art, Music and New Media departments.
- The U of L Art Gallery published a book – *Complex Social Change: teaching, performing, exhibiting, designing, mapping* – chronicling an interdisciplinary research program and collaborative partnership. The project included art exhibitions, performances, video screenings, a Liberal Education course on activism, a website and social media posts, guest lectures, and an activist theatre presentation.

**2.4 Program Delivery Priorities**

- The E-thesis submission project is completed and all graduate students are now able to submit their theses electronically, which will improve the review and approval processes.

<sup>7</sup> Faculty members classified as Continuing and all Academic Assistants have been excluded from the ratios. Faculty measures are taken as of April 30<sup>th</sup> during the respective year.

Source: Human Resources Information System

## ACADEMIC DIRECTION 3

### Creating a Community of Learners

#### 3.1 Students

- While enrolment in the First Nations Transitions Program is down slightly, international student enrolment continues to increase.

<i>First Nations, Métis and Inuit<sup>8</sup> Undergraduate and Graduate Enrolment</i>	Fall Semester		
	Fall 2012	Fall 2013	Fall 2014
FNMI	421	409	407
FNMI Percentage of Total Enrolment	5.0%	4.9%	4.9%

<i>International Undergraduate and Graduate Enrolment<sup>9</sup></i>	Fall Semester		
	Fall 2012	Fall 2013	Fall 2014
International	447	484	547
International Percentage of Total Enrolment	5.3%	5.8%	6.7%

- Faculty of Management students completed 189 Co-operative Education work-terms in 2013/14, down from a total of 242 in 2012/13.
- Faculty of Arts and Science students completed 282 Co-op work-terms in 2013/14, an increase of 62 placements from 2012/13 (220 Co-op work terms). Students completed 151 Applied Studies courses in 2013/14, a decrease from the 207 Applied Studies courses completed in 2012/13.
- The Faculty of Management started a Student Professional Development Program in Fall 2013 to provide students with professional and personal development opportunities. A total of 21 events were held from Fall 2013 to Spring 2014 including dinners, workshops, Executive-in-Residence, conferences and speakers. *See Appendix D for a complete list of activities.*
- New exchange relationships created in the past 3 years increased the total number of exchange partners to 31. The Management Faculty exchange program sent 84 students on exchange and received 78 students at U of L.
- Students in the Integrated Management Experience course raised \$18,170 for Lethbridge Family Centre’s Westside Building Families campaign.
- Management students raised \$39,000 and awareness for local charities through JDC activities, by organizing the “5 days for the homeless event, and by conducting a “Radio-thon”.

<sup>8</sup> FNMI students are those who have self-identified. Enrolment is measured as of the third week in September in the respective year. With the exception of Nursing placeholders, all students registered as a placeholder have been included.

Source: Student Information System

<sup>9</sup> Enrolment is measured as of the third week in September in the respective year. With the exception of Nursing placeholders, all students registered as a placeholder have been included.

Source: Student Information System

### 3.2 Faculty and Staff

- Faculty of Education hired a new Aboriginal Studies faculty member to ensure the successful renewal of the Native Education Major in the Bachelor of Education program.
- In September, the Faculty of Fine Arts hosted a Meet and Greet for all first year Fine Arts students and hosted a barbecue for all Fine Arts faculty, staff and graduate students to orient and welcome new students, faculty and staff.
- Faculty of Education implemented a mentorship program for new Faculty members.
- Staff, faculty and retirees have contributed approximately \$1.5 million since 2005 to scholarships and bursaries through the Supporting our Students campaign, with an additional \$500,000 in matching funds received from 2006 to 2010 through the Alberta Government's Access to the Future Fund.

### 3.3 Alumni

- 25 alumni artists participated in the inaugural *En Plein Air: An Afternoon of Art and Music in the Garden* event held at the Coutts Centre with the resulting art subsequently displayed in the Penny Building.

### 3.4 Places to learn

- In June 2014, the U of L and Red Crow Community College signed an agreement that formalizes their long-standing relationship and sets the stage for greater collaboration in the areas of academic programming, research, innovation and community service.
- The Music Conservatory's move to CASA, the new community arts centre in downtown Lethbridge resulted in a 20% increase in student enrolment in music lessons. The Conservatory's downtown performance of Hansel and Gretel attracted 5,500 school children.
- Many MFA exhibitions, New Media undergraduate shows, curated Art show and a TheatreExtra production were held in the Penny Building making them more accessible to the public.
- Three successful public events organized by the Faculty of Fine Arts were held at the Coutts Centre: *Music in the Meadow*, *Shakespeare in the Garden*, and *En Plein Air*.
- Brain Awareness Week, hosted by the Canadian Centre for Behavioural Neuroscience, included:
  - o Public lecture by Dr. Gerlinde Metz at Yates Memorial Centre attended by over 350 people
  - o Presentations at 4 area schools, Lethbridge College and Senior Citizens Organization
  - o Open house at the CCBN with community organization exhibitions, attended by over 100 adults and children
- The Library hosted a range of public displays and events including National Novel Writing Month, Erin Moure poetry reading, therapy dog sessions, Freedom to Read week and an e-book launch.

## APPENDIX A

### 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><b>Liberal Education Definition:</b></p>	<p><b>Liberal Education at its broadest encompasses four main aspects or pillars.</b></p> <ol style="list-style-type: none"> <li>1) <b>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.</b></li> <li>2) <b>The ability to connect and integrate knowledge beyond their own disciplinary boundaries is crucial.</b></li> <li>3) <b>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.</b></li> <li>4) <b>Education for citizenship, which encourages students to be contributing community members on all levels, and to participate in the running of those communities.</b></li> </ol>
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<p><b>Liberal Education Objective</b></p>	<p><b>To develop the multi-disciplinary learning and thinking skills to enable individuals to contribute to their communities at all levels.</b></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"> <li>• Knowledge across a range of disciplines</li> <li>• Understanding the creation and uses of knowledge in multiple areas</li> <li>• Adaptability</li> <li>• Information literacy</li> <li>• Visual literacy</li> <li>• Quantitative literacy</li> <li>• Statistical literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing how knowledge is created and used in various disciplines</li> <li>• Understanding complex issues from multiple viewpoints</li> <li>• Learning agility</li> <li>• Interpersonal skills</li> <li>• Teambuilding skills</li> <li>• Communication skills</li> <li>• Self-expression</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Problem solving</li> <li>• Synthesis &amp; integration of knowledge</li> <li>• Analytical reasoning</li> <li>• Logical reasoning</li> <li>• Evidence based reasoning</li> <li>• Preparing and defending arguments</li> <li>• Formulating good questions</li> <li>• Writing and communication skills</li> <li>• Learning to learn</li> <li>• Learning agility</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding complex social issues from multiple viewpoints</li> <li>• Questioning mind, curiosity</li> <li>• Ability to work towards public good</li> <li>• Making informed and evidence-based decisions</li> <li>• Leadership skills</li> <li>• Using global perspectives</li> <li>• Engaging Difference</li> <li>• Transcultural understanding</li> </ul>

## APPENDIX B

## QUALITY ASSURANCE

## Schedule of Reviews and Progress Reports, 2015 to 2018 (as of April 2015)

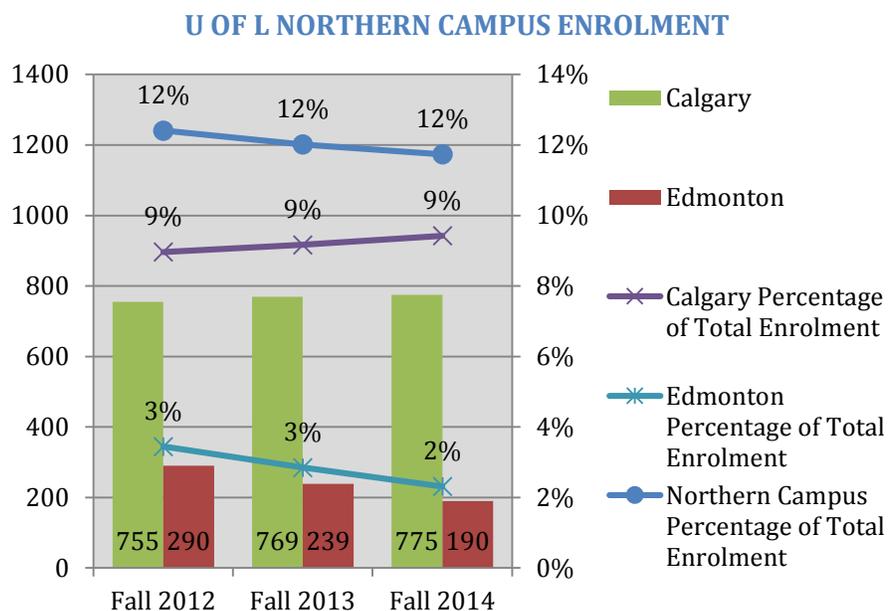
Year:	QA Reviews Scheduled:	QA Progress Reports Scheduled:
2015	Dept. of Anthropology Dept. of Chemistry and Biochemistry Dept. of Geography Mathematics Computer Science Master of Education Master of Science – Management Theory into Practice Program  <u>Continuing reviews:</u> Dept. of Philosophy Dept. 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	<b>One year reports:</b> Dept. of English Dept. of Native American Studies Dept. of New Media Dept. of Physics and Astronomy Dept. of Political Science Master of Arts  <b>Three-year reports:</b> 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)	<b>One-year reports:</b> Dept. of Religious Studies First Nations Transition Program  <b>Three-year reports:</b> 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	<b>Three-year reports:</b> 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 C

### ADDITIONAL ACADEMIC PLAN METRICS

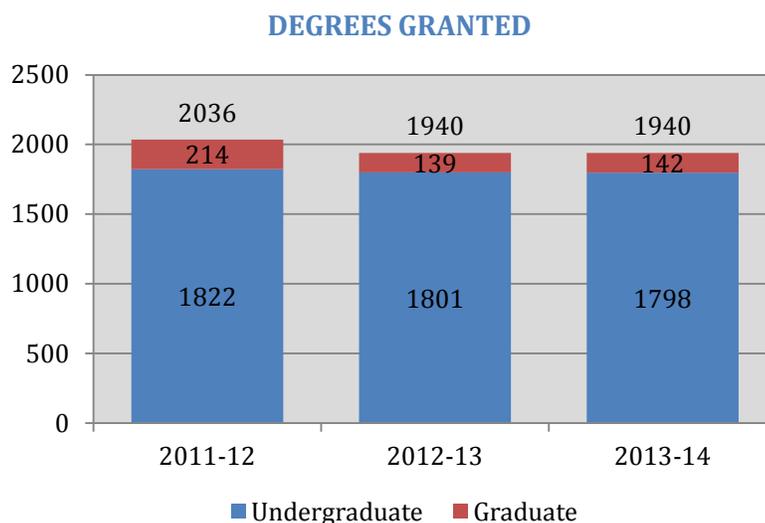
#### Northern Campuses

Opened in 1996 in response to unmet needs in Calgary and Edmonton, the Northern campuses have been an important aspect of the U of L's contribution to Campus Alberta. Over the past five years, other institutions in Edmonton have been able to meet these students' needs.



#### Degrees granted

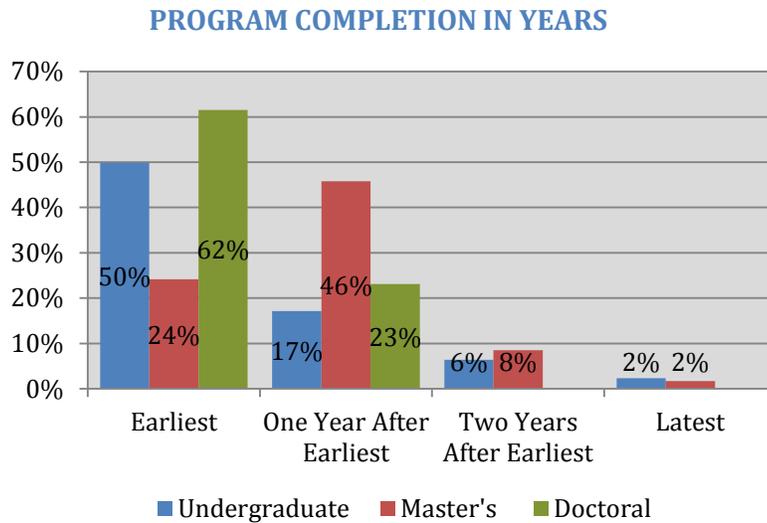
The number of degrees granted by the U of L over the past three years:



Source: Student Information System

**Time to program completion**

Students take varying lengths of time to graduate. The earliest year of completion is the academic year during the final year of study, typically the first year for a certificate, second year for a Master’s degree, fourth year for a Bachelor’s or Doctoral degree, and fifth year for a combined degree.



Source: Student Information System

**Students’ financial situation**

In spite of accessing financial support, a significant portion of undergraduate students work while attending classes.

<b>Are you employed during the current academic term (excluding work related to your co-op program)?</b>	Undergraduate Students		
		2008	2011
	No, and I am not seeking work	40%	32%
	No, but I am seeking work	14%	18%
	Yes, on-campus	5%	5%
	Yes, off campus	38%	42%
Yes, both on- and off-campus	4%	3%	

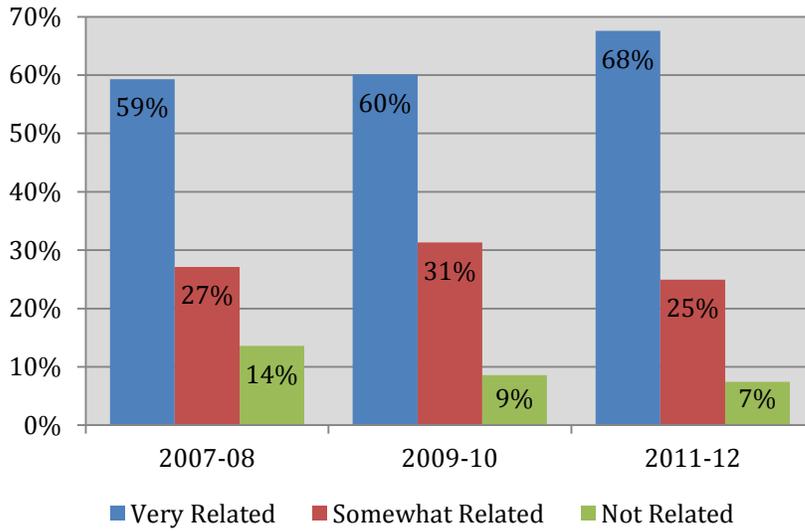
<b>On average, how many hours are you employed per week (excluding work related to your co-op program)?</b>	Undergraduate		
		2008	2011
	10 hours or less	27%	26%
	11 to 20 hours	36%	37%
	21 to 30 hours	20%	14%
	Over 30 hours	18%	23%
Mean	20.2	20.5	

Source: Canadian University Survey Consortium

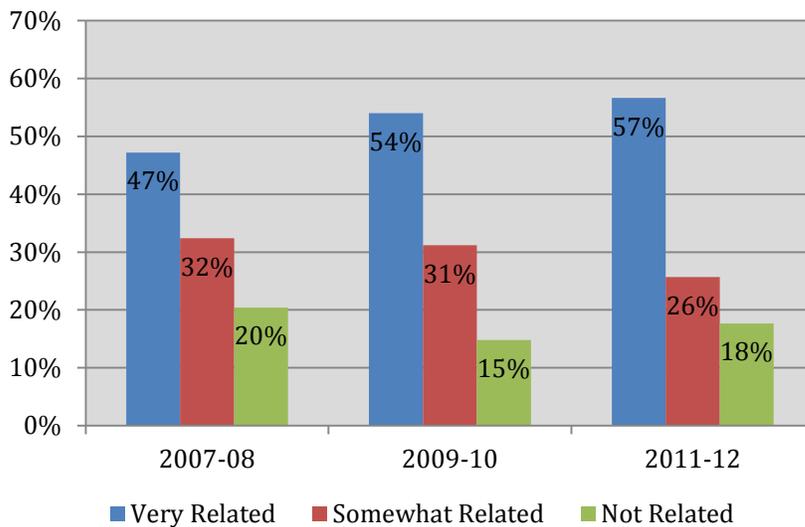
**Graduate Outcomes**

The Alberta Graduate Outcomes Survey reports graduates' experience of fit between their jobs and their programs and general skills and abilities by the year of their graduation.

**RELATION OF JOB TO GENERAL SKILLS AND ABILITIES**



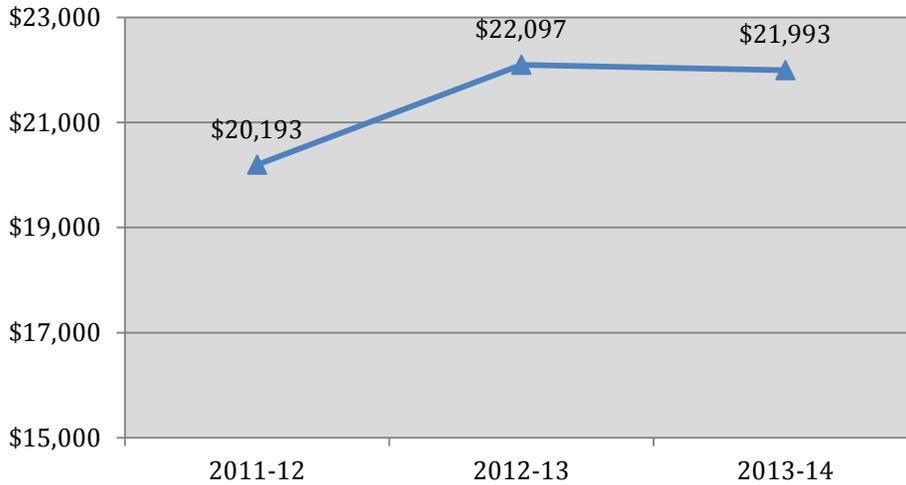
**RELATION OF WORK TO PROGRAM**



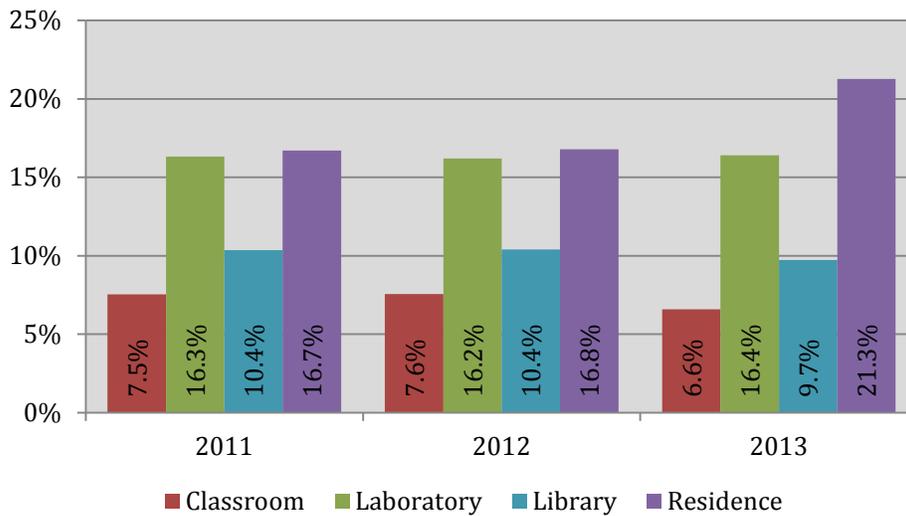
Source: Alberta Graduate Survey Outcomes

**Costs and space per Full-Load Equivalent**

**OPERATING COST PER FLE**



**SELECTED SPACE PER FLE**



**PERCENTAGE OF NET ASSIGNABLE SPACE PER FLE BY USE**

Year	Classroom	Laboratory	Office	Library	Special	General	Central	Health	Residence	Unclassifiable	Total
2009	7.2%	15.5%	21.8%	10.1%	11.0%	8.8%	3.8%	0.1%	15.0%	6.6%	100.0%
2010	7.5%	16.3%	22.3%	10.4%	11.5%	9.3%	4.0%	0.1%	15.6%	3.0%	100.0%
2011	7.5%	16.3%	21.3%	10.4%	11.6%	9.3%	4.0%	0.1%	16.7%	2.7%	100.0%
2012	7.6%	16.2%	21.4%	10.4%	11.7%	9.4%	3.9%	0.1%	16.8%	2.5%	100.0%
2013	6.6%	16.4%	20.4%	9.7%	11.1%	9.6%	3.8%	0.4%	21.3%	0.8%	100.0%

Source: University of Lethbridge, Facilities

## APPENDIX D

## FACULTY OF MANAGEMENT STUDENT PROFESSIONAL DEVELOPMENT PROGRAM

## Activities and attendance during the 2013-2014 academic year

## ANNUAL AREA DINNERS

Event	Attendance
Pacioli Accounting Evening - networking and speaker on a topic relevant to those in and entering the profession	70 students and 44 industry professionals
HRIA Human Resources Evening - networking and speaker on a topic relevant to people in and entering the Human Resources profession	65 students and 15 industry professionals
Marketing Evening - networking and speaker on a topic relevant to those in and entering the profession	61 students and 17 industry professionals
Social Responsibility Lunch - Alumna, Angela Thompson-Sotiropoulos spoke on partnering social responsibility and business	44 students

## EXECUTIVE IN RESIDENCE PROGRAM

Executive	Attendance
Anil Periera – was at U of L Nov. '13 and Mar. '14, speaking in classes and conducting presentations on all three campuses; focused on course content and professional success by drawing on his business experiences	Over 800 students participated Over 200 community members attended open presentations

## FACULTY OF MANAGEMENT WORKSHOPS

Workshop	Attendance
Student Leadership Workshop - ½ day workshop for incoming student leaders (MSS, JDC, SU, Accounting Club, and Rotaract, focusing on leadership strategies and processes	23 students
Personality Dimensions Workshop – a workshop focused on a short questionnaire to reveal temperament preference, and create a common language of understanding of the self.	30 students
Emotional Intelligence/Dynamic Communications Workshops (2 iterations) - focused on the five dimensions of Emotional Intelligence and skills to increase personal EQ and better understand communication styles	44 students attended the first workshop 52 attended the 2 <sup>nd</sup>
Strengths Finder Workshop (4 iterations) - Clifton Strengths-Finder measures the presence of 34 talent themes. Talents are people's naturally recurring patterns of thought, feeling, or behaviour that can be productively applied.	23 students attended the first workshop 14 attended the 2 <sup>nd</sup> 17 attended the 3 <sup>rd</sup> 26 attended the 4 <sup>th</sup>
Leadership and Influence Workshops (2 iterations) - how individuals in a “leadership role” within an organization can influence and provide positive leadership through ideas and action	46 students attended the first workshop 51 attended the 2 <sup>nd</sup>
Strategic Networking Workshops (2 iterations) - a workshop focused on networking and relationship building	23 students attended the first workshop 27 attended the 2 <sup>nd</sup>
Entrepreneur Boot Camp – a 1.5 day workshop for current and potential student entrepreneurs focusing on all aspects from idea generation, through proof of concept to commercialization	21 students attended

<b>ANNUAL STUDENT CONFERENCE</b>	
<b>Sessions</b>	<b>Attendance</b>
Student Professional Development Day - two day conference features professional development seminars sandwiched by two keynote speakers on Thursday night (networking dinner) and Friday afternoon that are open to the public	102 students attended
Thursday Night Speaker - Zahra Al-Harazi, Founder and now sole owner and Creative Director of Foundry Communications – an internationally awarded marketing and communications studio	150 attendees
Friday Afternoon Speaker - Dan Thurmon, focused on help ing to empower people and organizations to achieve success	419 attendees

**CPA SPEAKER SERIES**

<b>Speaker</b>	<b>Attendance</b>
Brett Wilson (Entrepreneur and star of “Dragon’s Den) - spoke on “Redefining Success”	524 attendees

**COLLABORATIVE INITIATIVES**

<b>Event/Activity</b>	<b>Attendance</b>
Industry Panels - Panel discussions featuring industry professionals to help student learn about specific vocational areas (finance, accounting, marketing)	Approximately 100 students
Industry Tours – to allow students to experience applicable workplace environments	Approx. 50 participants
Industry Information Sessions - sessions facilitated by organizations wishing to hire students for co-op, summer and post-graduate employment	Approx. 400 attendees
U of L Career Fair - focused on co-op, summer and post-grad employment	Approx. 800 attendees
Management Student Society (MSS) Etiquette Dinner - networking dinner MSS organizes in collaboration with the PDP that educates students on business etiquette and networking	110 students attended

**EXTERNAL DINNERS/CONFERENCES (ACTIVE PARTICIPATION REQUIRED)**

<b>Event</b>	<b>Attendance</b>
“Up the Down” Finance Dinner	8 students participated
National Business School Conference	2 students participated
ASEC Conference	3 students participated
ASAC Conference	3 students participated
CFA Forecast Dinner	6 students participated

**COMPETITIONS**

<b>Competition</b>	<b>Participants</b>
JDC Mock Business Case Competitions – 3 competitions; training for 8 teams to enter the JDC West Case competition	36 students participated
South Venture Business Plan Competition – business plan competition open to all students in Southern Alberta; hosted by U of L Faculty of Management	18 entries
KPMG Case Competition	30 students participated
Supply Chain Management Association of Alberta	3 students participated and won 1 <sup>st</sup> place
HRIA Case Competition	3 students participated and won 1 <sup>st</sup> place
MIMC Marketing Competition	3 students participated and won 2 <sup>nd</sup> place
Guelph International Agribusiness Case Competition	2 students participated and won 1 <sup>st</sup> place
CPA Board Governance Case Competition	5 students participated
Rocky Mountain Business Seminar	2 students participated
CFA Finance Research Challenge	5 students participated
GAAPS Accounting Case Competition	4 students participated

Source: Faculty of Management, Professional Development Program